AIMS K-12 College Prep Charter District

AIMS Monthly Board Meeting

Date and Time

Tuesday January 26, 2021 at 6:30 PM PST

Location

Zoom - https://zoom.us/j/94945584895

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting. **Comments and questions should be entered into the chat feature of the Zoom meeting.**

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:30 PM**
	Opening Items			
	A. Call the Meeting to Order - Board President, Mrs.Toni Cook			1 m
	B. Record Attendance and Guests	Vote	Toni Cook	2 m

		Purpose	Presenter	Time
	- Roll Call for the Directors of the Board, and opportunity for introduction of any guest presenters			
C.	Adoption of Agenda	Vote	Toni Cook	2 m
	- Board President, Mrs. Toni Cook			
D.	Public Comment on Non-Agenda Items			10 m
	Public Comment on Non-Agenda Items is set aside for members of the Public to address the items not on the Board's agenda. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**			
E.	Public Comment on Agenda Items			10 m
	Public Comment on Agenda Items is set aside for members of the Public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**			
II.	**Non-Action Items**			**6:55 PM**
A.	President's Report	FYI	Board President T. Cook	15 m
	Meet and greet the prospective AIMS Board Director			
B.	Annual Board Organizing meeting	Discuss	Toni Cook	5 m
C.	Superintendent's Report	FYI	Superintendent Woods-Cadiz	5 m
D.	AIMS K-12 Report	FYI	Heads of Schools and Division Heads	5 m
	Heads of School - Mr. Christopher Ahmad, Mr. Maurice Williams, Mr. Peter Holmquist			

		Purpose	Presenter	Time
E.	Education Coordinator, College Bound Kids Report	FYI	Matthew Gordan	5 m
F.	Operations Report	FYI	Operations	5 m

- Data, Accountability, and Operations Director, Ms. Marisol Magana
- Data, Accountability, and Operations Manager, Ms. Tiffany Tung

III. Action Items — 7:35 PM

A.	Finance Committee	Vote	Chris Edington	5 m

1. Fiscal Policies

B.	Governance Committee	Vote	Toni Cook	10 m

1. School Accountability Report Cards

IV. Closed Session — 7:50 PM

A.	Public Comment on Closed Session Items	FYI		10 m

Public Comment on closed session items is set aside for members of the Public to address items on the Board's agenda for closed session. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**

B.	Recess to Closed Session	Discuss		15 m

Closed Session Items:

1. Conference with Real Property Negotiations
   (Gov. Code Section 54956.9)
2. Conference with Legal Counsel - Anticipated Litigation
   (Gov. Code Section 54956.9)
3. Employee Matters

C.	Reconvene from Closed Session	Vote		2 m

		Purpose	Presenter	Time
	Roll Call			
D.	Report from Closed Session - Board President, Mrs. Toni Cook	FYI		3 m

V. Closing Items — 8:20 PM

A.	Adjourn Meeting	FYI
B.	NOTICES	FYI

The next regular meeting of the Board of Directors is scheduled to be held on February 25, 2021, at 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510)220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, Kellie Minor, hereby certify that I posted this agenda on the AIMS website at www.aimsk12.org, on January 23, 2021, at 6:20 PM.
Certification of Posting

Coversheet

Superintendent's Report

Section: II. Non-Action Items
Item: C. Superintendent's Report
Purpose: FYI
Submitted by:
Related Material: Superintendent Board Report January.pptx

Superintendent Board Report

Reporting Period January 2021

Superintendent Maya Woods-Cadiz., AIMS K-12 College Prep Charter District

Highlights of The Month: Leadership



State of Black Education Oakland (SoBEO) recognized AIMS leaders for our success in education. These Leaders were nominated and chosen by SoBEO.

President Toni Cook was recognized for her decades of success in service to quality education for students.

Superintendent Woods-Cadiz was recognized for the overall success of AIMS Schools, and her work in Education in Oakland.

Head of Highschool Williams were recognized for the strong academic performance of AIMS High School and his work in Oakland for school choice.

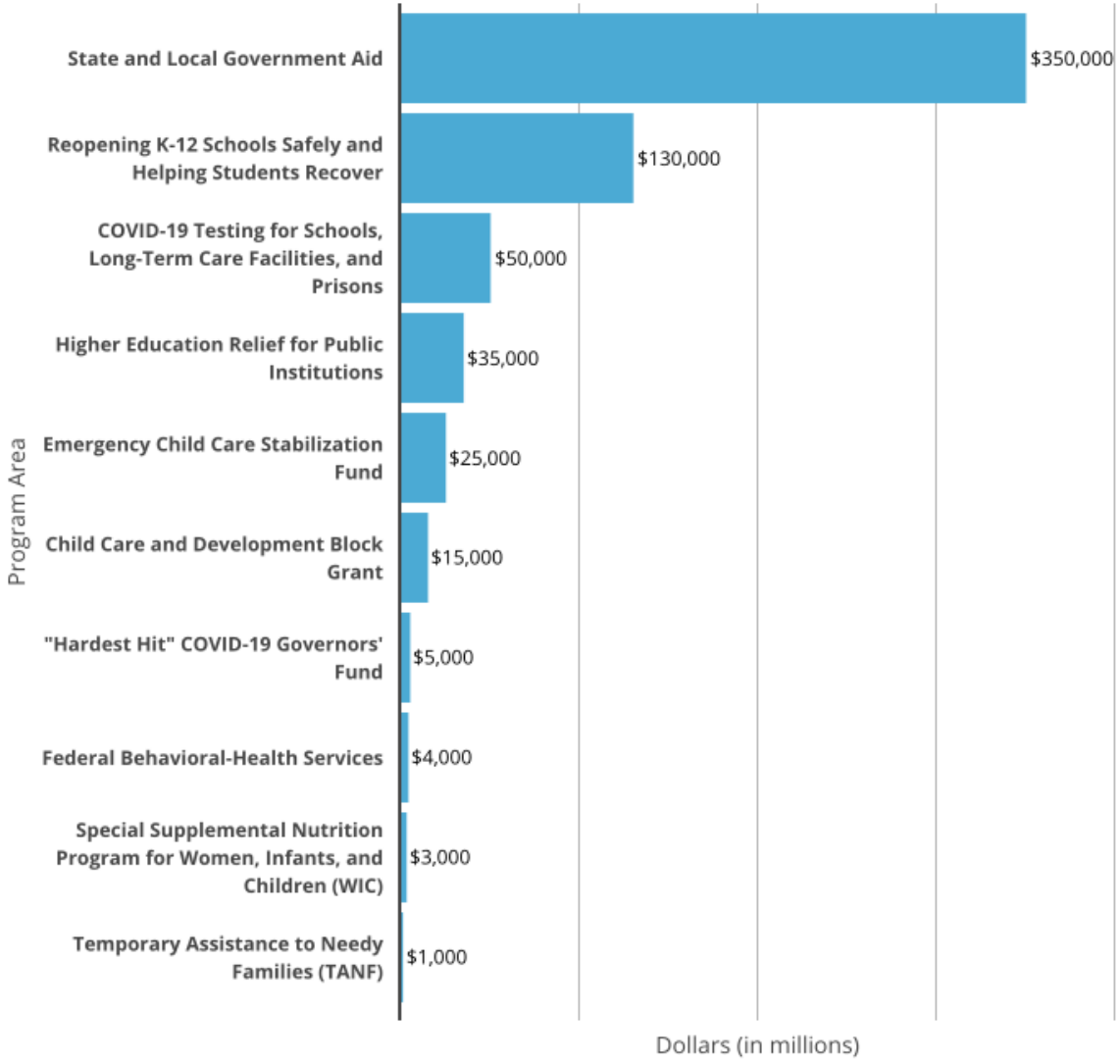
A copy of the ceremony can be viewed on the SoBEO Facebook change.

Highlight of The: Month Academic Performance



AIMS K-12 is proud to be named an_ERP Honor Roll district (all of our schools are Honor Roll schools). ERP which recognizes high-performing, achievement gap-closing schools across the nation. The Educational Results Partnership Honor Roll, sponsored by CBEE.The Honor Roll is a valuable resource for all schools to identify successful peers and learn about best practices that are improving student achievement. Congratulatoins to our wonderful teachers and leaders. whose work made this recognition possible.

Highlight of The Month: Federal Funding



President Joe Biden unveiled his "American Rescue Plan" for the coronavirus pandemic in mid-January before he took office. The $1.9 trillion plan includes dedicated money for K-12 schools to help them reopen safely and address the various impacts of COVID-19, but there are other parts of the plan that would help schools, educators, and children.

1. "Reopening K-12 Schools Safely and Helping Students Recover." This funding could be put to use in a variety of ways, from boosting internet access for students and hiring more school nurses, to helping more students access summer school and improve ventilation in buildings. A portion of this funding would be reserved for "equity challenge grants" designed to "advance equity- and evidence-based policies to respond to COVID-related educational challenges and give all students the support they need to succeed."

2. "COVID-19 Testing for Schools, Long-Term Care Facilities, and Prisons." This would support the purchase of rapid tests and help schools and other institutions implement "regular testing protocols."

3. "'Hardest Hit' COVID-19 Governors' Fund." This money could be spent on K-12 education, higher education, and early-childhood services.

4. "Federal Behavioral-Health Services." This $4 billion would be earmarked for the Substance Abuse and Mental Health Services Administration and the Health Resources and Services Administration. Both agencies are at the Department of Health and Human Services and deal with child health.

Highlight of The Month: State Funding

LCFF Funding Element	LCFF Amounts for 2021-22
Grade TK-3 Base	$7,998
Grade K-3 Grade Span Adjustment	$ 831 (10.4% of K-3 target)
Grade 4-6 Base	$8,117
Grade 7-8 Base	$8,359
Grade 9-12 Base	$9,687
Grade 9-12 Grade Span Adjustment	$ 252 (2.6% of 9-12 target)
Supplement per unduplicated Free or Reduced Priced Meal Eligible Pupil, English Learner or Foster Youth	20% of average base and add-on funding per eligible ADA
Concentration Supplement per pupil above 55% of the lesser of total district or charter percent high need	50% of average base and add-on funding per eligible ADA above 55%

Governor Newsoms Proposed K-14 Education Budget

The Budget reflects the state's highest-ever funding level for K-14 schools – approximately $90 billion total, with $85.8 billion under Proposition 98.

Targeted investments in special education include $545 million in ongoing funds

The Budget also reflects key investments targeted to address the impacts of the pandemic on students, especially those inequitably impacted.

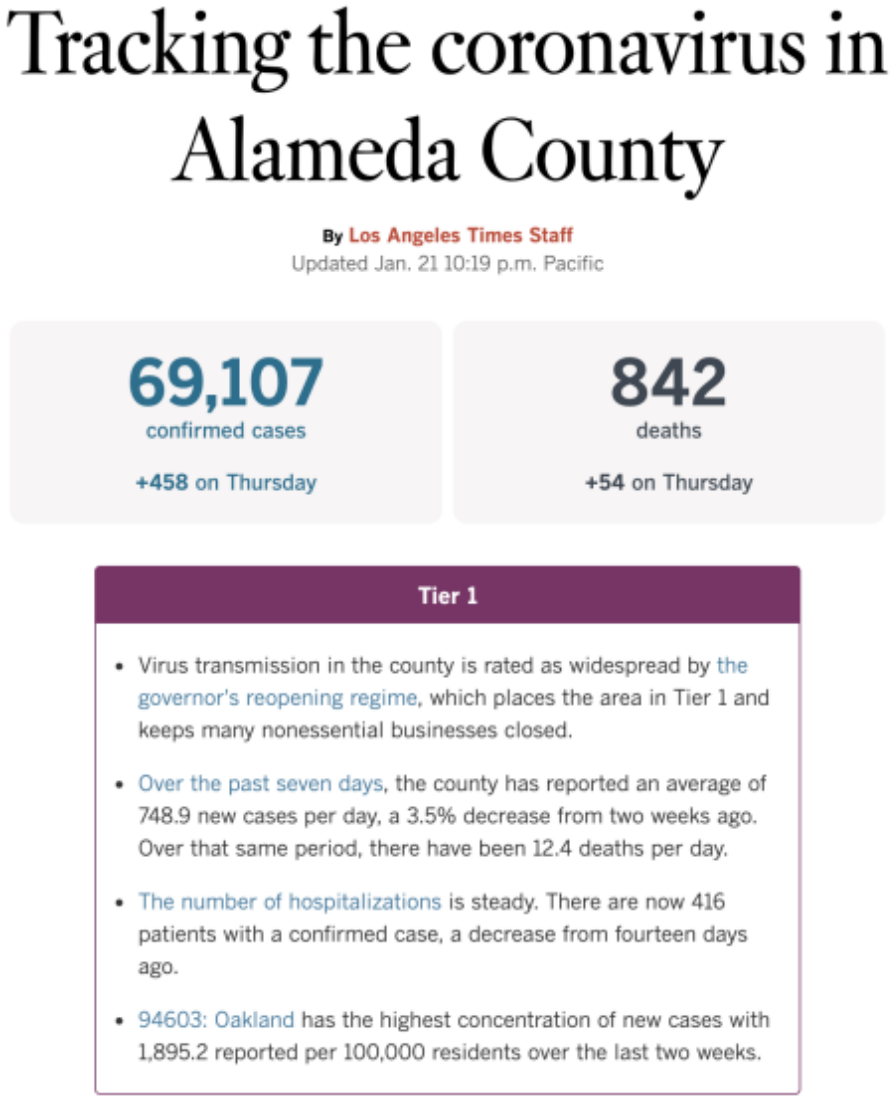
$2 billion is proposed for immediate action to support and accelerate safe returns to in-person instruction beginning in February, based on a phased-in approach that starts with our youngest students.

$400 million is proposed for school-based mental health. All of these funds will prioritize students and communities disproportionately impacted by the pandemic, with funds strongly weighted toward schools serving students from low-income families, foster youth, homeless students, English learners and others disproportionately impacted by the pandemic.

The Budget also directs a significant portion of additional funding to paying down nearly two-thirds of the deferrals implemented last year and provides a 3.84-percent cost-of-living adjustment to the Local Control Funding Formula.

The Governor's Budget version will be available at: https://www.fcmat.org/lcff.

Highlight of The Month: Return to In Person Learning



Tracking the coronavirus in Alameda County

By Los Angeles Times Staff
Updated Jan. 21 10:19 p.m. Pacific

69,107
confirmed cases
+458 on Thursday

842
deaths
+54 on Thursday

Tier 1

- Virus transmission in the county is rated as widespread by the governor's reopening regime, which places the area in Tier 1 and keeps many nonessential businesses closed.
- Over the past seven days, the county has reported an average of 748.9 new cases per day, a 3.5% decrease from two weeks ago. Over that same period, there have been 12.4 deaths per day.
- The number of hospitalizations is steady. There are now 416 patients with a confirmed case, a decrease from fourteen days ago.
- 94603: Oakland has the highest concentration of new cases with 1,895.2 reported per 100,000 residents over the last two weeks.

- K-6 schools in counties in Purple Tier with County Case Rate (CR) >25: Schools serving students in grades K-6 may not reopen for in-person instruction in counties with adjusted CR above 25 cases per 100,000 population per day. They may post and submit a Covid School Safety Plan (CSP), but they are not permitted to resume in-person instruction until the adjusted CR has been less than 25 per 100,000 population per day for at least 5 consecutive days. This case rate reflects recommendations from the Harvard Global Health Institute analysis of safe school reopening policy.
- Schools may not reopen for grades 7-12 if the county is in Purple Tier
- Alameda County is on Purple Tier
- Oakland has one of the highest rates in Alameda County
- Over the past three years Alameda County has on average 748.9 new cases
- AIMS schools will not open for in person learning for the 2020-2021 school year, unless directed to do so by the State of California
- AIMS opening plan is in alignment with parent and staff survey responses

HAPPY BIRTHDA Y FROM AIMS!



Coversheet

AIMS K-12 Report

Section: II. Non-Action Items
Item: D. AIMS K-12 Report
Purpose: FYI
Submitted by:
Related Material: Elementary School Board Report Template January .pptx
High School Board Report January.pptx
Middle School Board Report January.pptx

AIMS K-5 Board Report

Reporting Period January, 2021

Head of School Christopher Ahmad, AIMS College Prep Elementary School

Highlights I Want The Board To Know

-New student desks will be arriving on February 1st

-250 new touchscreen laptops arrived

-Educational Results Partnership gave us HONOR ROLL status for 2019-2020



Dear Christopher:

On behalf of Educational Results Partnership (ERP), I am writing to congratulate your school community. After an extensive analysis of student data for every public school in California, American Indian Public Charter II was a clear leader in getting students to grade-level and beyond and has been named to the 2019-20 Honor Roll. Congratulations!

Your school is being recognized as a leader in student achievement. We are featuring your school on ERP's website where educators and policymakers can seek out high-performing schools so that they can replicate success. You can view our Honor Roll website here.

The 2019 - 2020 Honor Roll recognizes public elementary, middle and high schools that demonstrate high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps. For high schools, Honor Roll recognition includes measures of college readiness in students. This year, the California Honor Roll recognized 2,568 higher-performing schools in the state that are distinguished for their academic achievement and closing achievement gaps.

Through national research, we have identified a common set of success factors in higher-performing Honor Roll schools and districts. These include clear, specific learning objectives aligned to college and career readiness, along with:

- Evidence-based instructional practices
- A defined system-wide mission of college and career readiness for all students
- An investment in human capital
- Maintenance of data and assessment systems to monitor school and student performance

Highlights Of The Month

-Being given the Honor Roll status by the Educational Results Partnership from the 2019-2020 school year

Elementary School Instructional Schedule In January

8:45-3:30 K-2 Friday 8:45-2:00

8:30-3:30 2-5 Friday 8:30-2:00

Elementary School Method for Monitoring Instruction For January Hybrid Learning

Daily observations
Lesson Plans
Benchmarks
Reading Assessments

Elementary School Strategy for Communicating With Students and Parents Regarding January Opening

Parent Square

Zoom Meetings

Phone Calls

Elementary School Strategy for Addressing Concerns From Parents and Students

Zoom Meetings
Phone Calls

Elementary School Challenges/Concerns and Method for Resolution

Determining whether we are going back for a hybrid model or will be continuing virtual learning

AIMS HS Board Report

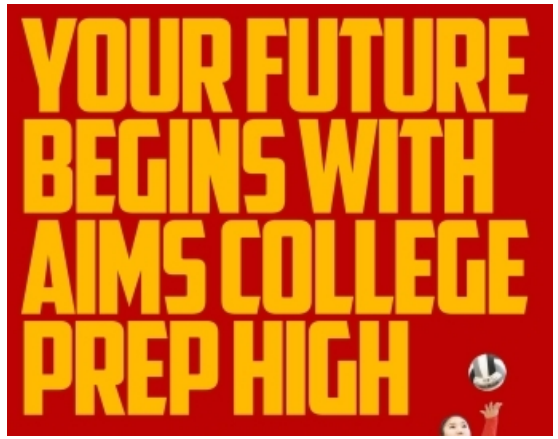
Reporting Period January 2021

Head of School Maurice Williams Jr., AIMS College Prep High School

Introduction

This slide deck contains information about AIMS College Prep High School. It will not be read to the board. In the interest of time, the board will receive this presentation in advance, and will have questions ready for the coordinator. The Head may take a short time (5 minutes Max) to highlight any Items that may be of specific interest to the board.

Highlights I Want The Board To Know

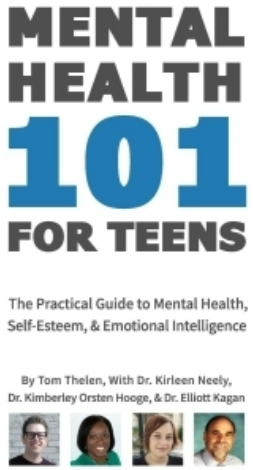


AIMS HS Virtual Campus Tours: AIMS HS will hold 7 engagements (3 Student; 2 AIMS HS Families; 2 General Community) to encourage all students to apply or attend AIMS HS for the 2021-22 Academic School year. Both the family and community meetings will be host Cantonese and Spanish speakers:

A. **8th Grade Classroom Meetings (February 1, 2021 @ 2PM)**
   - Mr. Williams (2 Classes)
   - Ms. Li (2 Classes)
   - Ms. Chaniel (2 Classes)

A. **AIMS 8th Grade Parent Meetings**
   a. Monday, January 25 @ 6:30PM
   b. Saturday, January 30 @ 3PM

B. **AIMS HS General Public Meetings (Invites were sent to all OUSD Public and Charter Middle Schools)**
   a. Thursday, January 28 @ 6:30PM
   b. Saturday, January 30 @ 6:30PM



Mental Health 101 For Teens: As part of our commitment to Mental Health, AIMS HS has purchased the new book, **Mental Health 101 for Teens,** which will be distributed to all AIMS HS students, teachers, and staff. No Bullying Schools founder and author Tom Thelen (staunch supporter of AIMS) and his team is finalizing its curriculum that will be shared with teachers in order to help cover pertinent topics within the book.

Highlights Of The Month





1. New AIMS HS Staff

- **Mr. Carlos Lopez-Tenorio** was recently on-boarded as a semester-long intern to help lead the new AIMS HS Innovation and Design Thinking course for Freshmen. Mr. Lopez-Tenorio is a Junior at UC Berkeley and his role may help facilitate an MOU between the UC Berkeley's d.School and AIMS HS for future student-internship placements.

- **Ms. Evelin Palacios** is an Administrative Assistant with nearly 3 years at AIMS. She will be tasked with assisting in the academic counseling department at AIMS HS. Ms. Palacios will complete her MA in Counseling (Academic) and will obtain her preliminary PPS credential for the purposes of becoming and academic counselor at AIMS HS during the 2021-22 academic school year.

2. AIMS HS SGA *'Tis The Spirit Week'*

- One lucky AIMS student won a $100 Visa gift card for their participation in the AIMS HS Winter Spirit Week.



High School Instructional Schedule In January

AIMS COLLEGE PREP HIGH SCHOOL

2020 / 21 AIMS HS DISTANCE LEARNING MASTER BELL SCHEDULE

(15 minute reduction per class period)

Periods	Monday / Wednesday (Periods 1-4)	Periods	Tuesday / Thursday (Periods 5-8)	Periods	Friday A (Periods 1-4)	Periods	Friday B (Periods 5-8)
1	8:30 - 9:45	5	8:30 - 9:45	1	8:30 - 9:15	5	8:30 - 9:15
Transition A	10:00 - 10:10	Transition A	10:00 - 10:10	Transition A	9:30 - 9:40	Transition A	9:30 - 9:40
2	10:10 - 11:25	6	10:10 - 11:25	2	9:40 - 10:25	6	9:40 - 10:25
Lunch	11:40 - 12:40	Lunch	11:40 - 12:40	Transition B	10:40 -10:50	Transition B	10:40 -10:50
3	12:40 - 1:55	7	12:40 - 1:55	3	10:50 - 11:35	7	10:50 - 11:35
Transition B	2:10 - 2:20	Transition B	2:10 - 2:20	Lunch	11:50 - 12:30	Lunch	11:50 - 12:30
4	2:20 - 3:35	8	2:20 - 3:35	4	12:30 - 1:15	8	12:30 - 1:15
Prep / Office Hours	3:50 - 4:30	Prep / Office Hours	3:50 - 4:30	Prep / Office Hours	1:30 - 2:00	Prep / Office Hours	1:30 - 2:00
B Period	4:00 - 5:15	B Period	4:00 - 5:15	B Period	1:40 - 2:25	B Period	1:40 - 2:25

AIMS COLLEGE PREP HIGH SCHOOL

2020-21 AIMS HS Friday A / B Schedule

Previous Monday school closures resulted in an inequity of minutes for classes with Monday block schedules. For these reasons, 6 minimum days have been converted to full school days, which will allow our dual-pathway college courses and Periods 1-4 to receive regular instruction, without significant disruption to our existing bell schedule.

Date	Schedule Type	Day Type
August 21, 2020	Friday A (1-4)	Minimum Day
August 28, 2020	Friday B (5-8)	Minimum Day
September 4, 2020	Friday A (1-4)	Minimum Day
September 11, 2020	Friday A (1-4)	Full Day
September 18, 2020	No School	Staff Development
September 25, 2020	Friday B (5-8)	Minimum Day
October 2, 2020	Friday A (1-4)	Minimum Day
October 9, 2020	Friday B (5-8)	Minimum Day
October 16, 2020	No School	Staff Development
October 23, 2020	Friday A (1-4)	Minimum Day
October 30, 2020	Friday B (5-8)	Minimum Day
November 6, 2020	No School	Parent Conferences
November 13, 2020	Friday A (1-4)	Full Day
November 20, 2020	Friday A (1-4)	Minimum Day
November 27, 2020	No School	Thanksgiving Break
December 4, 2020	Friday B (5-8)	Minimum Day
December 11, 2020	Friday A (1-4)	Minimum Day
December 18, 2020	Friday B (5-8)	Minimum Day
December 25, 2020	No School	Winter Break
January 1, 2021	No School	Winter Break
January 8, 2021	Friday A (1-4)	Minimum Day
January 15, 2021	Friday B (5-8)	Minimum Day
January 22, 2021	Friday A (1-4)	Full Day
January 29, 2021	Friday A (1-4)	Minimum Day

Small Group Learning At AIMS HS Begins In February

- AIMS HS will restart its small group learning communities, beginning February 1. Student The learning groups are as follows:

    a. **(A) Freshmen / Sophomores:** Mondays and Tuesdays
    b. **(B) Juniors and Seniors:** Wednesdays and Thursdays
    c. **Fridays:** No students

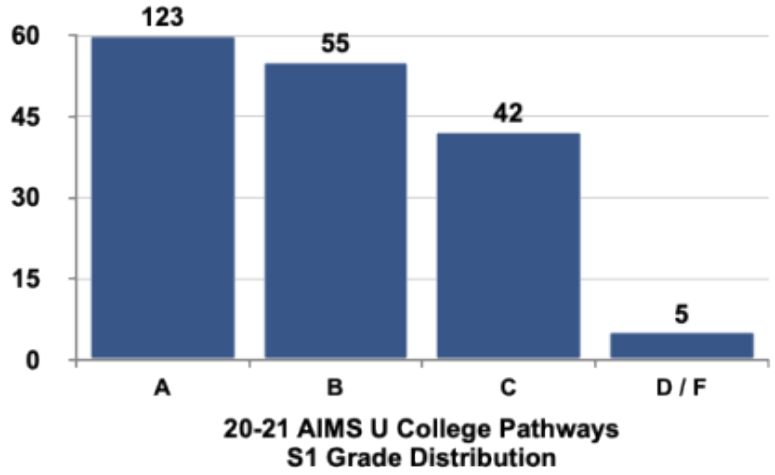
- Based upon parent survey results, families will be notified on all AIMS Communication platforms of their child's A / B track listing.



AIMS U College Pathways (S1) Data Analysis

2020-21 AIMS U College Pathways Data Analysis (S1)								
College Pathway	**Course**	**College**	**A**	**B**	**C**	**D / F**	**Total**	**Pass Rate**
Pre-Engineering	MM/MW 1A - Intro to Web Design	Berkeley City College	20	10	0	0	30	100%
Pre-Engineering	MMART 166 - UX Design	Berkeley City College	24	2	0	0	26	100%
Pre-Med	BIO 28 - Human Nutrition	Laney College	9	4	3	3	19	84.2%
Pre-Med	BIOL 24 - Human Anatomy and Physiology	Laney College	16	6	6	1	29	96.5%
Pre-Med	BIOL 24 - Human Anatomy and Physiology	Laney College	11	11	5	1	28	96.4%
Pre-Law	POSC 6 - US Constitution and Criminal Due Process	Laney College	4	10	18		32	100%
Pre-Business	BUS 10 - Introduction to Business	Laney College	16	3	3	0	22	100%
Pre-Business	BUS 2 - Introduction to Business Law	Laney College	11	5	2	0	18	100%
Pre-Business	BUS 2 - Introduction to Business Law	Laney College	12	4	5	0	21	100%
Grade Distribution Percentage			54.6%	24.4%	18.6%	2.2%	100%	97.7%

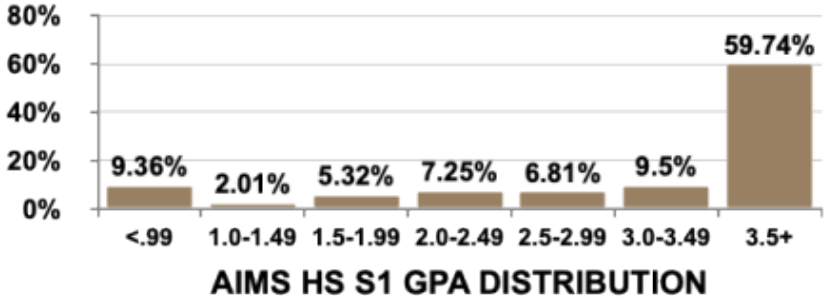
- **For the 2021-2026 AIMS HS Charter Term, AIMS HS Administration developed new site specific MPO 3:** *Each year, at least 75 percent of all demographic subgroups will pass their College Pathways classes each year.* This MPO is effective during the 2020-21 academic school year.
- **97.7% of AIMS HS students (250) received passing grades in their Dual Enrollment Classes during the first semester of the AIMS U College Pathways program.**



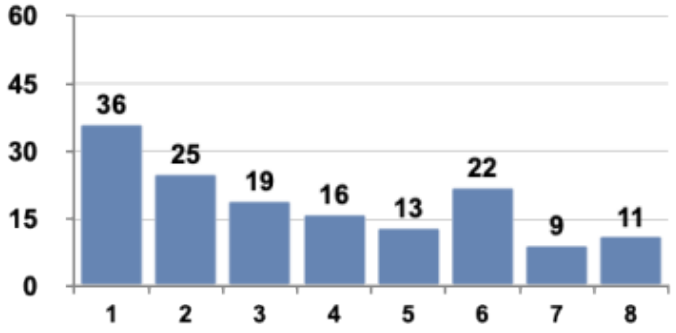
20-21 AIMS U College Pathways
S1 Grade Distribution

AIMS HS S1 Data Analysis

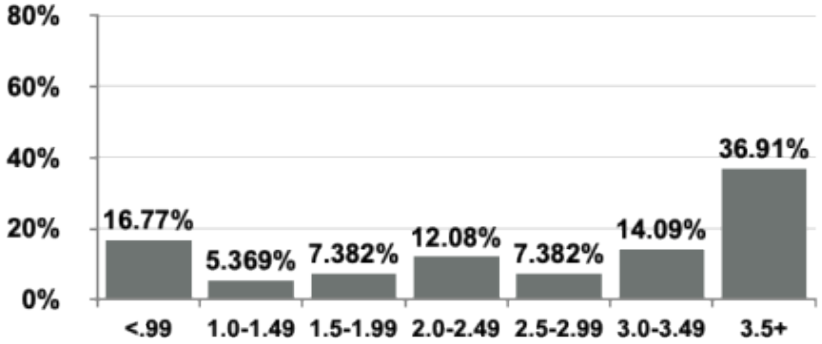
- **AIMS HS S1 Data Analysis:** During the first semester, AIMS HS had nearly a 83% course instance passage rate (2482/2992). AIMS HS administration remains committed to ensure a 100% course passage rate for all students, particularly among our freshmen students.



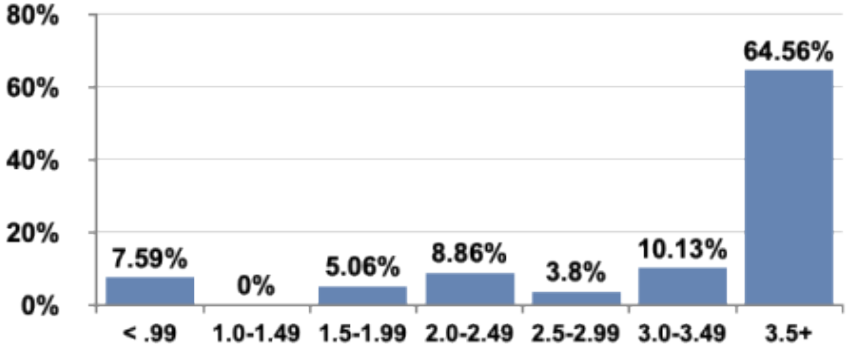
AIMS HS S1 GPA DISTRIBUTION



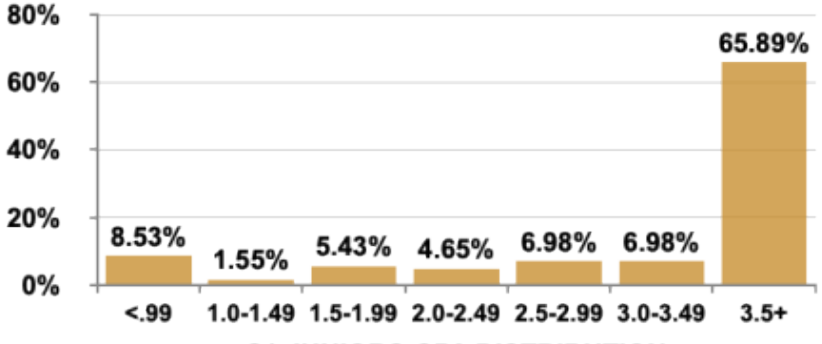
AIMS HS 20-21
S1 # Students w/ Failed Courses



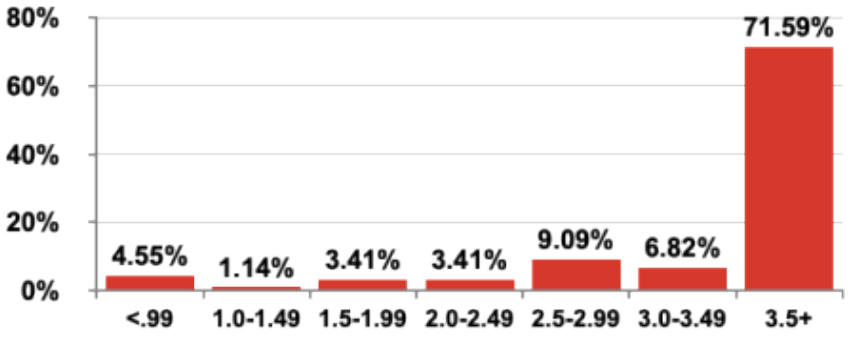
S1 FRESHMEN GPA DISTRIBUTION



S1 SOPHOMORES GPA DISTRIBUTION



S1 JUNIORS GPA DISTRIBUTION



S1 SENIORS GPA DISTRIBUTION

AIMS HS 20-21 S1 Top Failed Courses			
Grade	**Subject**	**# of Failed Students**	**% of Failed Courses**
- -	VPA, Foreign Language, PE, Electives	151	29.61%
9th	Geometry	54	10.59%
9th	English 9	40	7.84%
10th	AP Human Geography	36	7.06%
9th	AP Environmental Science	29	5.69%
9th	AP English Language	22	4.31%
11th	AP World History	20	3.92%
9th	AP Biology	19	3.73%
9th	AP Chemistry	19	3.73%
Other Courses		120	23.53%

AIMS HS S1 Honor Roll Data

Out of 445 students, 350 (78.65%) earned placement on AIMS HS Honor Rolls / Honorable Mention during the S1 of the 2020-21 academic school year.

- **Superintendent's List**
  (4.0 GPA + Perfect Attendance)
- **Dean's List**
  (3.8 GPA - 4.0 GPA)
- **Honor Roll**
  (3.2 GPA - 3.79 GPA)
- **Honorable Mention**
  (3.0 GPA - 3.19 GPA)

AIMS HS 20-21 S1 Honor Roll Distribution List						
Grade	Honorable Mention	Honor Roll	Dean's List	Superintendent's List	Total	Percent of Grade Level
9th	9	43	24	6	82	55.03%
10th	1	18	40	14	73	92.4%
11th	6	23	65	33	127	98.44%
12th	0	22	10	36	68	77.27%
Total	16	106	139	89	350	78.65%

High School Challenges/Concerns and Method for Resolution

1. **Failed Grades During AIMS S1 Grading Term**

- **Concern:** While the vast majority of AIMS students are passing their courses, many freshmen students are failing multiple classes. This is largely due to COVID-19 school related closures, and the fact that Freshmen were not properly oriented to the challenges and rigors of high school.

- **Resolution:** Aside from Saturday School, SSTs, and increased tutoring, students will be able to begin credit recovery during the start of S2.

- Survey teachers of most frequently failed classes to diagnose common problems with failed students.

- Assess for potential learning disabilities, as needed.

- Provide small group learning opportunities on campus for chronically failing students.

AIMS 6-8 Board Report

Reporting Period January, 2021

Head of School Peter Holmquist, AIMS College Prep Middle School

Introduction

This slide deck contains information about AIMS College Prep Middle School. It will not be read to the board. In the interest of time, the board will receive this presentation in advance, and will have questions ready for the coordinator. The Head may take a short time (5 minutes Max) to highlight any Items that may be of specific interest to the board.

Highlights I Want The Board To Know

- Completed the charter renewal application and first hearing
- Received Carryover approval Measure G1
- Compliance and ELD programming
- Distribution Days for Q3 and Semester Two
- SGA and Middle School clubs

Highlights Of The Month

- Completed Quarter 2 of Semester 1
- Received Carryover approval Measure G1
- Continuing replacement or distribution of school supplies and computers

Middle School Instructional Schedule In January

			USC & Stanford (Ms.Jone & Ms. Bakheit)									
			Monday		Tuesday		Wednesday		Thursday		Friday	
	Block 1 (90 min)	9:00 - 10:30	USC (ELA)	Stanford (Math)	USC (Math)	Stanford (ELA)	USC (ELA)	Stanford (Math)	USC (Math)	Stanford (ELA)	USC (ELA & Hist Assessment & Evaluation)	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)		
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)	USC (Math & Sci Assessment & Evaluation)	Stanford (ELA & Hist Assessment & Evaluation)
		12:30 - 1:00	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 A (60 min)	2:30 - 3:30	USC Science	Stanford History	USC History	Stanford Science	USC Science	Stanford History	USC History	Stanford Science		

Hybrid Learning Grouping In (March?)

Hybrid grouping has begun, coordinating:

- Equitable student groups on campus ⅓ of class
- Supported video conference meetings for ⅔ of class
- Rotation of the three groups, each group on campus for one day on, two days off
- Groups coordinated with different grade siblings, etc.

Middle School Method for Monitoring Instruction For (March) Hybrid Learning

- Weekly PLC interactions:
  - grade level meetings
  - subject matter meetings
- Syllabus oversight and Lesson Plan review
- Visitation of online classrooms
  - using district evaluation program
  - focused on California Standards for the Teaching Profession (CSTP)
- Review of Zoom & Schoology class recordings
- Grade checks and oversight through Powerschool and Schoology

Middle School Strategy for Communicating With Students and Parents Regarding January Opening

- ParentSquare messages from Middle School Administrators to families
- Parent Information meetings and tutorials around technology
- Middleschool@aimsk12.org and Teaching staff are the main conduit for communicating with students
- Phone calls and emails from staff for attendance (clerical, faculty, & administrators)
- Progress Reports and Report Cards
- Phone calls and emails from teachers for attendance, behavior, and grades
- Parent Square and Zoom meetings for resource pickup & scheduling
- Continuing technical help, including hardware exchange

Middle School Strategy for Addressing Concerns From Parents and Students

1. Specific parent addresses a concern, usually through email or phone call, although sometimes in person at the front desk
2. Staff (usually clerical or faculty) respond as best they can in the moment
3. If there is no resolution in first contact, then the student's teachers are invited to weigh in with their information, or intervene for their student.
4. If there is still no resolution, a MS administrator or other staff (ELD, SpEd) may become involved. If this is the first contact, step 3 will be enacted.
5. If there is not resolution and no clear policy, there may be a meeting between stakeholders.

Middle School Challenges/Concerns and Method for Resolution

Engagement of students in online learning

- skills, practices, relationships
- continue to develop teacher investment in curriculum

Professional Development continually addressed through

- faculty evaluation plan (including data tracking for improvement)
- unit/lesson planning for Semester Two/Quarter Three and beyond
- vendor, peer teacher, and administrator offering training

Coversheet

Education Coordinator, College Bound Kids Report

Section:	II. Non-Action Items
Item:	E. Education Coordinator, College Bound Kids Report
Purpose:	FYI
Submitted by:	
Related Material:	January CBK Board Report.pptx

AIMS K-12 College Bound Kids

January 2021 Reporting Period

Matthew Gordan, College Bound Kids Coordinator

Introduction

This slide deck contains information about the College Bound Kids initiative. It will not be read to the board. In the interest of time, the board will receive this presentation in advance, and will have questions ready for the coordinator. The Coordinator may take a short time (5 minutes Max) to highlight any Items that may be of specific interest to the board.

Highlights I Want The Board To Know: Below is the requested chart detailing GPAs of schools in relation to AIMS student GPAs. Please note schools use their own GPA formula, not ours, when reviewing apps.

	Berkeley	Davis	Irvine	UCLA	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Weighted GPA of middle 25%-75% students from *admission.universityofcalifornia.edu*	4.13 - 4.30	3.97 - 4.25	3.96 - 4.26	4.18 - 4.31	3.40 - 3.96	3.65 - 4.11	4.04 - 4.28	4.03 - 4.27	3.71 - 4.16
Total AIMS apps	68	80	63	75	32	43	61	52	72
Apps with at least high end average	34	39	34	31	14	25	31	26	37
Apps with at least low end average	44	52	45	39	26	35	40	33	57

	Cal Poly-Pomona	Cal Poly-SLO	Cal State EB	Cal State LA	San Diego State	SF State	SJ State
Average Unweighted GPA from *CollegeSimply.com*	3.43	3.87	3.1	3.18	3.6	3.2	3.31
Total AIMS apps	27	30	38	22	37	48	54
Apps with at least the average	18	15	32	13	19	41	46

Established College Bound Priorities

Current Priorities:

***Guide Seniors through college application process, currently:**
-Submitting application updates to schools
-Submitting supplemental paperwork
-Submitting letters of rec for schools and/or scholarships

***Provide awareness and help with current scholarship opportunities**

***Scheduling future meetings with AIMS alumni and financial literacy folks**

***Ensure Seniors complete financial aid paperwork (FAFSA, Dream Act, CSS, Cal Grant)**

***Keep track of and nag Seniors in regards to completing credit recovery in order to graduate this year**

Established Daily/Weekly Schedule for Communicating With Seniors, Juniors

*In terms of Juniors, I communicate when there is news or opportunities to share. They receive a group email from me once a week, sometimes more.

*In terms of Seniors, I have 3 class periods with all of them. Our communication is all day everyday, with communication occurring in a variety of ways: group emails to the entire grade, group emails to specific class periods, emails and messages to individual students, updates posted to the Schoology class wall, lecture time during class, 1-on-1 virtual meetings that take place throughout the day, and in a couple instances, over the phone.

Established Daily/Weekly Schedule for Working With Elementary and Middle School

For the first semester there is minimal contact between myself and the other schools because all my time and focus needs to be with the Seniors. I have however communicated with Mr. Ahmad and Mr. Holmquist and formulated plans to work with their schools during the 2nd semester:

Elementary School: Will provide elementary-friendly worksheets and activities to do with the students so they can familiarize themselves with the idea of college (think word searches and such) while also taking them on virtual tours of colleges so they can view images and try to anchor themselves in what's an abstract idea for them.

Middle School: Kind of like "Choose Your Own Adventure," the students will be presented a few different narratives centered around a fictional student and the different roads they can take to reach their goals in terms of colleges and careers. Example: The narrative will follow what John Doe needs to do-- and the different ways to accomplish it all-- in order to become an engineer. Virtual tours of colleges will also be used.

Scholarship Searches and Results

This is an ongoing process…

*6 applied to QuestBridge, 7 to Bill Gates, 5 to Coca-Cola

*1 recipient of the Posse Scholarship (full tuition to University of Puget Sound). 5th year in a row we've had a winner!
*1 recipient of the Triple-Impact Scholarship (Bay Area scholar athlete award)

Scholarships are now a main component of the 2nd semester of College Planning class. We've already had 4 scholarship assignments, including area scholarships:

>Marcus Foster Scholarship
>Oakland Promise
>Chevron Bay Area
>Asian and Pacific Islander Scholarship

Students are being assigned a mixture of "easy" scholarships that can be completed in class, along with more competitive scholarships, like the ones above, that require essays and letters of rec.

Juniors have been alerted to a couple scholarships they are eligible for as well.

Number of Juniors and Seniors Contacted During The Reporting Period; and The Means of Communication

*When necessary, 9th-11th graders individually receive communication from me in regards to credit recovery (10th-11th) and AP registration (9th-11th).

*The entire Junior class receives information from me once a week on opportunities they should look into (examples: internships, college tours) and/or updates that affect them (like SAT requirements).

*The 100 Seniors hear and read my words everyday via our classes together (lecture time), group emails to the entire grade, group emails to specific class periods, emails and/or messages to individual students, updates posted to the Schoology class wall, 1-on-1 virtual meetings that take place throughout the day, and in a couple instances, over the phone.

Qualitative and Quantitative Results for Response to Student and Parent Inquiry

Main Inquiry Topics:
Credit recovery
Graduation requirements
Any and every matter relating to the college application process

I have communicated on a personal basis with every Senior. In terms of how often, I'm connecting with at least 45 Seniors a day between class time, 1-on-1 meetings, and personal email/messaging correspondence.

Every Senior had a 1-on-1 UC application meeting with me the week before Thanksgiving break.

Coversheet

Operations Report

Section: II. Non-Action Items
Item: F. Operations Report
Purpose: FYI
Submitted by:
Related Material: Operation's January Board Report .pptx

AIMS K-12 Operations

Reporting Period January 2021

Marisol Magana, Operations Director
Tiffany Tung, Operations Manager

Introduction

This slide deck contains information about the Operations department. It will not be read to the board. In the interest of time,the board will receive this presentation in advance, and will have questions ready for the coordinator. The Director or designee may take a short time to highlight any Items that may be of specific interest to the board.

Highlights I Want The Board To Know

Reporting

- Finalizing CALPADS Fall 1 submission for AIPCS, AIPCS II and AIPHS
- Starting to work on CALPADS Fall 2 for for AIPCS, AIPCS II and AIPHS
- School Accountability Report Card (SARC) for AIPCS, AIPCS II and AIPHS
- Federal Program Monitoring (FPM)

Facilities & Maintenance

- Submitted mid year certification for Facilities grant for AIPCS/AIPCS II
- Continue to do maintenance and classroom set up for in person instruction
- Working on renewing Construction Permit for Bathroom Renovation
- Prepared Lakeview kitchen for Alameda County Environmental Health permit walkthrough

Food Service Program

- Federal and State requires and audits three Wellness Committee meetings be held in the 2020-2021 school year. The first District Wellness Committee will be held virtually on January 28th at 4:30pm. The committee will be comprised of faculty, student, and parents.
- December federal/state reimbursement report submitted for AIPCS, AIPCS & AIPHS reimbursement.

Trainings

- Training will be held for all three school sites regarding daily engagement/participation template.

The established Technological Plan for Determining Daily Attendance K-12

Attendance will be completed online through our Student Information System (SIS) PowerSchools.

PowerSchool is a student information system, used to record and track student records, including grades and attendance. This system allows educators and administrators to effectively and conveniently manage student records.
PowerSchool stores our attendance, grades, student demographics, contact information, which syncs federal and state information to CALPADS.

- Attendance codes have been created to differentiate online and in person instruction.
- Attendance engagement training will be held for all teachers to ensure attendance engagement is completed accuratley.
- PowerSchool Logins have been provided to all teachers and staff that will be responsible for attendance.
- Attendance is taken by teachers. Administrative Assistance/Attendance Clerks confirm that attendance is submitted daily and on time.
- Laptops were distributed to all teachers to ensure technology needs were met to ensure daily attendance can be taken.
- Weekly and monthly attendance audit will be reviewed and signed electronically by all teachers taking attendance.

ADA Attendance Results for Elementary, Middle, and High for December/January

	School Days 11/30/20 to 12/31/20 (15 Days)	School Days 1/1/21 to 1/20/20 (12 Days)
Elementary - 432	98.92%	98.73%
Middle - 458	97.07%	97.38%
High School - 445	98.49%	97.05%

The Documentation Employed to Determine the Qualitative and Quantitative Effectiveness of The Plan Employed to Determine Daily Attendance K-12

- We are using our student information system (SIS)- PowerSchool to ensure that attendance is taken correctly and on a timely matter.
- **Effectiveness and Daily Accountability:** Admin staff checks that teachers are submitting attendance on time if they do not they email the teachers to ensure that they complete their attendance in a timely matter.
- **Self Assess and Analyze Data:** If a student is marked absent - parents are called to determine why that student is absent.
- **Outcome & Goal:** to reduce chronic absent students during this time of virtual learning, educate students/families on the importance of attendance and supporting families w/ potential barriers to daily school attendance.

Describe the Issues/Concerns and Resolution That Emanated From The Documentation and Online Communication

Issues/Concerns:

- **Due to distance learning, attendance may not be completed in a timely manner**
- **Internet connectivity may be problematic for teachers and students**

Resolution/Action Plan Addressing Concerns:

1. **Attendance checklist was created for teachers and staff**
2. **Attendance audits are be reviewed by administrative staff to ensure attendance is accurate.**

Coversheet

Finance Committee

Section: III. Action Items
Item: A. Finance Committee
Purpose: Vote
Submitted by:
Related Material: 316 EXPENDITURES AND PURCHASES.docx
317 MANAGEMENT OF ASSETS.docx
318 BIDS.docx
319.1 ATTORNEY CONTRACTS.docx
319 CONTRACTS.docx
320 INVENTORY.docx

316 EXPENDITURES AND PURCHASES

The Board of Trustees recognizes its fiduciary responsibility to oversee the prudent expenditure of district funds. In order to best serve district interests, the Superintendent or designee shall develop and maintain effective purchasing procedures that are consistent with sound financial controls and that ensure the district receives maximum value for items purchased. He/she shall ensure that records of expenditures and purchases are maintained in accordance with law.

(BP- 309 - Budgets)

(BP- 1400 – Expense Reimbursement)

(BP- 317 - Management of Assets)

(BP- 312 - Financial Reporting)

(BP- 201 - Conflict of Interest)

Expending Authority

The Superintendent or designee may purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111, beyond which a competitive bidding process is required or other allowable legal means. The Board shall not recognize obligations incurred contrary to Board policy and administrative regulations.

(BP- 318 - Bids)

(BP- 319 - Contracts)

The Board shall review all transactions entered into by the Superintendent or designee on behalf of the Board every 60 days. (Education Code 17605)

Public funds shall not be expended for the purchase of alcoholic beverages. (Education Code 32435)

Purchasing Procedures

Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price

(BP- 320 - Inventories)

(AR 315 (b) – Federal Fund Management Inventories)

All purchases shall be made by formal contract or purchase order or shall be accompanied by a receipt.

Legal Reference:

EDUCATION CODE

17604 Delegation of powers to agents; approval or ratification of contracts by governing board

17605 Delegation of authority to purchase supplies and equipment

32370-32376 Recycling paper

32435 Prohibited use of public funds, alcoholic beverages

35010 Control of district; prescription and enforcement of rules

35035 Powers and duties of superintendent

35160 Authority of governing boards

35250 Duty to keep certain records and reports

38083 Purchase of perishable foodstuffs and seasonal commodities

41010 Accounting system

41014 Requirement of budgetary accounting

GOVERNMENT CODE

4330-4334 California made materials

PUBLIC CONTRACT CODE

3410 U.S. produce and processed foods

20111 Contracts over $50,000; contracts for construction; award to lowest responsible bidder

317 Management of Assets/Accounts

The Board of Trustees recognizes its fiduciary responsibility to effectively manage and safeguard the district's assets and resources in order to help achieve the district's goals for student learning. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system that enhances the district's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. He/she shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards.

(BP-309 Budgets)

(BP- 316 - Expenditures and Purchases)

(BP- 319 - Contracts)

(BP- 404 – Accounts Payable Payment Policy)

(BP- 312 - Financial Reporting)

Capital Assets

The Superintendent or designee shall develop a system to accurately identify and value district assets in order to help ensure financial accountability and to minimize the risk of loss or misuse. District assets with a useful life of more than one year and an initial acquisition cost of $5,000 or more shall be considered capital assets. The Superintendent or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value or depreciation during each accounting period for all capital assets.

(BP- 320 - Inventories)

(AR 315 (b) – Federal Fund Management Inventories)

Internal Controls/Fraud Prevention

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district. These internal controls may include, but are not limited to, segregating employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; conducting background checks on business office employees; and requiring continuous in-service training for business office staff on the importance of fraud prevention.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or

irregularity shall immediately report those suspicions to his/her immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

The Superintendent or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the district's auditors, law enforcement agencies, or other governmental entities, as appropriate.

Legal Reference:

EDUCATION CODE

14500-14508 Financial and compliance audits

35035 Powers and duties of superintendent

35250 Duty to keep certain records and reports

41010-41023 Accounting regulations, budget controls and audits

42600-42604 Control of expenditures

42647 Drawing of warrants by district on county treasurer; form; reports, statements and other data

GOVERNMENT CODE

53995-53997 Obligation of contract

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Budget Planning and Adoption, 2006

Maximizing School Board Governance: Fiscal Accountability, 2006

School Finance CD-ROM, 2005

WEB SITES

CSBA: http://www.csba.org

California Association of School Business Officials: http://www.casbo.org

California Department of Education, School Finance: http://www.cde.ca.gov/fg

California State Controller's Office: http://www.sco.ca.gov

Fiscal Crisis & Management Assistance Team: http://www.fcmat.org

Governmental Accounting Standards Board: http://www.gasb.org

School Services of California: http://www.sscal.com

317 BIDS

The Board of Trustees is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the district, including when contracting for public projects involving district facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the district, such contracts shall be made using competitive bidding.

(BP 316 - Expenditures and Purchases)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements regarding contracting after competitive bidding. (Public Contract Code 20116, 22033)

The Superintendent or designee shall establish comprehensive bidding procedures for the district in accordance with law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders and shall address the issues covered by the standardized questionnaire and model guidelines developed by the Department of Industrial Relations pursuant to Public Contract Code 20101.

(BP- 201 - Conflict of Interest)

When calling for bids, the Superintendent or designee shall ensure that the bid specification clearly describes in appropriate detail the quality, delivery, and service required, and includes all information which the district knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

Except as authorized by law and specified in the administrative regulation, contracts shall be let to the lowest responsible bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

When the Board has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase equipment or supplies to the extent authorized by law. (Public Contract Code 20118)

For use in contracting for public works projects, the Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act pursuant to Public Contract Code 22030-22045, including the required cost accounting procedures and the informal bidding procedures when allowed by law. The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

Legal Reference:

EDUCATION CODE

17070.10-17079.30 Leroy F. Greene School Facilities Act

17250.10-17250.55 Design-build contracts

17406 Lease-leaseback contract

17595 Purchase of supplies through Department of General Services

17602 Purchase of surplus property from federal agencies

38083 Purchase of perishable foodstuffs and seasonable commodities

38110-38120 Apparatus and supplies

39802 Transportation services

CODE OF CIVIL PROCEDURE

446 Verification of pleadings

GOVERNMENT CODE

4217.10-4217.18 Energy conservation contracts

4330-4334 Preference for California-made materials

6252 Definition of public record

53060 Special services and advice

54201-54205 Purchase of supplies and equipment by local agencies

PUBLIC CONTRACT CODE

1102 Emergencies

2000-2002 Responsive bidders

3000-3010 Roofing projects

3400 Bids, specifications by brand or trade name not permitted

3410 United States produce and processed foods

6610 Bid visits

12200 Definitions, recycled goods, materials and supplies

20101-20103.7 Public construction projects, requirements for bidding

20103.8 Award of contracts

20107 Bidder's security

20110-20118.4 Contracting by school districts

20189 Bidder's security, earthquake relief

22002 Definition of public project

22030-22045 Alternative procedures for public projects (UPCCAA)

22050 Alternative emergency procedures

22152 Recycled product procurement

319.1 ATTORNEY CONTRACTS

The Board of Trustees recognizes the complex legal environment in which districts operate and desires reliable, high-quality legal advice at reasonable rates. In order to meet the district's legal needs, the Board may contract with county counsel, attorneys in private practice, or appoint legal counsel as a district employee or independent contractor. The Board also supports pursuing collaborative legal efforts with other agencies and districts as appropriate.

(BP- 317 - Management of Assets)

(BP- 319 - Contracts)

(Bylaws Article 3 – Board of Directors)

Duties of Legal Counsel

The district's legal counsel may: (Education Code 35041.5)

1. Render legal advice to the Board and the Superintendent or designee

2. Serve the Board and the Superintendent or designee in the preparation and conduct of district litigation and administrative proceedings

3. Render advice on school bond and tax increase measures and prepare the necessary forms for the voting of these measures

4. Perform other administrative duties as assigned by the Board and Superintendent or designee

Retaining Legal Counsel

When the district is seeking legal advice or representation, the Superintendent or designee shall initiate a Request for Proposals (RFP) to advertise and solicit proposals for legal services. In evaluating the proposals, the Board and Superintendent shall consider the firm's or attorney's background, experience, and reputation in education law; experience advising or representing school districts in California; fees; and experience of attorneys at the firm who will provide legal services.

The Board and Superintendent shall annually evaluate the performance of the firm and/or attorneys providing legal services in such areas as efficiency and adequacy of advice; results obtained for the district; reasonableness of fees; and responsiveness to and interactions with the Board, administration, and community. Upon a successful evaluation, the Board may renew the agreement with legal counsel without initiating an RFP.

The Board may also contract for temporary, specialized legal services without initiating an RFP when a majority of the Board determines that the unique demands of a particular issue or emergency situation so requires.

Contacting Legal Counsel

At his/her discretion, the Board president or Superintendent may confer with district legal counsel subject to any limits or parameters established by the Board. In addition, the Superintendent or Board president may contact district legal counsel to provide the Board with legal information or advice when so directed by a majority of the Board.

Individual Board members other than the Board president may not seek advice from district legal counsel on matters of district business unless so authorized by a majority of the Board.

Legal Reference:

EDUCATION CODE

35041 Administrative adviser

35041.5 Legal counsel

35161 Powers and duties of governing board

35200-35214 Liabilities, especially:

35204 Contract with attorney in private practice

35205 Contract for legal services

GOVERNMENT CODE

814-895.8 Liability of public entities and public employees

995-996.6 Defense of public employees

26520 Legal services to school districts

53060 Special services and advice

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2007

Maximizing School Board Leadership: Boardsmanship, 1996

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Selecting and Working with a School Attorney: A Guide for School Boards, 1997

WEB SITES

CSBA: http://www.csba.org

California Council of School
Attorneys: http://www.csba.org/LegislationAndLegal/Legal/CaliforniaCouncilOfSchoolAttorneys.aspx

National School Boards Association: http://www.nsba.org

State Bar of California: http://www.calbar.ca.gov

319 CONTRACTS

Whenever state law invests the Board of Trustees with the power to enter into contracts on behalf of the district, the Board may, by a majority vote, delegate this power to the Superintendent or designee. To be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Board. (Education Code 17604)

(BP- 316 - Expenditures and Purchases)

(BP- 404 – Accounts Payable Payment Policy)

(BP- 317 - Management of Assets)

All contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee.

(BP- 319 - Contracts)

(BP- 319.1 – Attorney Contracts)

When required by law, contracts and subcontracts made by the district for public works or for goods or services shall contain a nondiscrimination clause prohibiting discrimination by contractors or subcontractors. The nondiscrimination clause shall contain a provision requiring contractors and subcontractors to give written notice of their obligations to labor organizations with which they have a collective bargaining or other agreement. (Government Code 12990)

(BP- 201 – Fiscal Conflict of Interest)

The district shall not enter into a contract that prohibits a school employee from disparaging the goods or services of the contracting party. (Education Code 35182.5)

Contracts for Non-Nutritious Foods or Beverages

Effective beginning in the 2017-2018 fiscal year, the district or a district school shall not enter into or renew a contract for the sale of foods that do not meet the nutritional standards specified in Education Code 49431 or 49431.2 unless the contract specifies that such sales will occur later than one-half hour after the end of the school day and/or off school premises. (Education Code 49431, 49431.2)

(Student Wellness Policy)

In accordance with the dates specified in law, the district or a district school shall not enter into or renew a contract for the sale of beverages that do not meet the nutritional standards in Education Code 49431.5 unless the contract specifies that such sales will occur later than one-half hour after the end of the school day and/or off school premises.

Before the district or a district school enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-

nutritious food as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of the contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include but not be limited to the following:

1. Control procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources, and integrity of every employee responsible for handling money or property. Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

(BP- 309 - Budgets)

(BP- 317 - Management of Assets)

(BP- 312 - Financial Reporting)

The contract shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

(BP 318 - Bids)

The Board shall not enter into or renew a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious food until parents/guardians, students, and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled Board meeting or as otherwise authorized by Education Code 35182.5. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting. (Education Code 35182.5)

(Bylaws Article 4 – Meeting of the Board)

(Bylaws Article 4 Section- 5.2 – Conduct of Meetings)

The public hearing shall include but not be limited to a discussion of the nutritional value of food and beverages sold within the district; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the food and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

(Student Wellness Policy)

The contract shall be accessible to the public and may not include a confidentiality clause that would prevent the district or a district school from making any part of the contract public. (Education Code 35182.5)

(BP- 204 - Access to Records)

Contracts for Electronic Products or Services

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed, public hearing of the Board.

(Bylaws Article 4 Section- 4.3 – Notice of Meetings)

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students.

(District Technology Plan)

3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students.

4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning center.

5. Offers parents/guardians the opportunity to request in writing that their child not be exposed to the program that contains the advertising. Any request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

14505 Provisions required in contracts for audits

17595-17606 Contracts

35182.5 Contract prohibitions

45103.5 Contracts for management consulting service related to food service

49431-49431.5 Nutritional standards

CODE OF CIVIL PROCEDURE

685.010 Rate of interest

GOVERNMENT CODE

12990 Nondiscrimination and compliance employment programs

53260 Contract provision re maximum cash settlement

53262 Ratification of contracts with administrative officers

LABOR CODE

1775 Penalties for violations

1810-1813 Working hours

PUBLIC CONTRACT CODE

4100-4114 Subletting and subcontracting fair practices

7104 Contracts for excavations; discovery of hazardous waste

7106 Non-collusion affidavit

20111 Contracts over $50,000; contracts for construction; award to lowest responsible bidder

20104.50 Construction Progress Payments

22300 Performance retentions

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

Management Resources:

CSBA PUBLICATIONS

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005

320 INVENTORY

In order to provide for the proper tracking and control of district property, the Superintendent or designee shall maintain an inventory of equipment in accordance with law for the following:

1. All equipment items currently valued in excess of $500 per item (Education Code 35168)

2. All equipment items purchased with state and/or federal categorical funds that have a useful life of more than one year with an acquisition cost of $500 or more per unit

(BP- 317 - Management of Assets)

(AR 315(b) -Federal Fund Management Inventory)

In addition, the Superintendent or designee may maintain a list of specific items which shall be inventoried for internal control purposes regardless of their initial cost or current value.

The inventory shall contain a record of the following information: (Education Code 35168; 5 CCR 3946)

1. Name and description of the property

2. Identification number

3. Original cost of the item of equipment or a reasonable estimate if the original cost is unknown

4. Date of acquisition

5. Location of use

6. The date and method of disposal

(BP- 601 - Disposal of Property and Equipment)

In addition to the information specified in items #1-6 above, the following information shall be recorded for equipment acquired with state and/or federal categorical funds unless otherwise specified in law: (5 CCR 3946; 2 CFR 200.313)

1. Source of the property (funding source)

2. Titleholder

3. Percentage of federal participation in the cost of the property

4. Use and condition of property

5. Sale price of the property upon disposition and method used to determine current fair market value

(BP- 315 - Federal Fund Management)

At the time of purchase, the Superintendent or designee shall affix a label to the equipment containing the identification number and the district name. Equipment items purchased with categorical program funds shall also be labeled with the name of the project in accordance with 5 CCR 3946.

Whenever an equipment item is moved to a new location or the equipment is used for a new purpose, the new location or purpose shall be recorded in the inventory.

A copy of the inventory shall be kept at the district office and at the appropriate school site.

(BP- 3580 – Record Retention and Disposal)

(AR 315(b) -Federal Fund Management Inventory)

The Superintendent or designee shall annually submit an inventory listing of federally owned property in its custody to the federal agency that granted the award. (2 CFR 200.312)

Physical Inventory

At least once every two years, a physical inventory of equipment shall be conducted and the results reconciled with the property records. (2 CFR 200.313)

The Superintendent or designee shall establish procedures for conducting the physical inventory which shall include, but not be limited to, designation of person(s) responsible for coordinating and conducting the inventory, preparation and distribution of count sheets, procedures for implementing the inventory, and procedures for conducting a recount to substantiate the validity of the inventory.

The Superintendent or designee shall investigate any differences between the quantities determined by the physical inspection and those in the accounting records.

Legal Reference:

EDUCATION CODE

35168 Inventory of equipment

CODE OF REGULATIONS, TITLE 5

3946 Control, safeguards, disposal of equipment purchased with consolidated application funds

16022-16023 Classification of records

16035 Historical inventories of equipment

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act

CODE OF FEDERAL REGULATIONS, TITLE 2

200.0-200.521 Federal uniform grant guidance

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual, 2008

WEB SITES

California Association of School Business Officials: http//www.casbo.org

School Services of California, Inc.: http://www.sscal.com

Office of Management and Budget: https://www.whitehouse.gov/omb

Coversheet

Governance Committee

Section: III. Action Items
Item: B. Governance Committee
Purpose: Vote
Submitted by:
Related Material: AIPHS 2019-2020 SARC.pdf
AIPCS II 2019-2020 SARC.pdf
AIPCS - 2019-2020 SARC.pdf

California Department of EDUCATION

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Maurice Williams, Head of School

- Principal, American Indian Public High



About Our School

Maurice Williams Jr. - Head of School

I am a product of Oakland public schools, earned my BA in History from Stillman College, a Master of Public Policy from Pepperdine University, and am making progress towards completing a Certificate in School Management and Leadership at the Harvard Business School online.

I am a lifelong learner and believe that the AIMS Model, if implemented with fidelity, will ensure the academic success of our scholars and will help break the cycle of poverty within our community.

Now in my 8th year with AIMS K-12 College Prep, I consider it an honor and privilege to lead our high school and look forward to working with all stakeholders to fully implement the AIMS model at our Lakeview campus.

The future is bright at AIMS College Prep High and I look forward to working with you in building a stronger AIMS together.

Contact

American Indian Public High
746 Grand Ave.
Oakland, CA 94610-2714

Phone: 510-893-8701
Email: highschool@aimsk12.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	AIMS K-12 College Prep Charter District
Phone Number	510-893-8701
Superintendent	Maya Woods-Cadiz
Email Address	maya.woods-cadiz@aimsk12.org
Website	http://www.aimsk12.org

School Contact Information (School Year 2020–2021)	
School Name	American Indian Public High
Street	746 Grand Ave.
City, State, Zip	Oakland, Ca, 94610-2714
Phone Number	510-893-8701
Principal	Maurice Williams, Head of School
Email Address	highschool@aimsk12.org
Website	http://www.aimsk12.org
County-District-School (CDS) Code	01612590111856

Last updated: 1/15/2021

School Description and Mission Statement (School Year 2020–2021)

About AIMS HS

High School Name: AIMS College Prep High School (AIMS HS); Formerly known as American Indian Public High School (AIPHS)
Year Founded: 2006 (Oakland, CA)
Mascot: Golden Eagles
School Colors - Red, Athletic Gold, and Royal Blue*
Number of Students: 450
Website: www.aimsk12.org
Email Address: highschool@aimsk12.org
High School Address: 746 Grand Ave., Oakland, CA 94610
Office Phone Number: (510) 220-5044
Head of School: Maurice Williams, MPP
Superintendent: Maya Woods-Cadiz, M.Ed.

Nestled in the heart of the beautiful Lake Merritt area, the AIMS HS Lakeview campus is located across from the historic Grand Lake Theatre. Surrounded by local restaurants and shops, we are less than a 5-minute walk away from the lake. AIMS College Prep High School serves 450 inner-city 9th – 12th grade students. The focus of AIMS High School is excellent student attendance (97%). This has been the foundation to ensure academic success in English Literature and mathematics. The curriculum has been designed to enhance the academic skills of socio-economically disadvantaged students. AIMS High School also provides instruction that develops the students' academic skills in writing, science, social science, business, and the humanities in order to be productive members in a global 21st century society. This will be a collaborative effort between school, family, and community members. Every year, 100% of AIMS High School's students are accepted into 4-year colleges, including UC Berkeley, UCLA, USC, Yale, Columbia, UC Davis, Dartmouth, Wesleyan, NYU, Grambling State, Howard University, and Morehouse College.

AIMS HS History

In 1996, American Indian Model Schools (AIMS) founded American Indian Public Charter School (AIPCS) a middle school by Native American families looking to retain a cultural connection for their children. AIPCS was Oakland's third public charter school. In 2006, AIPCS became the first public charter school in Oakland to win recognition as a National Blue Ribbon School. Later that year, AIPCS expanded to include American Indian Public High School (AIPHS), and, in 2012, expanded again to include American Indian Public Charter School II (AIPCS II) as a K-8 campus. Historically, AIPHS has been recognized by US News and World Report as well as the Washington Post as one of the most challenging academic high schools in the Nation, a recognition that has expanded into the term of our current charter.

During the 2018-19 school year, the AIMS Board of Trustees (the "Board") took action to change the name of AIPHS to AIMS College Prep High School (AIMS HS). During the 2019-20 school year, AIMS College Prep High School was awarded the A-G Award from Families In Action (FIA) with 100% A-G graduate rate completion for African-American students. Additionally, in 2020, the AIMS K12 organization received the California Charter School Association Hart Vision Award, recognizing AIMS as the Northern California Charter school network of the year. In 2017, AIMS HS began its first athletic program. Since that time, our sports teams have won 4 varsity championships, 3 varsity championship runner-up's, 5 JV Championships, 2 CIF-Oakland Section Championship Runner-Ups, and 8 students participated in the CIF State Championships over a two year period. Students must maintain a 3.0 GPA in order to partake in AIMS sports programs.

Mission Statement

AIMS exists to prepare all students, especially those who have been traditionally underserved, to enter a four-year college after graduation from high school and complete at minimum a four-year degree.

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

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 the AIMS K12 College Prep Charter District. 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, 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 our mission of successful acceptance to a four year college or university, we have designed K-12 instruction toward the goal of mastery of the spiral progression of learning standards.

Diversity and Inclusion: We believe that each child has a unique talent and purpose. We see and celebrate differences, and do not tolerate bullying or prejudices.

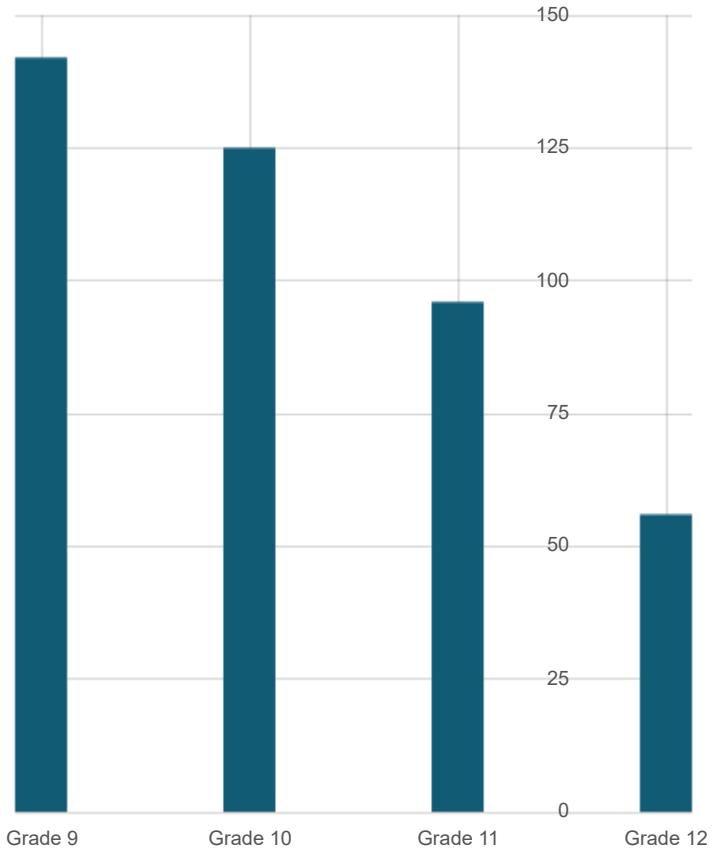
Every student has opportunities to learn individually and in groups.
Teachers are expected to regularly examine their own biases with respect to student behavior and aptitude.
AIMS functions as a school designed to serve traditionally underserved communities. The programming design of AIMS will prioritize 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 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.

Last updated: 1/15/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	142	125	96	56	419



Last updated: 1/8/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
Percent of Total Enrollment	24.10 %	0.70 %	52.70 %	1.00 %	14.60 %

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth
Percent of Total Enrollment	65.60 %	14.80 %	3.30 %	%

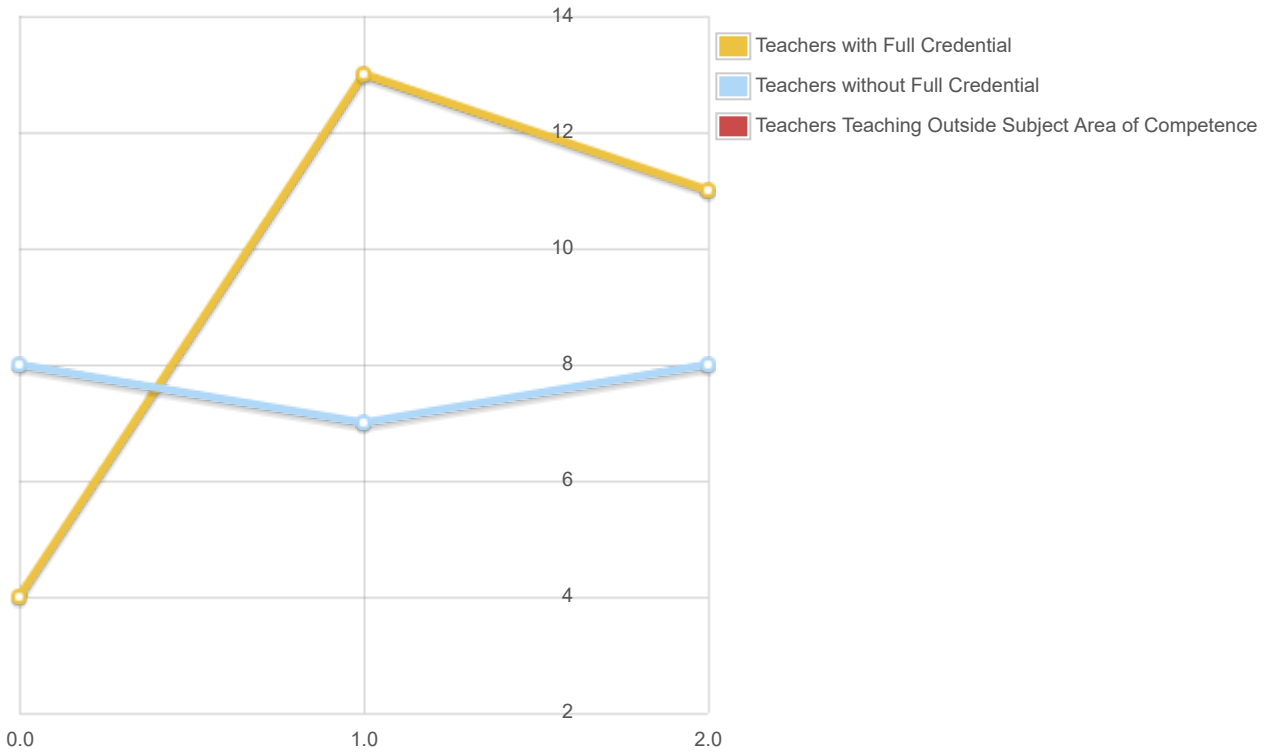
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

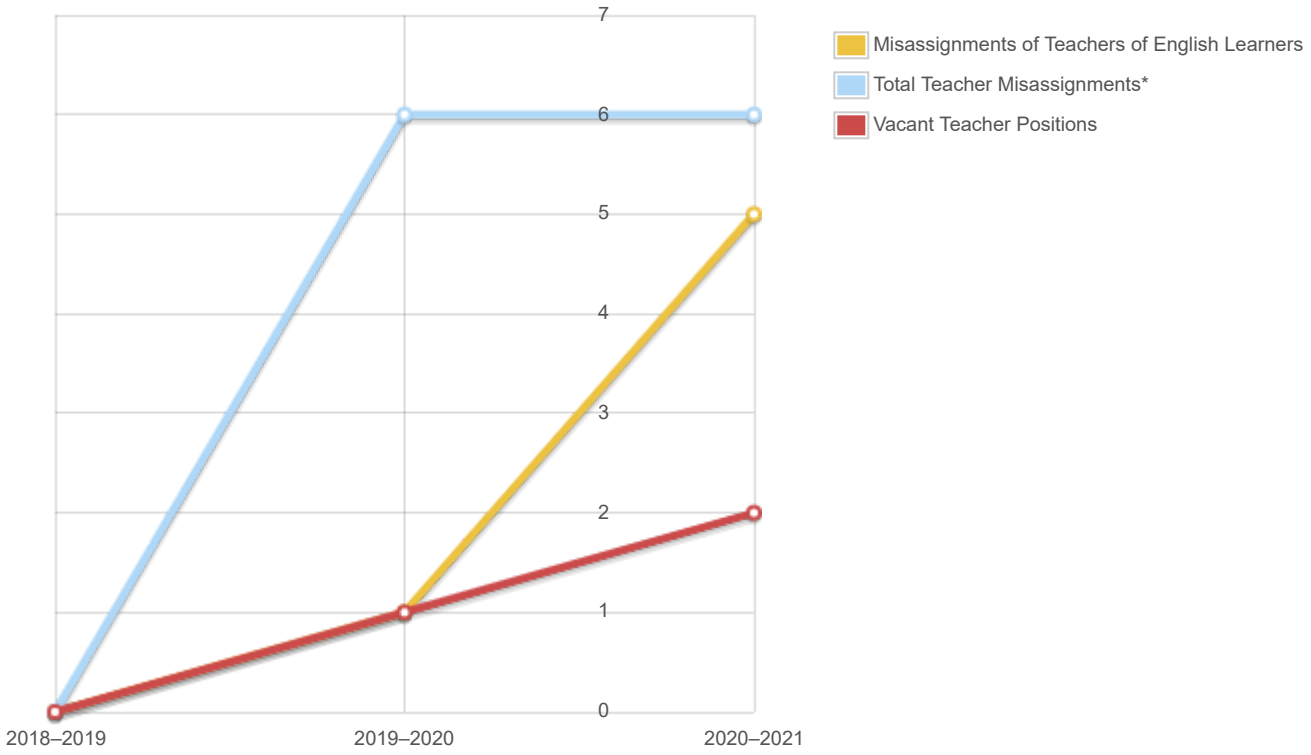
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	4	13	11	
Without Full Credential	8	7	8	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	1	5
Total Teacher Misassignments*	0	6	6
Vacant Teacher Positions	0	1	2



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	AP English Language and Composition Exam Prep Book Literature: An Introduction to Reading and Writing (5th Compact Edition) Literature: The Human Experience (11th Edition) AP English Literature and Composition Exam (2017) Literature: An Introduction to Reading and Writing (5th Compact Edition) AP Edition-Writing America: Language and Composition in Context Writing America: Language and Composition in Context AP® Edition 1e, 2014 Literature: The Human Experience: Reading and Writing 12 edition Teacher's Manual to Accompany Writing America Language and Composition in Context AP Edition Cracking the AP English Language & Composition Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College Test Preparation) Cracking the AP English Language & Literature Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College Test Preparation)	Yes	0.00 %
Mathematics	Geometry: Big Ideas, A Common Core Curriculum (Cengage) Precalculus with Limits: A Graphing Approach (Cengage) Precalculus with Limits: A Graphing Approach workbook (Cengage) Precalculus with Limits: Note Taking Guide AP Calculus 14th edition: 6 Practice tests AB & BC & CD Intro to Statistics & Data Analysis AP Edition 3rd Edition Calculus, 11e, AP Teacher's Resource Guide Calculus, 11e, Student AP test Prep workbook (AP® Edition) Calc Student Edition and 1-year online access to WebAssign Barron's AP Calculus 14th edition: (5 practice tests in AB & BC) Cracking the AP Statistics Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation)	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Conceptual Physics (Tenth Edition) Biology: The Principles of Life 2nd Edition 2013 Principles of Life Second Edition for AP Course Teacher's Edition College Physics (AP® Edition) 11th Edition Chemistry (AP® Edition) 10th Edition Teacher Edition, Zumdahl, Chemistry, AP, 10e Advance Level Chemistry Lab Investigations (Lab Kits) Modern Chemistry University Physics with Modern Physics- Second Edition Cracking the AP Biology Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Cracking the AP Chemistry Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Cracking the AP Physics C Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Cracking the AP Physics 1 Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Bundle: Exploring Environmental Science for AP®, 1st Student Edition + MindTap (1-year access)Miller/Spoolman 1st Edition [K12, 2019] 9781337858151 Exploring Environmental Science AP®, Teacher's Resource Guide Miller/Spoolman 1st Edition [K12, 2019] 9781337705691 Exploring Environmental Science AP®, Teacher Edition Miller 1st Edition [K12, 2019] 9781337706070 Fast Track to a 5 Test Prep for AP® Exploring Environmental Science Miller 1st Edition [K12, 2019] 9781337705745	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Worlds Together, Worlds Apart, AP Ed. with Ebook and Inquisitive The American Pageant 16th Ed (Cengage) Krugman's Economics for AP® 2nd Edition Teacher's Edition of Economics for AP® Traditions & Encounters: A Global Perspective on the Past Vol 2 Cracking the AP U.S. History Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Cracking the AP Macroeconomics Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Cracking the AP World History Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) AP Human Geography: The Cultural Landscape 9th Ed. AP Government: Government in America AP Edition ISBN-13: 9780132566933 Instructional Resources for SGA/Leadership Curriculum	Yes	0.00 %
Foreign Language	Integrated Chinese, Volume 1, Textbook (Hardcover, Simplified) Integrated Chinese, Volume 1, workbook (Paperback, Simplified) Integrated Chinese, Volume 1, Teacher Resources, eBook (Digital Only, Simplified) Integrated Chinese, Volume 2, Textbook - Available July 2017 (Hardcover, Simplified) Integrated Chinese, Volume 2, workbook - Available July 2017 (Paperback, Simplified) Integrated Chinese, Volume 2, Teacher's Resources, eBook Barron's AP Chinese Language & Culture MP3 CD 2nd Edition ¡Avancemos! Student Edition Level 1 ¡Avancemos! Teacher's Edition Level 1 ¡Avancemos! Cuaderno: Practica por niveles (Student workbook) with Review Bookmarks Level 1 ¡Avancemos! Student Edition Level 2 ¡Avancemos! Teacher's Edition Level 2 ¡Avancemos! Cuaderno: Practica por niveles (Student workbook) with Review Bookmarks Level 2	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Online materials/supplemental resources are utilized to inform students' of awareness and wellness. Wellness committee works for a healthier school environment. www.schools.healthiergeneration.org www.ama-assn.org www.actionforhealthykids.org	Yes	0.00 %
Visual and Performing Arts	017-2018 Purchased Texts History of Modern Art, Arnason, Mansfield 7th Edition Mel Bay Julio S. Sageras Guitar Lessons ISBN-10: 0786627239 Alfred's Essentials of Music Theory ISBN: 0882848976	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/8/2021

School Facility Conditions and Planned Improvements

AIMS HS is located on the Lakeview campus in a Prop 39 facility. Our school prides itself in providing a safe, clean, and well-maintained environment to its families
and staff members.

General
Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. We have used the Facility Inspection Tool
from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds,
restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention.

Maintenance and Repairs
AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day
are communicated to the appropriate personnel by our admin team to be serviced. Maintenance/repair personnel are immediately contacted by our admin staff
during the day an issue.

Cleaning
During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after
lunch, etc. After school, Custodial staff work to maintain a clean campus daily.

Recently Completed Facility Improvements
We purchased new lunch tables for the students to be able to sit outside. We removed plantar boxes to create a bigger playground for our students. We
painted stairs and hallways. We painted clasrooms and teacher and student furniture was replaced.

Last updated: 1/8/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good

Last updated: 1/8/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	N/A	36.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	63.0%	N/A	29.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/8/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	29	N/A	18	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/8/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	98.44%

Last updated: 1/8/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

AIMS HS encourages families to play an active role in their child's education. We have an open-door visitation policy and encourage families to visit during the instructional day to see their children at work. We ask that parents bring students to school on time and fully prepared for each school day.

1. A parent can serve on our Governance Board, School Site Council (SSC), or Family Advisory Council (FAC), English Learner Advisory Committee (ELAC), District
English Learner Advisory Committee (DELAC).

2. Wellness Committee which allows families to support with developing a healthier school environment, create the vision and goals for local healthy schools program, advocate for school health programs and policies within the school community, provide feedback to school district regarding process implementation of the local wellness policy.

3. Our parent coordinator disseminates school information and through online communication (Parent Square). Data and Operations department creates annual surveys to parents to determine the information they need from school. We involve parents to hold workshops and meetings on issues of interest to within the community and assist outreach efforts of Parent/Teacher Association, develop ongoing relationships with the community to share information about the school and identify community resources, provide information and resources that can help parents to support their children's learning at home.

4. Parents can volunteer to help with decorations for school events, traffic duty support, coverage with watching students during lunch, prepare and or donate food for annual Harvest Festival Celebration, Winter Holiday Celebration, and senior graduation.

5. Parents are encouraged to be active at home by assuring that their child is completing all assigned work, communicating with homeroom teachers of their child, and by making sure that their child leaves home for school on time.

6. Parents can also volunteer to chaperone field trips.

AIMS HS Guarantee:
We encourage families to follow our model and we guarantee their children will be prepared to graduate from college. In an effort to support AIM Schools, the
Family Advisory Committee (FAC) held by our Parent Coordinator meets monthly to hear and discuss family concerns and organize family volunteer efforts for AIM
Schools. The Family Advisory Committee acts as a liaison between families and the schools' along with the administrative team, sharing their voice at monthly AIM
Schools' Governance Board meetings.

Last updated: 1/8/2021

State Priority: Pupil Engagement

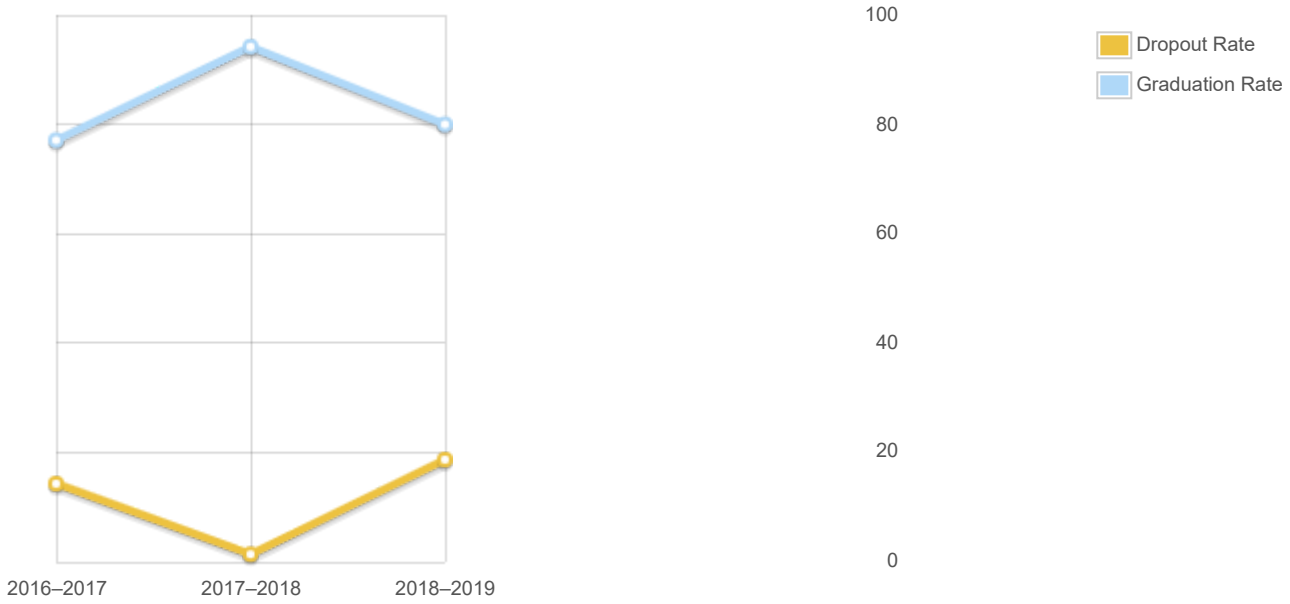
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	14.30%	1.40%	18.70%	13.50%	13.90%	12.60%	9.10%	9.60%	9.00%
Graduation Rate	77.10%	94.20%	80.00%	73.70%	74.80%	76.50%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/8/2021

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	6.80%	0.00%
School 2018–2019	5.10%	0.00%
District 2017–2018	4.40%	0.10%
District 2018–2019	4.40%	0.10%
State 2017–2018	3.50%	0.10%
State 2018–2019	3.50%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
District 2019–2020	--	--
State 2019–2020	--	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/8/2021

School Safety Plan (School Year 2020–2021)

Safety is one of our utmost concerns. To ensure the safety of our students, we have done the following things:
1. Conducted regular monthly fire drills.
2. Practiced meeting at a predetermined location in case of a fire. Evacuation maps and Exit Routes are placed in every room on campus.
3. Hired a fire safety expert to inspect our fire alarm and fire extinguisher every year.
4. Ensured all classrooms have an emergency kit in the classrooms.
5. Trained each teacher to respond to earthquake and fire emergency.
6. Practiced the “duck and cover routine” for earthquakes.
7. Updated our emergency kit with first-aid and disaster supplies.
8. Implemented an Emergency Lockdown procedure and conduct two lockdown procedures per academic year.
9. Implemented a Shelter in Place procedure.
10. Continued to address bullying, abuse and other issues regarding safety and the well-being of students and staff members.
11. Continued to follow through with a Traffic Safety plan.
12. Designated a Safe School Plan Committee.

Last updated: 1/8/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	25.00	24.00	25.00	26.00
Number of Classes * 1-22	5	6	3	3
Number of Classes * 23-32	8	7	4	9
Number of Classes * 33+	2	2	2	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	25.00	25.00	26.00	26.00
Number of Classes * 1-22	5	2	2	2
Number of Classes * 23-32	12	14	8	12
Number of Classes * 33+	2			1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	22.00	22.00	26.00	25.00
Number of Classes * 1-22	8	7	1	1
Number of Classes * 23-32	11	8	4	4
Number of Classes * 33+	1			2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	1.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.30

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10917.08	$1495.61	$9421.48	$57394.33
District	N/A	N/A	--	$63134.00
Percent Difference – School Site and District	N/A	N/A	--	-9.50%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	$7750.12	$83052.00
Percent Difference – School Site and State	N/A	N/A	19.47%	-36.53%

Note: Cells with N/A values do not require data.

Last updated: 1/15/2021

Types of Services Funded (Fiscal Year 2019–2020)

After School Tutoring/Saturday School
Intervention aides who provided instructional support via small-group tutoring both during and after school. Tutoring groups are based on ability level. Classroom teachers assess students then assign students to tutoring groups. The tutors andresource teachers frequently collaborate with and provide ongoing updates to classroom teachers to support the students' academic needs. Some teachers even offer free tutoring for students during Saturday school. Tutoring is an integral part of the American Indian Model and ensures that students receive the academic assistance needed to be successful at AIMS.

Title I & Tittle III
Through Title I and Title III funding we are able to offer program and services to student's with after-school tutoring support. In addition, we offer a comprehensive ELD intervention program to support the needs of our ELL population. Push in and pull out intervention services are offered for students who are failing or at risk of failing to meet AIMS standards.

AIMS HS Extended School Year
AIPHS students attend an extended school year for three weeks between June and July. The extended school year serves as a starting point for the new school year. For many new students, the extended school year provides opportunity for students to acclimate to the American Indian Model and academic rigors.

National School Lunch Program
We are proud to be able to provide 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.

Techbridge Engineering Club
Techbridge's hands-on science program for girls . Participating students met once a week to work on projects.

Student Government Association
Student Government Association (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school. For more information regarding the AIMS HS Student Government Association, please visit AIMS.HS.SGA.org

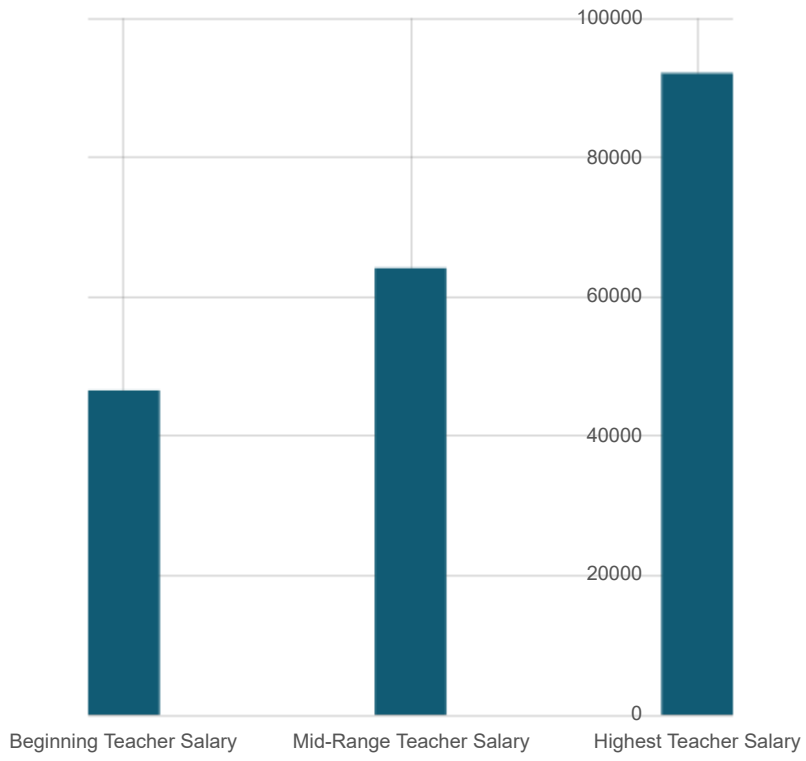
Last updated: 1/8/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

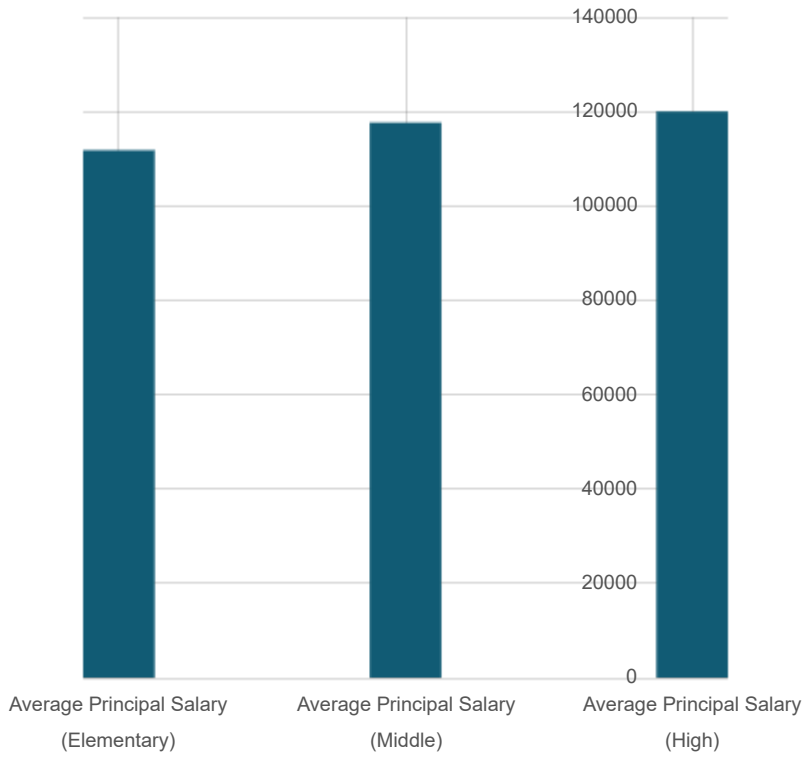
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,570	$50,029
Mid-Range Teacher Salary	$64,124	$77,680
Highest Teacher Salary	$92,096	$102,143
Average Principal Salary (Elementary)	$111,786	$128,526
Average Principal Salary (Middle)	$117,636	$133,574
Average Principal Salary (High)	$120,003	$147,006
Superintendent Salary	$280,000	$284,736
Percent of Budget for Teacher Salaries	28.00%	33.00%
Percent of Budget for Administrative Salaries	9.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/8/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 91.50%

Subject	Number of AP Courses Offered*
Computer Science	2
English	2
Fine and Performing Arts	3
Foreign Language	2
Mathematics	3
Science	4
Social Science	7
Total AP Courses Offered*	23

*Where there are student course enrollments of at least one student.

Last updated: 1/15/2021

Professional Development

2020-2021

13 Full Day for Proffesional Development

20 Partial Days of Professional Devolopment that are conducted after minimum school day (Fridays)

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	34	41	33

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814

California Department of EDUCATION

SARC Home » American Indian Public Charter II

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Christopher Ahmad, Head of School, Grades K - 5th

- Principal, American Indian Public Charter II





Mr. Christopher Ahmad Head of School – Elementary	Mr. Peter Holmquist Head of School – Middle School

About Our School

Mr. Christopher Ahmad - Head of School - Elementary
This will be my 9th year working at American Indian Model Schools (AIMS). I have taught grades 2, 3, and 4 at AIMS. I have been an administrator for the elementary school for 4 years. I hold a clear multiple subject teaching credential as well as an administrative services credential. I have a bachelor's degree in Political Science and Criminal Justice and a master's degree in Educational Leadership. I have taught other grades in other districts including 3rd and 4th grade. I was also an assistant director of a well-known afterschool program in the East Bay. I have been in education for quite a while and will continue to strive for excellence.

Mr. Peter Holmquist - Head of School - Middle School
I grew up in Seattle, and have lived in 18 other places, including England, Jerusalem, Texas, Massachusetts, Missouri, New York, Colorado, and different addresses in Northern California. My Bachelor's degree is in History from the University of Washington, Seattle. My Masters of Divinity is from the Graduate Theological Union, Berkeley. I have completed graduate and doctoral level coursework in education from Taft and other universities, in addition to certification programs such as online digital learning. CSU-Stanislaus is where I received my Multiple Subject Teaching Credential. I have worked in charter and non-charter school systems and appreciate the benefits we can bring all students within our charter system. This is the fourth year I have worked in the role of school administrator.

Contact

American Indian Public Charter II
171 12th St.
Oakland, CA 94607-4900

Phone: 510-893-8701
Email: aipcsii-directory@aimsk12.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	AIMS K-12 College Prep Charter District
Phone Number	510-893-8701
Superintendent	Maya Woods-Cadiz
Email Address	maya.woods-cadiz@aimsk12.org
Website	http://www.aimsk12.org

School Contact Information (School Year 2020–2021)	
School Name	American Indian Public Charter II
Street	171 12th St.
City, State, Zip	Oakland, Ca, 94607-4900
Phone Number	510-893-8701
Principal	Christopher Ahmad, Head of School, Grades K - 5th
Email Address	aipcsii-directory@aimsk12.org

Website	http://www.aimsk12.org
County-District-School (CDS) Code	01612590114363

Last updated: 1/8/2021

School Description and Mission Statement (School Year 2020–2021)

About AIMS K-8

School Name: AIMS K-8; Formerly known as American Indian Public Charter School II (AIPCS II)
Year Founded: 1996 (AIMS MS) and 2012 (AIMS K-8) (Oakland, CA)
Mascot: Golden Eagles
School Colors:Red, Athletic Gold, and Royal Blue*
Number of Students: 675
Website: www.aimsk12.org
Email Address: middleschool@aimsk12.org, elementary@aimsk12.org
School Address: 171 12th Street, Oakland, CA 94607
Office Phone Number: (510) 893-8701
Head of School: Peter Holmquist (AIMS MS), Christopher Ahmad (AIMS Elementary)
Superintendent: Maya Woods-Cadiz, M.Ed.

AIMS K-8 serves 675 inner-city K – 8th grade students. The focus of AIMS K-8 is excellent student attendance (97%). This has been the foundation to ensure academic success in English Literature and mathematics. The curriculum has been designed to enhance the academic skills of socio-economically disadvantaged students. AIMS K-8 also provides instruction that develops the students' academic skills in writing, science, social science, foreign language and visual performing arts, in order to be productive members in a global 21st century society. This will be a collaborative effort between school, family, and community members.

AIMS History

Founded as a middle school in 1996, AIMS K-12 began as American Indian Public Charter School (AIPCS) by Native American families looking to retain a cultural connection for their children. AIPCS was Oakland's second publicly-funded charter school. In 2006, AIPCS became the first public charter school in Oakland to win recognition as a National Blue Ribbon School. Later that year, AIPCS expanded to include AIPHS and in 2012, AIMS K-12, expanded once more to include an elementary school. Historically, AIPCS has been recognized by US News and World Report as well as the Washington Post as one of the most challenging academic high schools in the nation.

During the 2018-19 school year, the AIMS Board of Trustees agreed to change the name of AIPCS and AIPCS II to AIMS College Prep Middle School (AIMS MS) and AIMS College Prep Elementary (AIMS Elementary). During the 2019-20 school year the AIMS K12 College Prep Charter District received the California Charter School Association Hart Vision Award, recognizing the AIMS schools as the Northern California Charter school network of the year.

Mission Statement

AIMS exists to prepare all students, especially those who have been traditionally underserved, to enter a four-year college after graduation from high school and complete at minimum a four-year degree.

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

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
AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. 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, 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 our mission of success we have designed K-12 instruction toward the goal of mastery of the spiral progression of learning standards.

Diversity and Inclusion: We believe that each child has a unique talent and purpose. We see and celebrate differences, and do not tolerate bullying or prejudices.

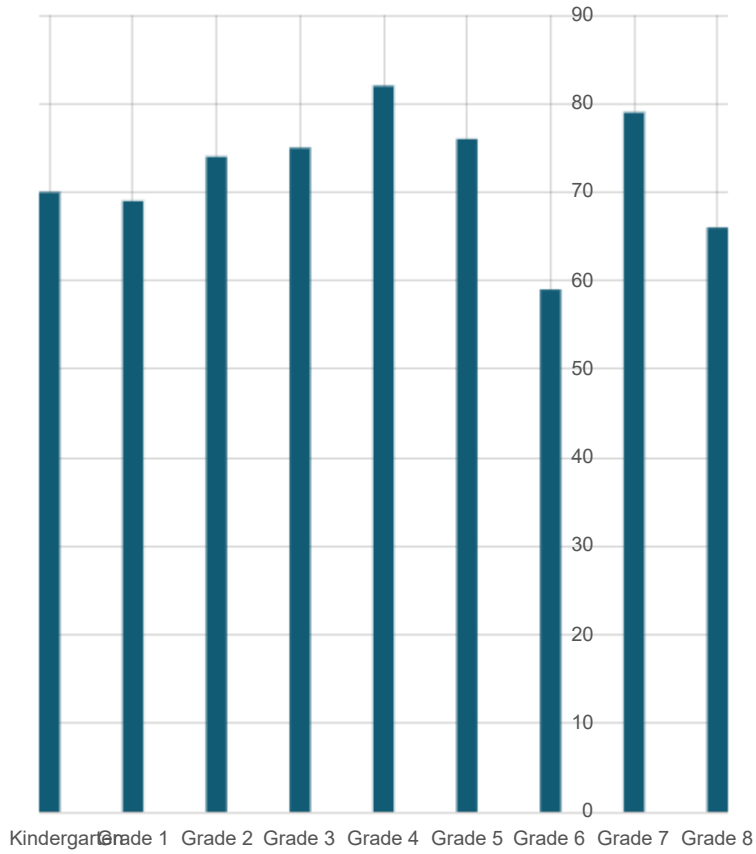
Every student has opportunities to learn individually and in groups.
Teachers are expected to regularly examine their own biases with respect to student behavior and aptitude.
AIMS functions as a school designed to serve traditionally underserved communities. The programming design of AIMS will prioritize 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 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.

Last updated: 1/8/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Number of Students	70	69	74	75	82	76	59	79	66	



Last updated: 1/8/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
Percent of Total Enrollment	34.90 %	0.50 %	46.20 %	0.50 %	9.20 %

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth
Percent of Total Enrollment	80.80 %	32.20 %	2.50 %	%

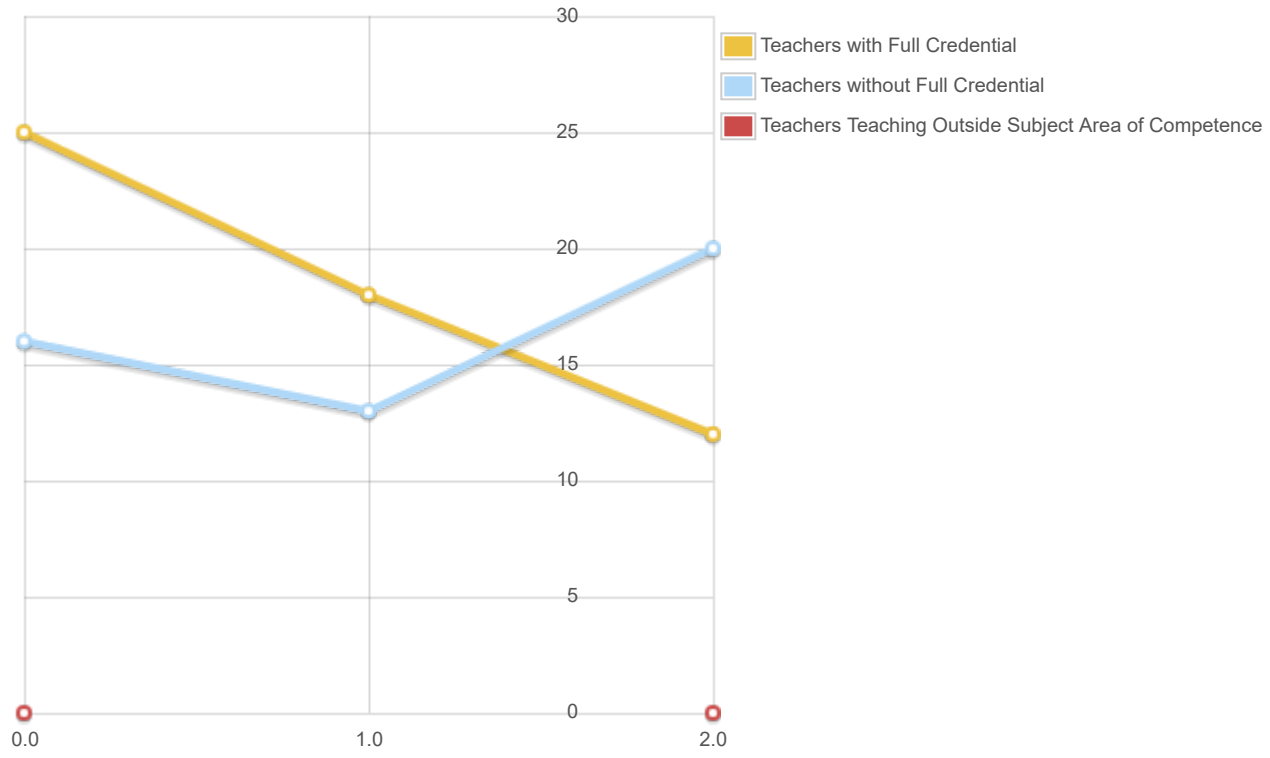
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

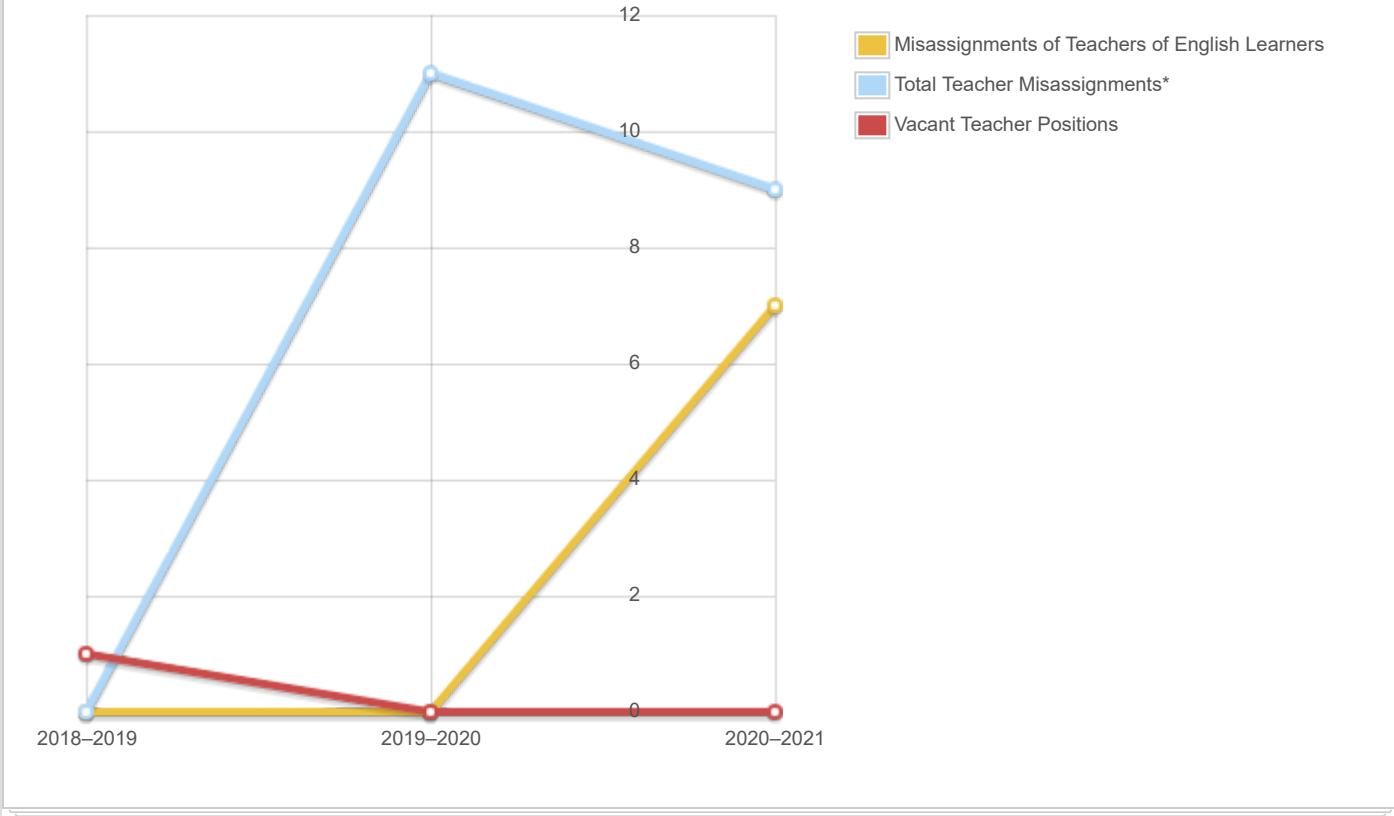
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	25	18	12	
Without Full Credential	16	13	20	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0		0	



Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	7
Total Teacher Misassignments*	0	11	9
Vacant Teacher Positions	1	0	0



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elementary ELA: Benchmark Advance, Learning Farm (online), NEWSELA (online) Middle School 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. K-5th Benchmark Advance - New, innovative, comprehensive English and Spanish Reading/Language Arts programs built to address key shifts in curriculum and instruction to meet the rigor and expectations of the new standards. Integrated reading, writing, speaking, and listening instruction is delivered in print and digital formats to meet the needs of districts implementing a reading collaborative, balanced approach, or workshop model. 6th-8th Current Texts/Curriculum: 6th-8th Classical Novel based aligned with CCC for ELA. 6th Grade: The Outsiders by S.E. Hinton, Call of the Wild by Jack London, Red Scarf Girl by Ji-Li Jiang, The Giver by Lois Lowry 7th Grade: Anne Frank: Diary of a Young Girl by Anne Frank, Animal Farm by George Orwell, A Midsummer Night's Dream by William Shakespeare, Fahrenheit 451 by Ray Bradbury 8th Grade: To Kill a Mockingbird by Harper Lee, Across Five Aprils by Irene Hunt, Narrative of the Life of Frederick Douglass by Frederick Douglass, Night by Elie Wiesel. Supplemental Resources: Standards Plus Quail	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Elementary Math: GO MATH! by Houghton Mifflin, Khan Academy (online), Learning Farm (online) Middle School AIMS MS 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. K-5th Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade K. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 1. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 2. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 3. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 4. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 5.. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. 6th-8th Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 6. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Accelerated Grade 7. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Algebra I. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Elementary Science: Delta Education Foss Science, Learning Farm (online) Middle School AIMS MS 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. K-5th Delta Education Foss Science Investigations Guide The Investigations Guide is the core instructional tool for teachers and provides them with the support and strategies to successfully facilitate FOSS investigations. Teacher Resources Teacher Resources guides teachers in the instructional design behind FOSS Next Generation. This valuable tool includes chapters on assessment, science notebooking, science-centered language development, and more along with all teaching masters. Equipment Kits Each FOSS Next Generation module features an equipment kit with all the necessary materials to complete each investigation and enough consumable materials for three class uses. Technology FOSS Next Generation offers a variety of integrated technology resources for teachers and students through the FOSSweb including digital teacher support, interactive simulations and virtual investigations, and other additional resources. FOSS Science Resources Book FOSS Science Resources is a book of original readings, called articles, developed to accompany each module. Students read the articles in the book covering specific concepts as they progress through the module's investigations. 6th-8th CA Inspire Science Grade 8 - Physical Science: McGraw Hill Education CA Inspire Science Grade 7 - Life Science: McGraw Hill Education CA Inspire Science Grade 6- Earth & Space Science: McGraw Hill Education	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Elementary History/Social Studies: 180 Days of Social Studies, NEWSELA (online) Middle School AIMS MS 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. K-5th Flynn, Kathy. 180 Days of Social Studies for Kindergarten: Practice, Assess, Diagnose. Shell Educational Pub., 2018. Flynn, Kathy. 180 Days of Social Studies for First Grade: Practice, Assess, Diagnose. Shell Educational Pub., 2018. McNamara, Terri. 180 Days of Social Studies for Second Grade: Practice, Assess, Diagnose. Shell Education, 2018. McNamara, Terri. 180 Days of Social Studies for Third Grade: Practice, Assess, Diagnose. Shell Education, 2018. Tomlinson, M., Wassmer, G., & Margaret, W. (2018). 180 Days of social studies for fourth grade: practice, assess, diagnose. Huntington Beach, CA: Shell Education. Cotton, C., Elliott, P., & Joye, M. (2018). 180 Days of social studies for fifth grade: practice, assess, diagnose. Huntington Beach, CA: Shell Education. 6th-8th History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher's Curriculum Institute, 2017 History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher's Curriculum Institute, 2019 History Alive: The United States Through Industrialism. Rancho Cordova: Teacher's Curriculum Institute, 2017	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Mandarin A: Students are introduced to basic Chinese, which includes understanding the basis of the Hanyu Pinyin system, pronunciation, grammar, sentence structure, and Chinese culture. Adopted Curriculum: Integrated Chinese, Volume 1 Mandarin B: Continuation of Mandarin I; Mandarin II strengthens skills in grammar, sentence patterns, and vocabulary building through culturally-related readings and class discussions. Adopted Curriculum: Integrated Chinese, Volume 2 Spanish A: Students are introduced to basic Spanish, which includes the study, understanding, speaking, reading, and writing aspects of Spanish. Adopted Curriculum: Avancemos, Vol. 1. Spanish B: Continuation of Spanish I; Spanish II explores the basics of the Spanish language through conversational exercises, expansion of vocabulary, and continued written and reading practices. Adopted Curriculum: Avancemos, Vol.2 Mandarin (Adopted 2018-2019) Liu, Y., Yao, T., Bi, N., Ge, L., and Shi. Y. Integrated Chinese (4th Edition). Boston: Cheng & Tsui Company, Inc., 2017 Spanish (Adopted 2018-2019) ¡AVANCEMOS! (Level One). Austin: Holt McDougal, 2010.	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Middle School PE/Health: This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. The course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Health topics discussed are nutrition, mental/emotional health, relationships/social skills, drugs, alcohol, tobacco, HIV/AIDS, and sex education, including sexually transmitted infections. Adopted Curriculum: Teacher generated curriculum based upon the California State Physical Fitness & Health Standards. Online materials/supplemental resources are utilized to inform students' of awareness and wellness. Wellness Committee will be created to benefit a healthier school environment. www.schools.healthiergeneration.org www.ama-assn.org www.actionforhealthykids.org		0.00 %
Visual and Performing Arts	Middle School **Intro to Music**: This is a course for 6th graders 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:** This is a course for 7th graders designed for students to learn brass, woodwind or percussion instruments. 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:** This is a course for 8th graders 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.	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004. **Intro to Art:** This an introduction course for 6th graders and 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, S-curves 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:** This is a course for 8th graders to learn basic design principles and software. During the course of this course, they 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. We follow the California Common Core Standards for Media Arts.		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/8/2021

School Facility Conditions and Planned Improvements

General
Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. We have used the Facility Inspection Tool
from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds,
restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention.

Maintenance and Repairs
AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day
are communicated to the appropriate personnel by our admin team to be serviced. Maintenance/repair personnel are immediately contacted by our admin staff
during the day an issue.

Cleaning
During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after
lunch, etc. After school, Custodial staff work to maintain a clean campus daily.

Recently Completed Facility Improvements
We recently upgraded the third floor to create more classrooms, the kitchen was moved to the 1st floor and we added added a staff restroom. We updated a
wing on the second floor with digital thermostats. All of the carpet and floor was replaced with vinyl flooring. Teacher and student furniture was replaced. A
security surveillance camera system was installed. During the summer classrooms and hallways were painted.

Last updated: 1/8/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	We are in the process of updating the building to digital controllers.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	We are in the process of doing a buildout of the 3rd floor restrooms.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Good

Last updated: 1/8/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	N/A	36.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	73.0%	N/A	29.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/8/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	40	N/A	18	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/8/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

AIMS ES encourages families to play an active role in their child's education. We have an open-door visitation policy and encourage families to visit during the instructional day to see their children at work. We ask that parents bring students to school on time and fully prepared for each school
day.

1. A parent can serve on our Governance Board, Family Advisory Council (FAC), English Learner Advisory Committee (ELAC), District English Learner Advisory
Committee (DELAC).

2. Wellness Committee which allows families to support with developing a healthier school environment, create the vision and goals for local healthy schools
program, advocate for school health programs and policies within the school community, provide feedback to school district regarding process implementation of
the local wellness policy.

3. Our parent coordinator disseminates school information and through online communication (Parent Square). Data and Operations department creates annual surveys to parents to determine the information they need from school. We involve parents to hold workshops and meetings on issues of interest to within the community and assist outreach efforts of Parent/Teacher Association, develop ongoing relationships with the community to share information about the school and identify community resources, provide information and resources that can help parents to support their children's learning at home.

4. Parents can volunteer to help with decorations for school events, traffic duty support, coverage with watching students during lunch, prepare and or donate
food for annual Harvest Festival Celebration, Winter Holiday Celebration, and 8th-grade graduation.

5. Parents are encouraged to be active at home by assuring that their child is completing all assigned work, communicating with homeroom teachers of their child,
and by making sure that their child leaves home for school on time.

6. Parents can also volunteer to chaperone field trips.

AIMS ES:
We encourage families to follow our model and we guarantee their children will be prepared to graduate from college. In an effort to support AIM Schools, the Family Advisory Committee (FAC) held by our Parent Coordinator meets monthly to hear and discuss family concerns and organize family volunteer efforts for AIM Schools. The Family Advisory Committee and Parent Coordinator acts as a liaison between families and the schools' along with the administrative team, sharing their voice at monthly AIM Schools' Governance Board meetings.

Last updated: 1/8/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	2.80%	0.00%
School 2018–2019	3.50%	0.00%
District 2017–2018	4.40%	0.10%
District 2018–2019	3.50%	0.10%
State 2017–2018	3.50%	0.10%
State 2018–2019	4.40%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
District 2019–2020	--	--
State 2019–2020	--	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/8/2021

School Safety Plan (School Year 2020–2021)

Safety is one of our utmost concerns. To ensure the safety of our students, we have done the following things:

1. Conducted regular monthly fire drills.
2. Practiced meeting at a predetermined location in case of a fire. Evacuation maps and Exit Routes are placed in every room on campus.
3. Hired a fire safety expert to inspect our fire alarm and fire extinguisher every year.
4. Ensured all classrooms have an emergency kit in the classrooms.
5. Trained each teacher to respond to earthquake and fire emergency.
6. Practiced the “duck and cover routine” for earthquakes.
7. Updated our emergency kit with first-aid and disaster supplies.
8. Implemented an Emergency Lockdown procedure and conduct two lockdown procedures per academic year.
9. Implemented a Shelter in Place procedure.
10. Continued to address bullying, abuse and other issues regarding safety and the well-being of students and staff members.

11. Continued to follow through with a Traffic Safety plan.
12. Designated a Safe School Plan Committee.

Last updated: 1/8/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	26.00	27.00	31.00	32.00	32.00	32.00	
Number of Classes * 1-20	3	3	3	3	2	2	3	0
Number of Classes * 21-32	0	0	0	0	1	1	1	
Number of Classes * 33+								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	25.00	28.00	26.00	28.00	33.00	29.00	29.00	
Number of Classes * 1-20	3	3	3	3	3	3	2	0
Number of Classes * 21-32	0	0	0	0	0	0	1	0
Number of Classes * 33+								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	23.00	26.00	24.00	27.00	25.00	27.00	0.00
Number of Classes * 1-20	0	3	0	1	0	0	1	0
Number of Classes * 21-32	0	3	3	2	2	2	2	0
Number of Classes * 33+	0	0	0	0	0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes. *Last updated: 1/8/2021*

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	34.00	34.00	34.00	34.00
Number of Classes * 1-22	0	0	0	0
Number of Classes * 23-32	6	6	6	6
Number of Classes * 33+	0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	27.00	27.00	27.00	27.00
Number of Classes * 1-22	0	0	0	0
Number of Classes * 23-32	5	5	5	5
Number of Classes * 33+	1	1	1	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	24.00	27.00	27.00	27.00
Number of Classes * 1-22	0	0	0	0
Number of Classes * 23-32	4	4	4	4
Number of Classes * 33+	2	2	2	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	1

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

	Number of FTE* Assigned to School
Other	0.10

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11436.76	$2252.28	$9184.48	$60274.03
District	N/A	N/A	--	$63134.00
Percent Difference – School Site and District	N/A	N/A	--	-4.60%
State	N/A	N/A	$7750.12	$83052.00
Percent Difference – School Site and State	N/A	N/A	20.00%	-31.80%

Note: Cells with N/A values do not require data.

Last updated: 1/15/2021

Types of Services Funded (Fiscal Year 2019–2020)

After School Tutoring/Saturday School

In 2019-2020 AIMS K-8 had intervention aides who provided instructional support to the Kindergarten through 8th grade students via small-group tutoring both during and after school. Tutoring groups are based on ability level. Classroom teachers assess students then assign students to tutoring groups. The tutors and resource teachers frequently collaborate with and provide ongoing updates to classroom teachers to support the students' academic needs. Some teachers even offer free tutoring for students during Saturday school. Tutoring is an integral part of the American Indian Model and ensures that students receive the academic assistance needed to be successful at AIMS K-8.

AIMS K-8 Extended School Year
AIMS K-8 students attend an extended school year for three weeks between June and July. The extended school year serves as a starting point for the new
school year. For many new students, the extended school year provides opportunity for students to acclimate to the American Indian Model and academic rigors
associated with AIMS K-8.

Techbridge Engineering Club:
Techbridge's hands-on science program for girls from 6th to 8th grade. Participating students met once a week to work on projects.

Title I & Tittle III
Through Title I and Title III funding we are able to offer program and services to student's with after-school tutoring support. In addition, we offer a comprehensive ELD intervention program to support the needs of our ELL population. Push in and pull out intervention services are offered for students who are failing or at risk of failing to meet AIMS standards.

Afterschool Program
AIMS K-8 partnered with Bay Area Community Resouces (BACR) to provide after school enrichment and academic support.

National School Lunch Program
We are proud to be able to provide 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.

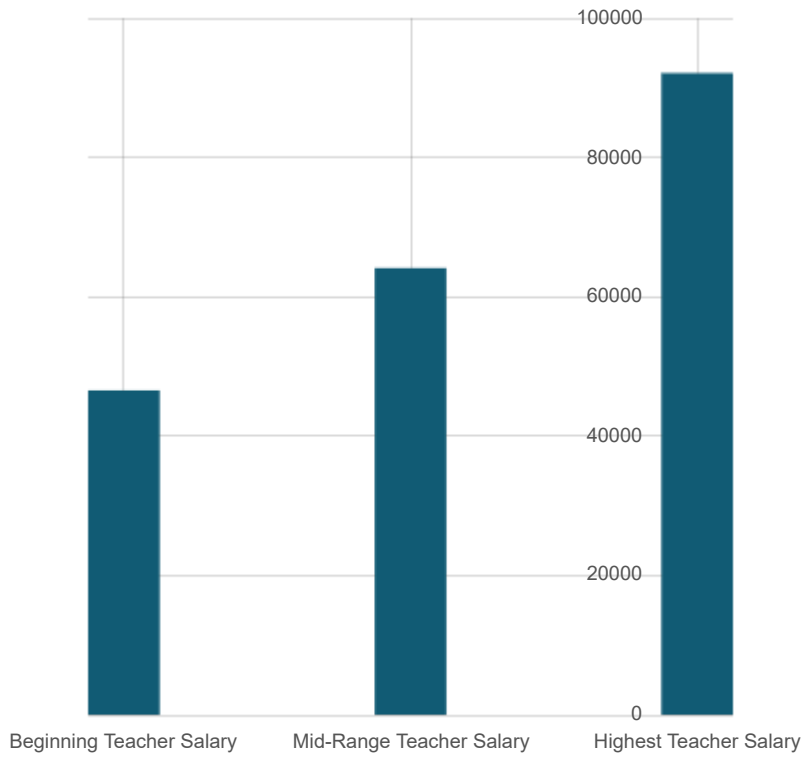
Last updated: 1/8/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

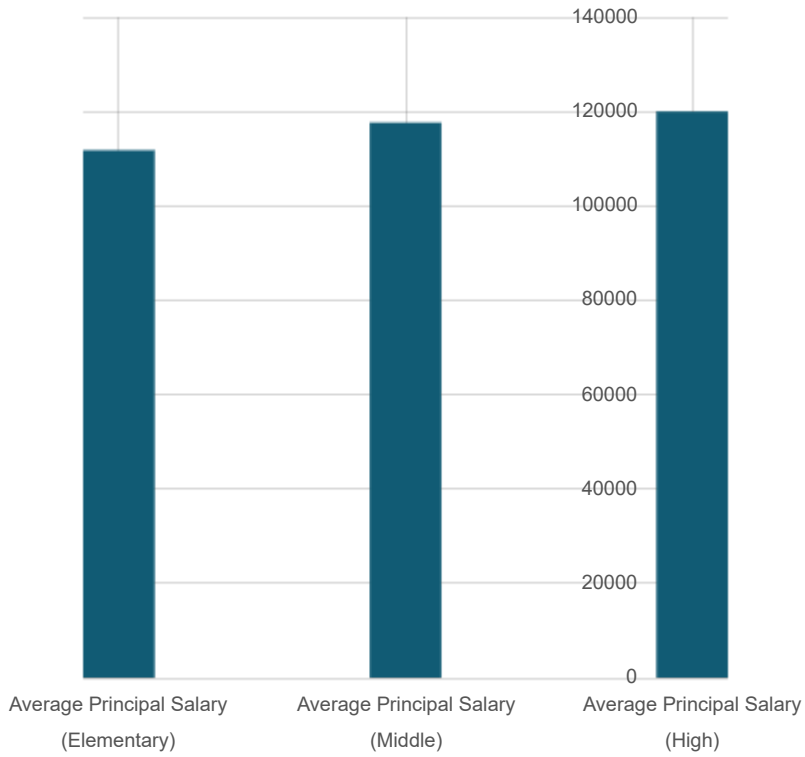
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,570	$50,029
Mid-Range Teacher Salary	$64,124	$77,680
Highest Teacher Salary	$92,096	$102,143
Average Principal Salary (Elementary)	$111,786	$128,526
Average Principal Salary (Middle)	$117,636	$133,574
Average Principal Salary (High)	$120,003	$147,006
Superintendent Salary	$280,000	$284,736
Percent of Budget for Teacher Salaries	28.00%	33.00%
Percent of Budget for Administrative Salaries	9.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/8/2021

Professional Development

2020-2021

13 Full Day for Proffesional Development

20 Partial Days of Professional Development that are conducted after minimum school day (Fridays)

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	34	21	33

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814

California Department of EDUCATION

SARC Home » American Indian Public Charter

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Peter Holmquist, Head of School

- Principal, American Indian Public Charter



About Our School

Mr. Peter Holmquist - Head of School - Middle School

I grewup in Seattle, and have lived in 18 other places, including England, Jerusalem, Texas, Massachusetts, Missouri, New York, Colorado, and different addresses in Northern California. My Bachelor's degree is in History from the University of Washington, Seattle. My Masters of Divinity is from the Graduate Theological Union, Berkeley. I have completed graduate and doctoral level coursework in education from Taft and other universities, in addition to certification programs such as online digital learning. CSU-Stanislaus is where I received my Multiple Subject Teaching Credential. I have worked in charter and non-charter school systems and appreciate the benefits we can bring all students within our charter system. This is the fourth year I have worked in the role of school administrator.

Contact

American Indian Public Charter
171 12th Street
Oakland, CA 94607

Phone: 510-893-8701
Email: middleschool@aimsk12.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	AIMS K-12 College Prep Charter District
Phone Number	510-893-8701
Superintendent	Maya Woods-Cadiz
Email Address	maya.woods-cadiz@aimsk12.org
Website	http://www.aimsk12.org

School Contact Information (School Year 2020–2021)	
School Name	American Indian Public Charter

Street	171 12th Street
City, State, Zip	Oakland, Ca, 94607
Phone Number	510-893-8701
Principal	Peter Holmquist, Head of School
Email Address	middleschool@aimsk12.org
Website	http://www.aimsk12.org
County-District-School (CDS) Code	01612596113807

Last updated: 1/15/2021

School Description and Mission Statement (School Year 2020–2021)

About AIMS College Prep Middle School

School Name: AIMS College Prep Middle School (AIMS MS)
Year Founded: 1996 (AIMS MS) and 2012 (AIMS Elementary) (Oakland, CA)
Mascot: Golden Eagles
School Colors:Red, Athletic Gold, and Royal Blue*
Number of Students: 250
Website: www.aimsk12.org
Email Address: middleschool@aimsk12.org
School Address: 171 12th Street, Oakland, CA 94607
Office Phone Number: (510) 893-8701
Head of School: Peter Holmquist
Superintendent: Maya Woods-Cadiz, M.Ed.

AIMS 6-8 serves 250 inner-city 6th – 8th grade students. The focus of AIMS 6-8 is excellent student attendance (97%). This has been the foundation to ensure academic success in English Literature and mathematics. The curriculum has been designed to enhance the academic skills of socio-economically disadvantaged students. AIMS 6-8 also provides instruction that develops the students' academic skills in writing, science, social science, foreign language and visual performing arts, in order to be productive members in a global 21st century society. This will be a collaborative effort between school, family, and community members.

AIMS History

Founded as a middle school in 1996, AIMS K-12 began as American Indian Public Charter School (AIPCS) by Native American families looking to retain a cultural connection for their children. AIPCS was Oakland's second publicly-funded charter school. In 2006, AIPCS became the first public charter school in Oakland to win recognition as a National Blue Ribbon School. Later that year, AIPCS expanded to include AIPHS and in 2012, AIMS K-12, expanded once more to include an elementary school. Historically, AIPCS has been recognized by US News and World Report as well as the Washington Post as one of the most challenging academic high schools in the nation.

During the 2018-19 school year, the AIMS Board of Trustees agreed to change the name of AIPCS to AIMS College Prep Middle School (AIMS MS). During the 2019-20 school year the AIMS K12 College Prep Charter District received the California Charter School Association Hart Vision Award, recognizing the AIMS schools as the Northern California Charter school network of the year.

Mission Statement

AIMS exists to prepare all students, especially those who have been traditionally underserved, to enter a four-year college after graduation from high school and complete at minimum a four-year degree.

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

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

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. 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, 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 our mission of success we have designed K-12 instruction toward the goal of mastery of the spiral progression of learning standards.

Diversity and Inclusion: We believe that each child has a unique talent and purpose. We see and celebrate differences, and do 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 orientation.

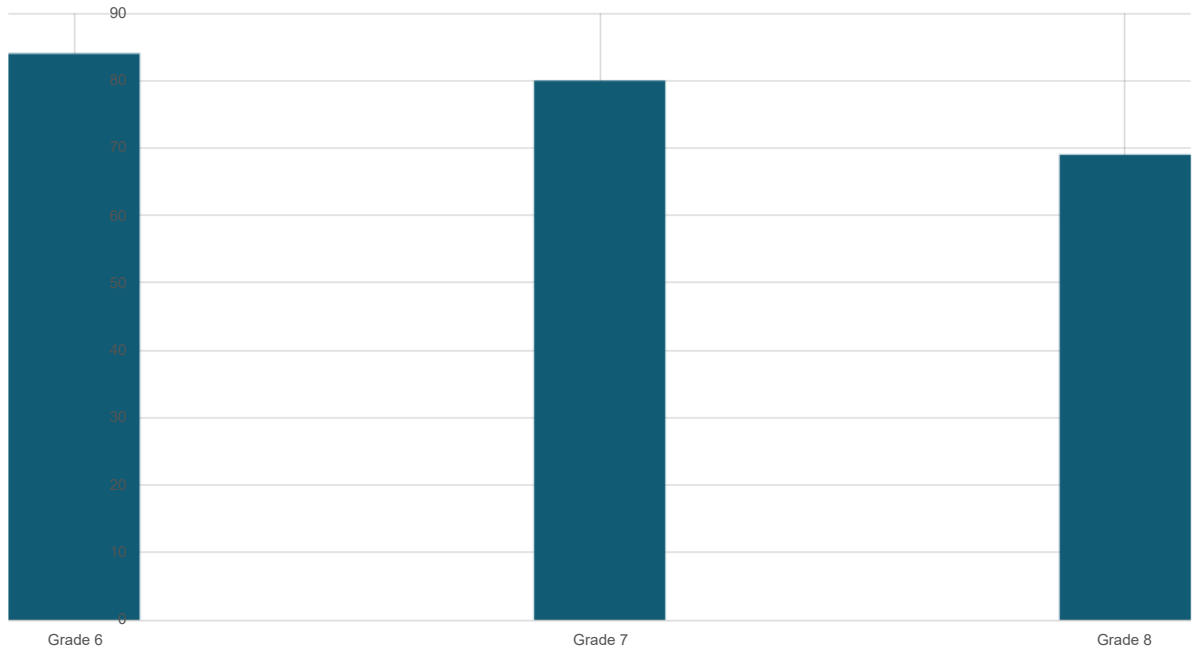
Learning Environment: The AIMS Model classroom is one that is orderly and clean. We believe that an orderly classroom increases time on task for instruction.
Students are expected to help in the upkeep of their classrooms and school environment and teachers may assign students classroom jobs to help promote

classroom culture and efficiency.

Last updated: 1/15/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	84	80	69	233



Last updated: 1/8/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	24.50 %	%	52.40 %	0.40 %	14.60 %	%

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	65.20 %	28.30 %	3.40 %	%	%

State Priority: Basic

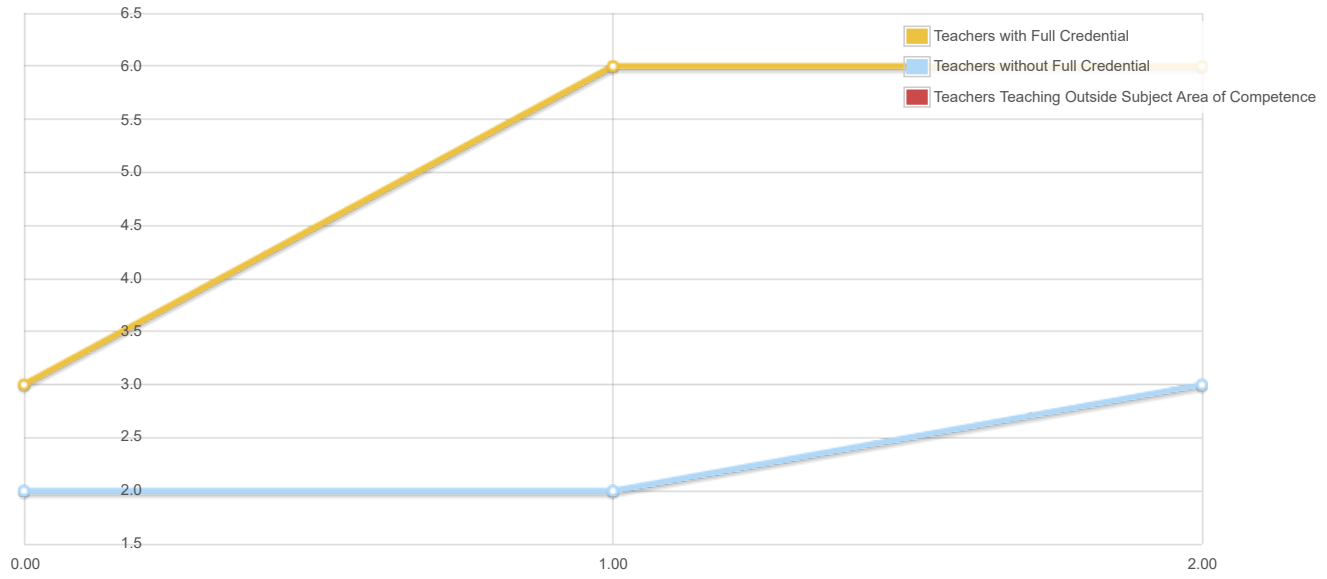
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021

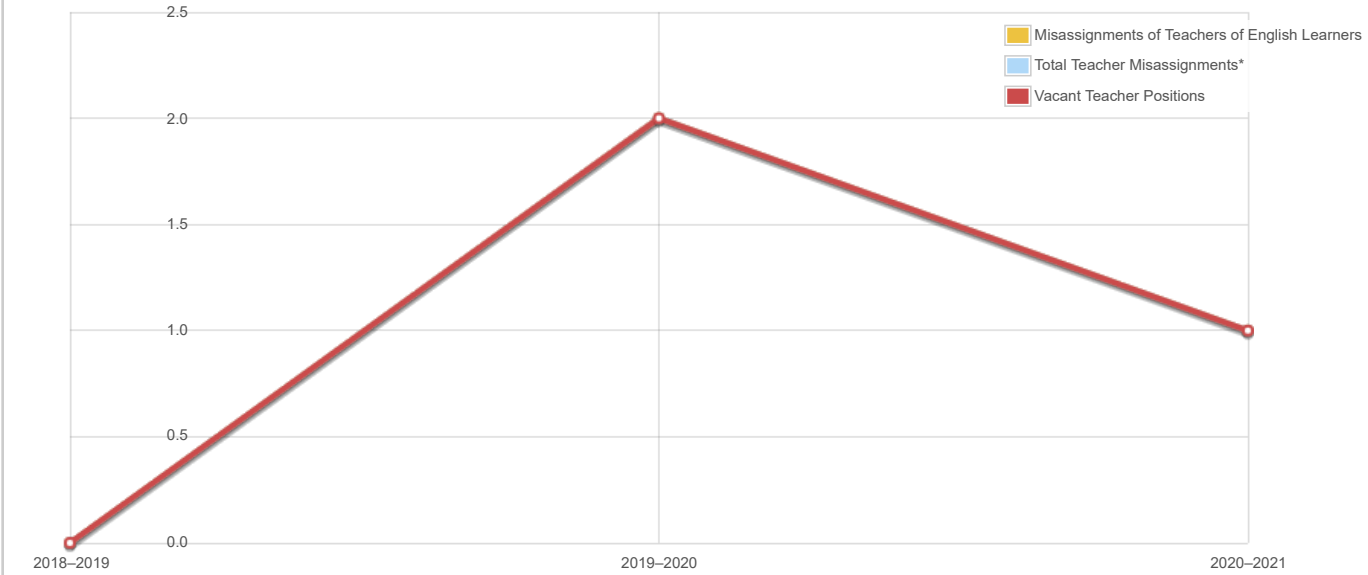
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	3	6	6	
Without Full Credential	2	2	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	2	1
Total Teacher Misassignments*	0	2	1
Vacant Teacher Positions	0	2	1



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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. Current Texts/Curriculum: 6th-8th Classical Novel based aligned with CCC for ELA. 6th Grade: The Outsiders by S.E. Hinton, Call of the Wild by Jack London, Red Scarf Girl by Ji-Li Jiang, The Giver by Lois Lowry 7th Grade: Anne Frank: Diary of a Young Girl by Anne Frank, Animal Farm by George Orwell, A Midsummer Night’s Dream by William Shakespeare, Fahrenheit 451 by Ray Bradbury 8th Grade: To Kill a Mockingbird by Harper Lee, Across Five Aprils by Irene Hunt, Narrative of the Life of Frederick Douglass by Frederick Douglass, Night by Elie Wiesel. Supplemental Resources: Standards Plus Quill.org - Interactive Writing and Grammar	Yes	0.00 %
Mathematics	AIMS MS 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. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California GOMath: Middle School Grade 6. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California GOMath: Middle School Accelerated Grade 7. Orlando: Houghton Mifflin Harcourt Publishing Company,2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California GOMath: Algebra I. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	AIMS MS 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. CA Inspire Science Grade 8 - Physical Science: McGraw Hill Education, pub. 2018 CA Inspire Science Grade 7 - Life Science: McGraw Hill Education, pub. 2018 CA Inspire Science Grade 6- Earth & Space Science: McGraw Hill Education, pub. 2018	Yes	0.00 %
History-Social Science	AIMS MS 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. History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher's Curriculum Institute, 2017 History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher's Curriculum Institute, 2019 History Alive: The United States Through Industrialism. Rancho Cordova: Teacher's Curriculum Institute, 2017	Yes	0.00 %
Foreign Language	Mandarin A: Students are introduced to basic Chinese, which includes understanding the basis of the Hanyu Pinyin system, pronunciation, grammar, sentence structure, and Chinese culture. Adopted Curriculum: Integrated Chinese, Volume 1 Mandarin B: Continuation of Mandarin I; Mandarin II strengthens skills in grammar, sentence patterns, and vocabulary building through culturally-related readings and class discussions. Adopted Curriculum: Integrated Chinese, Volume 2 Mandarin (Adopted 2018-2019) Liu, Y., Yao, T., Bi, N., Ge, L., and Shi. Y. Integrated Chinese (4th Edition). Boston: Cheng & Tsui Company, Inc., 2017 Spanish A: Students are introduced to basic Spanish, which includes the study, understanding, speaking, reading, and writing aspects of Spanish. Adopted Curriculum: Avancemos, Vol. 1. Spanish B: Continuation of Spanish I; Spanish II explores the basics of the Spanish language through conversational exercises, expansion of vocabulary, and continued written and reading practices. Adopted Curriculum: Avancemos, Vol.2 Spanish (Adopted 2018-2019) ¡AVANCEMOS! (Level One). Austin: Holt McDougal, 2010.	Yes	0.00 %
Health	PE/Health: This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. The course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Health topics discussed are nutrition, mental/emotional health, relationships/social skills, drugs, alcohol, tobacco, HIV/AIDS, and sex education, including sexually transmitted infections. Adopted Curriculum: Teacher generated curriculum based upon the California State Physical Fitness & Health Standards. Online materials/supplemental resources are utilized to inform students' of awareness and wellness. Wellness Committee will be created to benefit a healthier school environment. www.schools.healthiergeneration.org www.ama-assn.org www.actionforhealthykids.org	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	**Intro to Music:** This is a course for 6th graders 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:** This is a course for 7th graders designed for students to learn brass, woodwind or percussion instruments. 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:** This is a course for 8th graders 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. Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004. **Intro to Art:** This an introduction course for 6th graders and 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, S-curves 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:** This is a course for 8th graders to learn basic design principles and software. During the course of this course, they 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. We follow the California Common Core Standards for Media Arts.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/8/2021

School Facility Conditions and Planned Improvements

General

Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention.

Maintenance and Repairs

AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our admin team to be serviced. Maintenance/repair personnel are immediately contacted by our admin staff during the day an issue.

Cleaning
During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. After school, Custodial staff work to maintain a clean campus daily.

Recently Completed Facility Improvements
We recently upgraded the third floor to create more classrooms, the kitchen was moved to the 1st floor and we added added a staff restroom. We updated a wing on the second floor with digital thermostats. All of the carpet and floor was replaced with vinyl flooring. Teacher and student furniture was replaced. A security surveillance camera system was installed. During the summer classrooms and hallways were painted.

Last updated: 1/8/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	We are in the process of updating the building to digital controllers.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	We are in the process of doing a build out of the 3rd floor restrooms.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Good

Last updated: 1/8/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	N/A	36.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	66.0%	N/A	29.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/8/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

AIMS MS encourages families to play an active role in their child's education. We have an open-door visitation policy and encourage families to visit during the instructional day to see their children at work. We ask that parents bring students to school on time and fully prepared for each school day.

1. A parent can serve on our Governance Board, Family Advisory Council (FAC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC).

2. Wellness Committee which allows families to support with developing a healthier school environment, create the vision and goals for local healthy schools program, advocate for school health programs and policies within the school community, provide feedback to school district regarding process implementation of the local wellness policy.

3. Our parent coordinator disseminates school information and through online communication (Parent Square).Data and Operations department creates annual surveys to parents to determine the information they need from school. We involve parents to hold workshops and meetings on issues of interest to within the community and assist outreach efforts of Parent/Teacher Association, develop ongoing relationships with the community to share information about the school and identify community resources, provide information and resources that can help parents to support their children's learning at home.

4. Parents can volunteer to help with decorations for school events, traffic duty support, coverage with watching students during lunch, prepare and or donate food for annual Harvest Festival Celebration, Winter Holiday Celebration, and 8th-grade graduation.

5. Parents are encouraged to be active at home by assuring that their child is completing all assigned work, communicating with homeroom teachers of their child, and by making sure that their child leaves home for school on time.

6. Parents can also volunteer to chaperone field trips.

AIMS K-12 Guarantee:
We encourage families to follow our model and we guarantee their children will be prepared to graduate from college. In an effort to support AIM Schools, the Family Advisory Committee (FAC) held by our Parent Coordinator meets monthly to hear and discuss family concerns and organize family volunteer efforts for AIM Schools.

The Family Advisory Committee and Parent Coordinator acts as a liaison between families and the schools' along with the administrative team, sharing their voice at monthly AIM Schools' Governance Board meetings.

Last updated: 1/8/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	6.00%	0.00%
School 2018–2019	3.50%	0.00%
District 2017–2018	4.40%	0.10%
District 2018–2019	4.40%	0.10%
State 2017–2018	3.50%	0.10%
State 2018–2019	3.50%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
District 2019–2020	--	--
State 2019–2020	--	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/8/2021

School Safety Plan (School Year 2020–2021)

Safety is one of our utmost concerns. To ensure the safety of our students, we have done the following things:

1. Conducted regular monthly fire drills.
2. Practiced meeting at a predetermined location in case of a fire. Evacuation maps and Exit Routes are placed in every room on campus.
3. Hired a fire safety expert to inspect our fire alarm and fire extinguisher every year.
4. Ensured all classrooms have an emergency kit in the classrooms.

5. Trained each teacher to respond to earthquake and fire emergency.
6. Practiced the “duck and cover routine” for earthquakes.
7. Updated our emergency kit with first-aid and disaster supplies.
8. Implemented an Emergency Lockdown procedure and conduct two lockdown procedures per academic year.
9. Implemented a Shelter in Place procedure.
10. Continued to address bullying, abuse and other issues regarding safety and the well-being of students and staff members.
11. Continued to follow through with a Traffic Safety plan.
12. Designated a Safe School Plan Committee.

Last updated: 1/8/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							30.00	
Number of Classes * 1-20							2	
Number of Classes * 21-32							1	
Number of Classes * 33+								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							28.00	
Number of Classes * 1-20							2	
Number of Classes * 21-32							1	
Number of Classes * 33+								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							26.00	
Number of Classes * 1-20							2	
Number of Classes * 21-32								
Number of Classes * 33+								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/8/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	25.00	25.00	25.00	25.00
Number of Classes * 1-22		3	3	3
Number of Classes * 23-32				
Number of Classes * 33+				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	25.00	25.00	25.00	25.00
Number of Classes * 1-22	3	3	3	3
Number of Classes * 23-32				
Number of Classes * 33+				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	27.00	30.00		27.00
Number of Classes * 1-22	3	3	3	3
Number of Classes * 23-32	0	0	0	0
Number of Classes * 33+				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	1.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.33
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.10

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11776.95	$4184.37	$7592.58	--
District	N/A	N/A	--	$63134.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7750.12	$83052.00
Percent Difference – School Site and State	N/A	N/A	-2.00%	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2021

Types of Services Funded (Fiscal Year 2019–2020)

After School Tutoring/Saturday School
In 2019-2020 AIMS MS had intervention aides who provided instructional support to the 6th through 8th grade students via small-group tutoring both during and after school. Tutoring groups are based on ability level. Classroom teachers assess students then assign students to tutoring groups. The tutors and resource teachers frequently collaborate with and provide ongoing updates to classroom teachers to support the students' academic needs. Some teachers even offer free tutoring for students during Saturday school. Tutoring is an integral part of the American Indian Model and ensures that students receive the academicassistance needed to be successful at AIMS MS.

AIMS MS Extended School Year
AIMS MS students attend an extended school year for three weeks between June and July. The extended school year serves as a starting point for the new school year. For many new students, the extended school year provides opportunity for students to acclimate to the AIMS K-12 model and academic rigors associated with AIMS MS.

Techbridge Engineering Club
Techbridge's hands-on science program for girls from 6th to 8th grade. Participating students met once a week to work on projects.

Title I & Tittle III
Through Title I and Title III funding we are able to offer program and services to student's with after-school tutoring support. In addition, we offer a comprehensive ELD intervention program to support the needs of our ELL population. Push in and pull out intervention services are offered for students who are failing or at risk of failing to meet AIMS standards.

Afterschool Prorgram
AIMS MS partnered with Bay Area Community Resouces (BACR) to provide after school enrichment and academic support.

National School Lunch Program
We are proud to be able to provide 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.

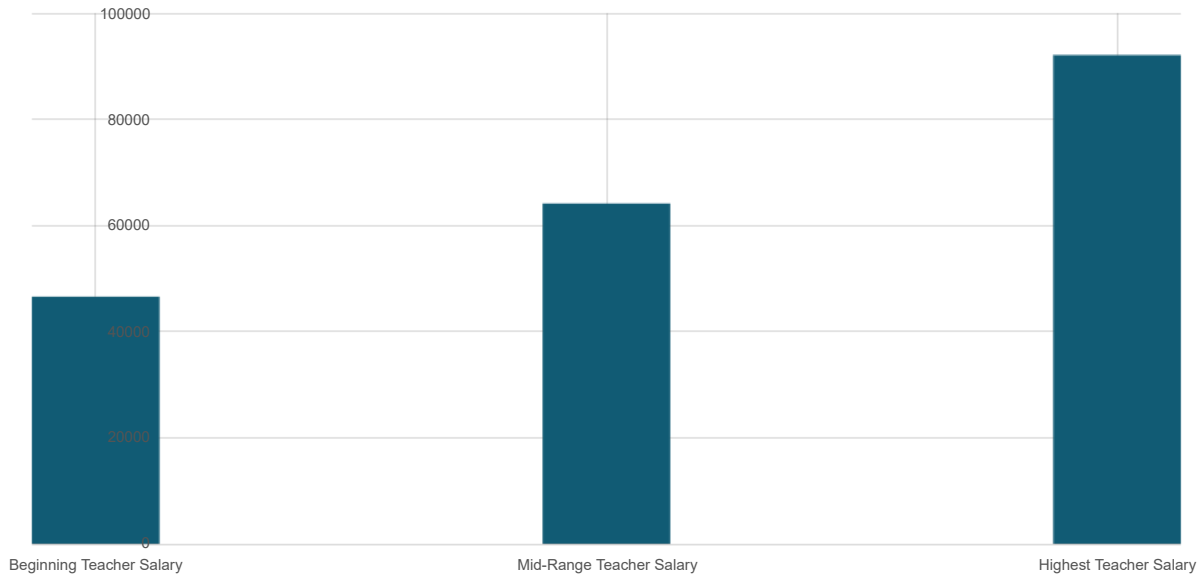
Last updated: 1/8/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

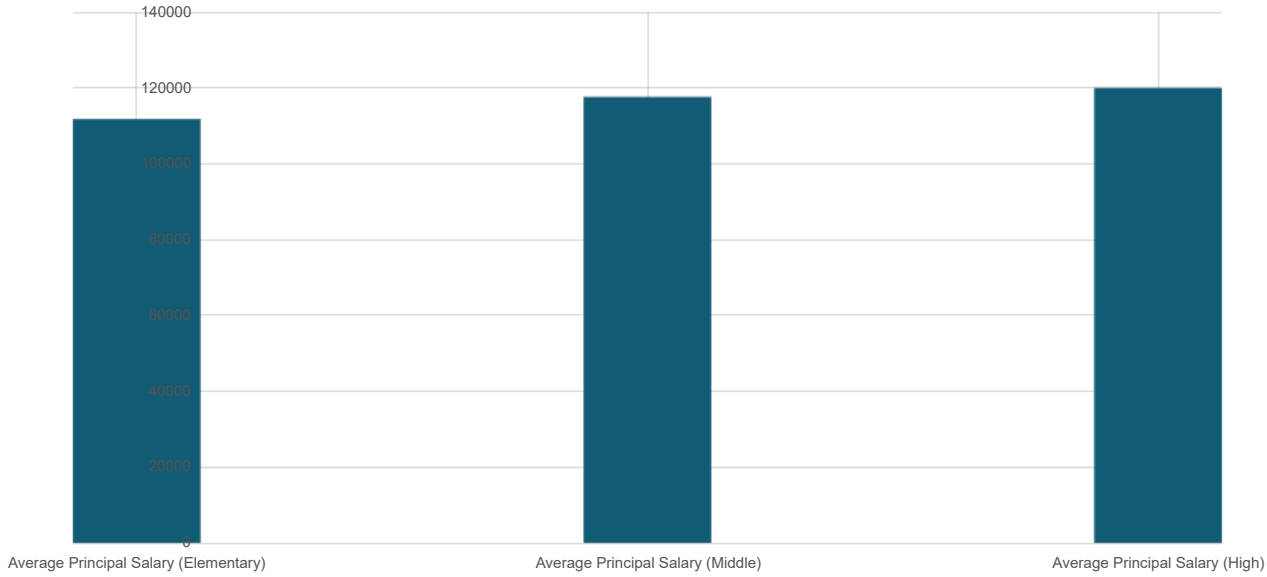
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,570	$50,029
Mid-Range Teacher Salary	$64,124	$77,680
Highest Teacher Salary	$92,096	$102,143
Average Principal Salary (Elementary)	$111,786	$128,526
Average Principal Salary (Middle)	$117,636	$133,574
Average Principal Salary (High)	$120,003	$147,006
Superintendent Salary	$280,000	$284,736
Percent of Budget for Teacher Salaries	28.00%	33.00%
Percent of Budget for Administrative Salaries	9.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/8/2021

Professional Development

2020-2021

13 Full Day for Proffesional Development

20 Partial Days of Professional Development that are conducted after minimum school day (Fridays)

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	34	41	33

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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