



AIMS K-12 College Prep Charter District

Special AIMS Board Meeting

Date and Time

Tuesday January 18, 2022 at 6:30 PM PST

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Tiffany Tung 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 Tiffany Tung at (510) 912-4045 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

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Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM

	Purpose	Presenter	Time
Opening Items			
A.	Call the Meeting to Order	Chris Edington, Board President	1 m
	Board President will call the October 19, 2021 Board of Directors meeting to order.		
B.	Record Attendance and Guests	Superintendent Woods	2 m
C.	AIMS - Permitting Virtual Meetings in Specified Circumstances	Vote	5 m
	AIMS - Permitting Virtual Meetings in Specified Circumstances		
D.	Adoption of Agenda	Chris Edington, Board President	2 m
	AIMS Board Directors will adopt the October 19, 2021 AIMS Board of Directors Agenda.		
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 comments will not exceed thirty (30) minutes (10 minutes per section).		
F.	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).		

	Purpose	Presenter	Time
II. Non-Action Items			7:00 PM
A. President of The Board Report		Chris Edington	2 m
B. Superintendent's Report		Superintendent Woods	2 m
C. Head of High School Report		Head of School Williams	2 m
D. Head of Middle School Report		Head of Schools Akram	2 m
E. Head of Elementary Report		Head of Schools Golden	2 m
F. AIMS Operations Report		Director Magaña & Manager Tung	2 m
G. AIMS CBK Report		Coordinator Gordan	2 m
H. AIMS ELD Report		TSA BANI	5 m
III. Action Items			7:19 PM
A. Consent Calendar	Vote	Chris Edington, Board President	2 m
<ol style="list-style-type: none"> 1. AIMS HS Educator School Accountability Report Card 2. AIMS MS Educator School Accountability Report Card 3. AIMS ES K-8 (AIPCS II) School Accountability Report Card 4. AIMS ES-MS Revised ESSER II 			
IV. Closed Session			7:21 PM
A. Public Comment on Closed Session Items	FYI		10 m
<p>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. <u>Comments are limited to two (2) minutes per</u></p>			

	Purpose	Presenter	Time
<u>person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).</u>			
B. Recess to Closed Session	Discuss		20 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
Roll Call			
D. Report from Closed Session	FYI		3 m
- Board President, Chris Edington			
V. Closing Items			7:56 PM
A. Adjourn Meeting	FYI		
B. NOTICES	FYI	Chris Edington	4 m
<p>The next regular meeting of the Board of Directors is scheduled to be held on February 15, 2022 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. Tiffany Tung 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 Tiffany Tung at (510) 912-4045 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting. I, Superintendent Woods, hereby certify that I posted this agenda on the AIMS website at www.aimsk12.org, on January 15, 2022, at 6:30 PM.</p> <p>Certification of Posting</p>			

Coversheet

AIMS - Permitting Virtual Meetings in Specified Circumstances

Section: I. Opening Items
Item: C. AIMS - Permitting Virtual Meetings in Specified Circumstances
Purpose: Vote
Submitted by:
Related Material:
January_AIMS_-_Permitting_Virtual_Meetings_in_Specified_Circumstances__1_.pdf

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
AIMSK-12 College Prep Charter District**

Permitting Virtual Meetings In Specified Circumstances

WHEREAS, Assembly Bill No. 361 (“AB 361”) is intended to “improve and enhance public access to . . . local agency meetings during the COVID-19 pandemic and future applicable emergencies, by allowing broader access through teleconferencing options”;

WHEREAS, AB 361 permits local legislative bodies subject to the Brown Act to hold virtual meetings without needing to publish the physical locations of Board members or make those locations open to the public if there is a proclaimed state of emergency (pursuant to Section 8625 of the California Emergency Services Act) and either: (i) state or local officials have imposed or recommended measures to promote social distancing, or (ii) there is a finding that, as a result of the emergency, meeting in person “would present imminent risks to the health or safety of attendees”;

WHEREAS, prior to the COVID-19 pandemic, the American Indian Model School College Prep District Board of Directors (“AIMS Board”) held regular and committee meetings at 171 12th Street Oakland CA 94607

WHEREAS, the AIMS personnel available to ensure attendees are socially distanced and properly wearing masks at regular board and committee meetings held at the 171 12th Street location is insufficient to maintain a safe environment for in person meetings.

NOW, THEREFORE, BE IT RESOLVED, the AIMS Board hereby makes the following findings:

- The Governor has proclaimed a state of emergency pursuant to Section 8625 of the California Emergency Services Act
- Any violation of any state, local, or District health and safety protocols or other unsafe behavior in light of COVID-19 by one or more attendees at an in-person Board meeting at 171 12th Street Oakland CA 94607 location “would present imminent risks to the health or safety of attendees”,

BE IT FURTHER RESOLVED, the intent of these findings is to permit the AIMS Board regular and committee meetings subject to the Brown Act to meet virtually rather than in at 171 12th Street Oakland CA 94607 or similar location without publishing the physical locations of members (as such meetings would otherwise be held in unsafe locations in light of COVID-19);

BE IT FURTHER RESOLVED, nothing in this Resolution shall prohibit the AIMS Board, regular and committee meetings subject to the Brown Act from meeting in person if (i) a majority of the membership of the body approves a request to do so, (ii) the request specifies the dates of the desired in-person meeting(s) and the desired location(s), and (iii) the AIMS Board President and Superintendent approves, in writing, that the desired location(s) “would [not] present imminent risks to the health or safety of attendees”; and

BE IT FURTHER RESOLVED, this Resolution is effective for the month of January 2022.

PASSED AND ADOPTED by the Board of Education of the AIMS College Prep Charter District this ___ day of _____, 2022, by the following vote:

AYES:

NOES:

ABSTAINED:

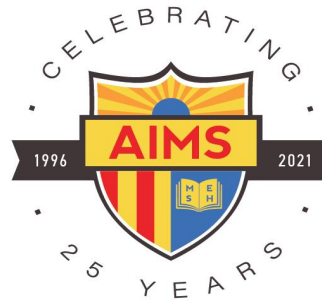
Coversheet

Head of High School Report

Section: II. Non-Action Items
Item: C. Head of High School Report
Purpose:
Submitted by:
Related Material: AIMS Schools' Board Report January 2022 - High School.pdf

AIMS College Prep High School (January 2022)

Mr. Maurice Williams, Head of School



Student Demographics

Grade Level	Total in Grade	(200) Asian	(100) American Indian or Alaska Native	(300) Native Hawaiian/Other Pac Island	(600) Black or African American	(700) White	Hispanic/Latino	Two or More Race Categories	Unspecified
9	138	58	0	1	45	6	21	7	0
10	103	44	0	1	24	7	24	3	0
11	91	35	0	0	32	5	18	1	0
12	117	61	0	0	32	7	17	0	0
Total	449	198	0	2	133	25	80	11	0

Student Demographics - Ethnicity and Gender

School Demographics By Ethnicity:

American Indian Or Alaska Native	Asian	Native Hawaiian/ Other Pacific Island	Black or African American	White	Hispanic	Multi
0	198	2	130	25	80	11

School Demographics By Gender:

Total:

449 students starting WEEK 1/13/2022

Attendance

Enrollment by Grade:

9th Grade	10th Grade	11th Grade	12th Grade
138	103	91	117

January 1- 13 ADA Percentage:

92.9%

LCAP Goals' Tracker

Goals on Track For Completion:

- No Updates

Goals Facing Challenges For Completion:

- **N/A**

SPSA Goals

All SPSA Goals Are on Track For Completion, as they are explicitly tied to all Federal Title Dollars.

Title I \$107,163 - Instructional Aide; Teacher Bonuses and Incentives

Title II \$14,502 - Professional Development

Title III \$4,021 - ELD MOU (*Purchased iPads for ELD department in December are will now deliver in March, due to supply chain and shipping issues.*)

Title IV \$10,000 - VPA Expenditures

Goals Facing Challenges For Completion: N/A

Student Academic Performance

Number of Students Not on Track For A-G Completion:

4 out of 117 Seniors

- All credit deficient students have been enrolled in credit recovery courses since the start of the school year and are required to attend Saturday School
- Counseling Team has meet with these students and are monitoring their progress in real time
- Updates will be provided at the conclusion of S1

Student Academic Performance

Students With GPA Between 3.0 - 3.49 By Ethnicity and Gender:

	2.99 and Below		3.0 - 3.49 GPA	
Ethnicity	Male	Females	Male	Females
Asian	26	15	15	6
Black / African American	20	20	11	9
White	8	6	6	4
Hispanic	25	17	8	5
Two or More Races	4	0	1	0

Students With GPA Below 3.0 By Ethnicity and Gender:

Student Academic Performance

Number of Students With a GPA of 3.5 or Higher By Grade Level

Overall 244 / 442 (55.2%)

9th Grade 46 / 133 (34.59%)

10th Grade 56 / 102 (54.9%)

11th Grade 61 / 90 (67.78%)

12th Grade 81 / 117 (69.23%)

Student Academic Performance

Number of Students Attending Academic Saturday School By Grade or Subject:

Math: 44 (24 Freshmen; 9 Sophomores; 7 Juniors; 4 Seniors)

English: 65 (26 Freshmen; 19 Sophomores; 3 Juniors; 17 Seniors)

Sciences: 49 (24 Freshmen; 12 Sophomores; 11 Juniors; 3 Seniors)

History: 35 (34 Freshmen; 1 Senior)

Electives: 64

Tardy / Tardy Truant: 15

Pandemic Reporting

Number of Students by Grade Level on Independent Studies: 53

17 students - 9th grade

14 students - 10th grade

10 student - 11th grade

12 students - 12th grade

Number of In-person Students Diagnosed this Month With Covid 19: 51

Number of In-person Staff Diagnosed this Month With Covid 19: 4

Restorative Justice

Number of students in RJ: N/A

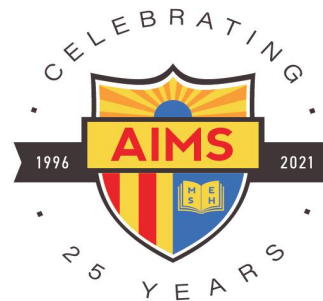
Primary reason for RJ referral: N/A

One Student Or Teacher Success

AIMS HS would like to welcome Ms. Xiaotong Li (AIMS HS c/o 2017) as the new Precalculus / Algebra 2 Math teacher. She graduated from UC Davis in December with her BS in Biological Sciences. Xiaotong joins a growing list of AIMS alumni that are returning to work at AIMS.



Thank you!



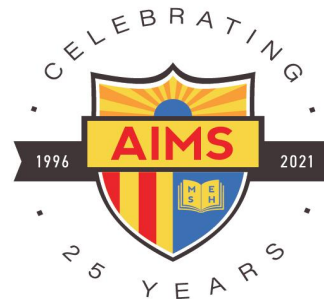
Coversheet

Head of Middle School Report

Section: II. Non-Action Items
Item: D. Head of Middle School Report
Purpose:
Submitted by:
Related Material: January Schools' Board Report - Middle School.pdf

AIMS K12 Middle School Month 2021

Head of School - Riffat Akram



Changes In Student Student Demographics

Ethnicity	September	October	November	December
Asian	196	196	193	194
Black	149	148	153	153
Hispanic/Latino	53	53	53	53
Pacific Islander	1	1	1	1
Filipino	4	4	4	4
White	32	32	31	31
Multi Race	12	12	4	14
Decline to State	6	6	5	4
Unclassified	4	4	1	1

Students' Primary Language

Language	September	October	November	December
English	164	164	164	164
Chinese	26	26	26	26
Tigrinya	16	16	16	16
Arabic	10	10	10	10
Spanish	9	9	9	9
Mongolian	3	3	3	3
Amharic	3	3	3	3
Cantonese	21	21	21	21

Attendance

Grade Level	December	January
6	165	165
7	143	143
8	143	143
ADA Percentages AIPCS I	95.60%	96.43%
ADA Percentages AIPCS II	96.09%	93.60%

LCAP Goals

Goals On Track For Completion:

Goal 1: Closing Achievement Gaps - initial assessments are either completed or in progress, ELPAC testing in progress. ELD reclassification for returning students is completed. SAS & After school tutoring has started. ELD TSA & IA are hired. K-8 SpEd Teacher vacancy is filled.

Goal 2: School Culture & Climate - RJ Saturday has started. PBIS program is implemented. SEL assemblies are scheduled for every 3rd week of the month.

Goal 3/4: Increase College Bound No. Students/Standard Based curriculum and teacher training - Structured PLCs & PDs for teachers to implement rigorous instruction and curriculum for all students.

Goals Facing Challenges For Completion:

K-8 An additional SEL counselor vacancy (We currently have one).

SPSA Goals

Goals On Track For Completion:

2021-22 SPSA was approved by the SSC & AIMS Board this month.

Academics and Curriculum: We we will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts).

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

Instruction Development & Support: Provide high quality classroom instruction from appropriately credentialed teachers and staff, that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.

After school Program: Increase rate of students participating in Afterschool Program.

Student Academic Performance

Number of Students Receiving Progress Report for Underperformance:

Grade Level	September	October	November	December	January
6	23 students (13.94%)	23 students (13.94%)	24 (14.54%)	37 (22.42%)	*
7	37 students (25%)	37 students (25%)	36 (25.17%)	36 (25.17%)	*
8	27 students (19.25%)	27 students (19.25%)	47 (32.87%)	43 (30.01%)	*

January does not have a scheduled progress report; Report Cards are released 1/18/22

Student Academic Performance

Number of Students Performing On Grade Level Or Higher

	6	7	8
September AIPCS I	34 (42%)	40 (56%)	53 (72%)
September AIPCS II	50 (57%)	50 (68%)	38 (64%)
October AIPCS I	38 (47%)	43 (61%)	62 (75%)
October AIPCS II	53 (61%)	53 (72%)	42 (71%)
November AIPCS I	44 (55%)	49 (69%)	69 (84%)
November AIPCS II	57 (68%)	57 (79%)	48 (79%)

- AIPCS II %s higher than AIMS MS across the board
- No of students at or above grade level increasing from 6th -8th

Student Academic Performance

Number of Students Attending Academic Saturday School:

Grade Level	September	October	November	December	January
6	23	23	24	24	*
7	37	37	36	36	*
8	27	27	47	47	*

*January Academic Saturday School has been postponed for COVID related reasons to 1/22/22

Restorative Justice

Number of Students Attending RJ Saturday School:

Grade Level	September	October	November	December	January
6	14	13	2	3	*
7	6	4	5	1	*1
8	8	10	14	13	*1

RJ Staff: Najwa Sabrie

*January RJ has been postponed for COVID related reasons to 1/22/22, so these are students assigned

Pandemic Reporting

Students on IS

Grade Level	September	October	November	December
6	5	5	1	1
7	6	6	2	2
8	4	4	0	0

Number of In-person Students Diagnosed this Month With Covid 19:

December= 0 January = 31

Number of In-person Staff Diagnosed this Month With Covid 19:

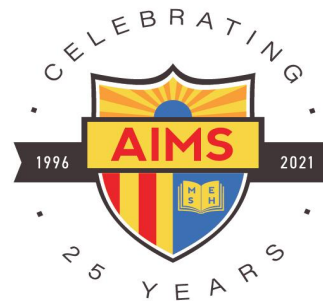
December = 0 January = 3

One Student Or Teacher Success

Our entire Middle School Teachers are successful. We thank them for their professionalism, dedication, and love for our students during a difficult time.



Thank you!



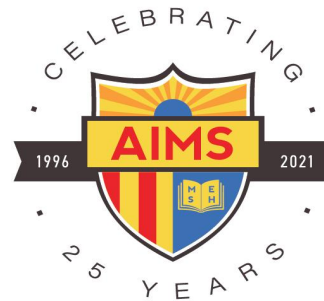
Coversheet

Head of Elementary Report

Section: II. Non-Action Items
Item: E. Head of Elementary Report
Purpose:
Submitted by:
Related Material: _AIMS ES January 2022 Board Report Template.pdf

AIMS K-12 Elementary January 2022

Head of School - Maryetta Golden



Students' Primary Language

Language	November	December
English		174
Amharic		15
Farsi/Dari		3
Spanish		14
Chinese/Cantonese		49
Tigrinya		12
Mongolian		5
Taishanese		2

Students' Primary Language

Language	November	December
Vietnamese		4
Burmese		6
Arabic		4
Portuguese		1

Changes In Student Demographics

Ethnicity	November	December
Asian	41%	42%
Black	41%	41%
Hispanic/Latino	6%	7%
Pacific Islander	<1%	<1%
Filipino	<1%	<1%
White	5%	5%
Multi Race	3%	3%
Declined To State	1%	2%

Attendance

Grade Level	November	December
K	60	67
1	64	70
2	75	75
3	73	73
4	74	75
5	74	73

ADA Percentage: 96.9%

LCAP Goals

Goals On Track For Completion:

Goal 1 - Academics and Curriculum

Goal 2 - Instruction, Development, and Support

Goal 3 - Measurement of Data

Goal 4 - School Culture and Climate

Goals Facing Challenges For Completion:

N/A

SPSA Goals

Goals On Track For Completion:

Goal 1 - Academics and Curriculum

Goal 3 - Instruction Development & Support

Goal 4 - Increase Rate of Students Participating in Afterschool Program

Goal 2 - Closing the Achievement Gap with High Expectations for All

Goals Facing Challenges For Completion:

N/A

Student Academic Performance

Number of Students Receiving Progress:

Grade Level	November	December
K	0	0
1	1	0
2	8	0
3	6	6
4	4	4
5	20	34

Student Academic Performance

Info Graph Showing Below, At, and Above Grade Level By Ethnicity and Race

	A	B	C	D	E	F	G	H	I	J	K	L
1	Teacher	Arab	African/African American	Asian	Latino	Female	Male		total			
2												
3	Vang		0	6	9	0	7	8		15		
4												
5	Hinna		1	6	0	1	4	4		8		
6												
7	Chaudhary		1	4	9	1	7	8		15		
8												
9	Sedano		1	7	2	0	7	3		10		
10												
11	Charles		1	3	3	2	2	7		9		
12												
13	Gilmore		1	4	5	0	6	4		10		
14												
15	Jacques		2	3	2	2	5	4		9		
16												
17	Mayers		0	5	4	0	7	2		9		
18												
19	Mai		2	3	7	2	8	6		14		
20												
21	Ha		1	5	3	1	5	5		10		
22												
23	Lee		1	3	1	2	6	1		7		
24												
25	Eller		2	10	4	1	9	8		17		
26												
27	Gardner		0	9	9	1	11	8		19		
28												
29	Hampton		2	2	7	0	6	5		11		
30												
31	Ross/Sharpe		1	13	3	1	10	8		18		
32												
33	Cabrera		1	2	4	1	6	2		8		
34												
35	Stevens		0	2	6	1	4	5		9		
36												
37	Kahn		3	2	2	2	4	5		9		
38												
39												
40												

this is below basic and basic

Student Academic Performance

Number of Students Performing On Grade Level Or Higher

Grade Level	November	December
K	38	45
1	29	35
2	32	40
3	34	35
4	48	40
5	26	30

Student Academic Performance

Number of Students Attending Academic Saturday School:

Grade Level	November	December
K	0	0
1	0	15
2	0	20
3	32	25
4	38	27
5	39	28

Restorative Justice

Number of Students Attending RJ Saturday School:

Grade Level	November	December
K	0	0
1	0	2
2	3	8
3	1	0
4	1	0
5	2	0

RJ Staff:

Charlton Sharpe

Vacant

Pandemic Reporting

Students on IS

Grade Level	November	December
K	13 Students	30 Students
1	11 Students	30 Students
2	13 Students	10 Students
3	12 Students	20 Students
4	13 Students	5 Students
5	7 Students	23 Students

Number of In-person Students Diagnosed this Month With Covid 19:

10

Number of In-person Staff Diagnosed this Month With Covid 19:

2

One Student Or Teacher Success

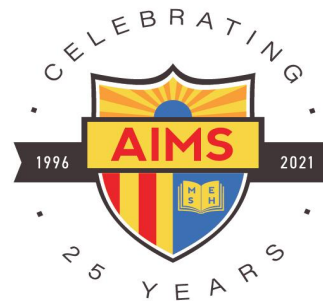
We just hired a new world language teacher, Mr. Rogelio Nevarez.

Mr. Nevarez will work with students in grades K-2.

Girls' Techbridge Club will begin for elementary in Spring 2022. This club will be facilitated by Ms. Golden, Head of Elementary School, Ms. Tyson, and Ms. Ewing. Training for facilitators will take place for two days and the club sessions will begin in Spring 2022.

Parent Chat will begin in Spring with 2 parent volunteers from each class. Meeting once per month in Ms. Golden's office to plan school wide events.

Thank you!



Coversheet

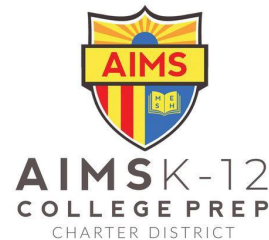
AIMS Operations Report

Section: II. Non-Action Items
Item: F. AIMS Operations Report
Purpose:
Submitted by:
Related Material: Operations - January.pdf

AIMS K-12 Operations Department

Reporting Period **January 2022**

Marisol Magana, Operations Director
Tiffany Tung, Operations Manager



Reports

Completed

- Submitted California Schools Reopening Status Survey for AIMS MS, AIPCS II and AIMS HS
- Submitted National Equipment Grant EAG
- Submitted ASES Renewal Plan for AIMS MS and AIPCS II
- Submitted CNIPS claims for December meals for federal and state reimbursement
- Submitted P1 Attendance Report to Office of Charter Schools
- Submitted month 5 attendance reporting and exited students to Office of Charters

Coming Due

- School Accountability Report Card (SARC) due February 1, 2022 for AIMS MS, AIPCS II and AIMS HS
- Immunization Report for all Kindergarten and 7th Graders due January 31, 2022
- OUSD Vaccine Mandate compliance deadline January 31, 2022
- CALPADS Fall 1 due January, 28, 2022
- State Charter School Facilities Incentive Grant Mid Year Certification due February 22, 2022
- LCAP Mid Year Update/Supplemental to Annual Update due February 28, 2022

Enrollment

We are currently accepting applications for the 2022-2023 school year. Deadline to submit applications February 4, 2022

Recruitment Efforts

- Social Media

Impacted Grades

- AIMS MS - 6th Grade
- AIPCS II - K, and 8th

Grade Openings

- AIMS MS - 6th Grade - 1 Openings
- AIPCS II
 - K - 3 Openings
 - 8th - 4 openings

Improvement and Maintenance Projects

School	
AIMS Elementary	<ul style="list-style-type: none"> ● Boarded up and painted front of building wall ● Maintenance and deep cleaning school site ● Awaiting new signage for 12th St. campus “AIMS K12th College Prep” ● Finalizing occupancy permit w/ City of Oakland
AIMS Middle	<ul style="list-style-type: none"> ● Boarded up and painted front of building wall ● Maintenance and deep cleaning school site ● Awaiting new signage for 12th St. campus “AIMS K12th College Prep” ● Finalizing occupancy permit w/ City of Oakland
AIMS High School	<ul style="list-style-type: none"> ● Maintenance and deep cleaning school site ●

Lunch Program

School	Number of Lunches Served Last Month
AIMS Middle School	1463
AIPCS II	3324
AIMS High School	1785

Vaccination

We partnered with California Department of Public Health (CDPH) and Color Health and hosted a vaccine clinic at 12th street. A total of 71 came to the clinic. They either received their first dose or received a booster shot.

School	Number of Students that have submitted vaccine proof
AIMS Elementary	30
AIMS Middle	150
AIMS High School	292

COVID Testing

Students & Staff were tested prior to coming back from break.

1/2 - 408 tests

1/3 - 617 tests

1/4 - 304 Test

We tested 122 Staff

1200 Students

7 Community members

School	Number of Tests Given
AIMS K-8th (12th Street location)	1562 Binax Antigen Test 1000 iHealth Home Test Kits
AIMS High School	2300 Binax Antigen Test 450 iHealth Home Test Kits

Thank you.



AIMSK-12
COLLEGE PREP
CHARTER DISTRICT

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Coversheet

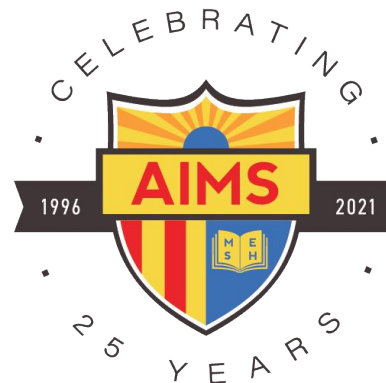
AIMS CBK Report

Section: II. Non-Action Items
Item: G. AIMS CBK Report
Purpose:
Submitted by:
Related Material: January CBK Board Report .pdf

AIMS K-12 College Bound Kids

January 2022

Matthew Gordan, CBK Coordinator



Student Data

Number of Seniors: 118

Number on Track for College Acceptance: All Seniors are on track to receive a college acceptance, but 13 Seniors are currently completing credit recovery courses (from before Senior year) to ensure they meet graduation standards.

CSU and UC Applications Submitted by Seniors

	Channel Islands	Chico State	Dominguez Hills	East Bay	Fresno	LA	Long Beach	Monterey Bay	Northridge
28	4	9	3	26	10	35	52	7	4
Pomona	Sacramento	San Bernardino	San Diego	SF	SLO	San Jose	San Marcos	Sonoma	Stanislaus
45	18	3	65	72	36	76	1	5	1

Berkeley	Davis	Irvine	Merced	UCLA	Riverside	San Diego	Santa Barbara	Santa Cruz
87	94	97	30	85	56	93	69	81

College/University Contacts This Month

UC Santa Cruz	UC San Diego	Brown University
UC Berkeley	Carnegie Mellon University	Harvey Mudd College
Northwestern University	UC Irvine	Holy Names University
Sonoma State	Cal State LA	Pomona College
USC	UC Davis	UCLA
San Diego State		

Essay Writing Stage

In-class writing workshops have continued, including go over examples of previous AIMS alumni essays, passive vs. active voice, how to successfully provide context and eliminate cliches, and looking over examples from current student essays (anonymously) of things that work and don't work.

115/117 Seniors successfully completed and submitted 4 essays for the UC application. All 115 received feedback and wrote multiple drafts of each essay.

Strategy For Seniors On Independent Study

Seniors on independent study join the in-person class via Schoology Conference and hear and see everything being done in class. Additionally, these Seniors receive an email from me listing the tasks they must accomplish. If a virtual Senior needs to meet with me individually, I create a Zoom or Schoology meeting and we discuss the issue at hand. All handouts and information are digital, allowing for smooth dissemination of materials no matter the student's location.

Elementary Connection This Month

Last touched base with Mr. Ahmad a few months ago about providing virtual college tours for students. However, issue is that colleges will not provide a tour guide for elementary students taking a virtual tour. So will have to figure out a self-guided tour for this to happen.

Middle School Connection This Month

Met with “All Tied Up” to discuss internships and scholarships for both AIMS Middle School and AIMS High School.

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Thank you!

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Coversheet

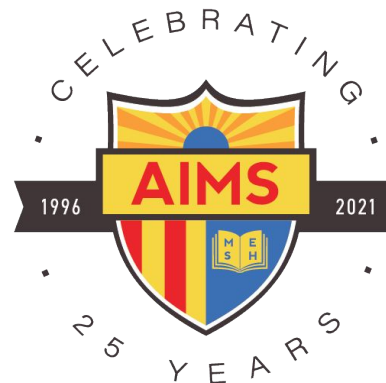
AIMS ELD Report

Section: II. Non-Action Items
Item: H. AIMS ELD Report
Purpose:
Submitted by:
Related Material: ELD Board Report January 2022 (2).pdf

AIMS K-12 English Language Development

Reporting Period January 2022

Adria Banihashemi, ELD TSA



AIMS English Language Learners - Updated Jan 2022

2021-2022	AIMS Elementary K-5	AIPCS II 6-8	AIMS Middle School	AIMS High School
ELs	162 - 38%	54 - 24%	(62 - 26%) +7 69- 29%	(86 - 19%) -2 84 - 19%
Newcomers	2	5	7	(19) +1 20
Reclassified	(40) +15 55	(8)7 +5 92	(93) +2 95	(260) +8 268

Reclassification to Fluent English Proficient - RFEP

	AIMS Elementary K-5	AIPCS II 6-8	AIMS Middle School	AIMS High School
2021-2022 Reclassified	15	5*	2*	8**
2020-2021 Reclassified	7	6	6	2

*4 additional eligible who didn't return this year

**3 additional eligible; one graduated and two disenrolled

English Language Proficiency Assessment CA - ELPAC (Summative) Comparing Previous Two Years of Scores

ELPAC Scores	AIMS Elementary K-5	AIPCS II 6-8	AIMS Middle School	AIMS High School
Number tested	183	42	9	107
Increased	39 - 21%	10 - 24%	3 - 33%	29 - 27%
Stayed the same	119 - 65%	24 - 57%	4 - 44%	53 - 50%
Decreased	25 - 14%	8 - 19%	2 - 22%	25 - 23%

ELPAC 2021-2022

Initial ELPAC now 100% complete for district

Summative ELPAC - for all students with an EL status throughout the entire district

- Testing schedules approved; Feb 1st - May 1st
- ELPAC consultant
- In-person and remote testing training begin completed

Teacher Training: Guided Language Acquisition Design - GLAD

Data-proven effective teacher development from “Be GLAD” trainers

- will be provided to ELD teacher at AIMS HS as well as 3 middle school teachers and 4 elementary school teachers
- these teachers become “Master Teachers” and have lifetime access to resources library

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Thank you!

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Coversheet

Consent Calendar

Section: III. Action Items
Item: A. Consent Calendar
Purpose: Vote
Submitted by:
Related Material: School Accountability Report Card - AIPCS II - Draft.pdf
School Accountability Report Card - AIMS HS Draft.pdf
School Accountability Report Card - AIMS MS - Draft.pdf
Revised January 2022 AIPCS II - ESSER III pdf (1).pdf

American Indian Public Charter II

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	171 12th St. Oakland, CA , 94607-4900	Principal:	Maryetta Golden (K-5), Riffat Akram (6th-8th)
Phone:	(510) 893-8701	Grade Span:	K-8

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.

About This School

Maryetta Golden (K-5), Riffat Akram (6th-8th)

Principal, American Indian Public Charter II

About Our School

Contact

American Indian Public Charter II

171 12th St.

Oakland, CA 94607-4900

Phone: (510) 893-8701

Email: maryetta.golden@aimsk12.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Oakland Unified
Phone Number	(510) 879-2551
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.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	Maryetta Golden (K-5), Riffat Akram (6th-8th)
Email Address	maryetta.golden@aimsk12.org
Website	http://www.aimsk12.org
County-District-School (CDS) Code	01612590114363

Last updated: 1/14/22

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: Riffat Akram and Maryetta Golden

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.

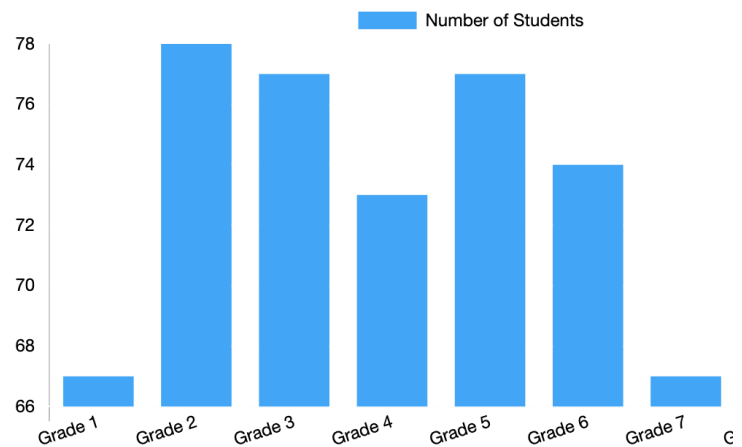
At AIMS, we accept and respect each other regardless of race, religion, or orientation.

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: 1/15/22

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 1	67
Grade 2	78
Grade 3	77
Grade 4	73
Grade 5	77
Grade 6	74
Grade 7	67
Grade 8	78
Kindergarten	68
Total Enrollment	659



Last updated: 1/14/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	37.80%
American Indian or Alaska Native	0.30%
Asian	42.00%
Filipino	0.90%
Hispanic or Latino	8.80%
Native Hawaiian or Pacific Islander	0.50%
White	6.10%
Two or More Races	2.70%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	70.70%
English Learners	31.70%
Students with Disabilities	3.80%
Foster Youth	0.00%
Homeless	0.00%

A. Conditions of Learning

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

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

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>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.</p> <p>Middle School</p> <p>Current Texts/Curriculum: 6th-8th Classical Novel based aligned with CCC for ELA.</p> <p>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</p> <p>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</p> <p>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.</p> <p>Supplemental Resources: Standards Plus Quill.org - Interactive Writing and Grammar</p>	0%
Mathematics	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>ALEKS, McGraw Hill Education, 2020</p>	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned Copy
Science	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. 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	0%
History-Social Science	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. Middle School 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	0%
Foreign Language	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.	0%
Health	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%
Visual and Performing Arts	Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/15/22

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.

Last updated: 1/15/22

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 2022

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 2022

Overall Rating	Good
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Last updated: 1/15/22

B. Pupil Outcomes

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	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: 1/15/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	442	409	92.53	7.47	60.69
Male	215	196	91.16	8.84	55.10
Female	227	213	93.83	6.17	65.88
Black or African American	159	147	92.45	7.55	58.50
American Indian or Alaska Native	--	--	--	--	--
Asian	192	178	92.71	7.29	71.35
Filipino	--	--	--	--	--
Hispanic or Latino	49	44	89.80	10.20	46.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	22	91.67	8.33	14.29
Two or More Races	11	11	100.00	0.00	63.64
Socioeconomically Disadvantaged	314	290	92.36	7.64	58.13
English Learners	136	120	88.24	11.76	36.97
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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.

Last updated: 1/15/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	442	420	95.02	4.98	64.11
Male	215	201	93.49	6.51	61.19
Female	227	219	96.48	3.52	66.82
Black or African American	159	152	95.60	4.40	55.63
American Indian or Alaska Native	--	--	--	--	--
Asian	192	184	95.83	4.17	79.89
Filipino	--	--	--	--	--
Hispanic or Latino	49	45	91.84	8.16	43.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	21	87.50	12.50	38.10
Two or More Races	11	11	100.00	0.00	63.64
Socioeconomically Disadvantaged	314	297	94.59	5.41	62.84
English Learners	136	126	92.65	7.35	48.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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.

Last updated: 1/15/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	41.33	N/A	N/T	N/A	28.72

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: 1/15/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	154	151	98.05	1.95	41.33
Male	76	75	98.68	1.32	47.30
Female	78	76	97.44	2.56	35.53
Black or African American	52	52	100.00	0.00	38.46
American Indian or Alaska Native	0	0	0	0	0
Asian	71	69	97.18	2.82	48.53
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	11	100.00	0.00	9.09
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	115	113	98.26	1.74	38.05
English Learners	38	37	97.37	2.63	10.81
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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.

Last updated: 1/15/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/15/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/15/22

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

UC/CSU Course Measure	Percent
2020—2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/15/22

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

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	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.

Last updated: 1/15/22

C. Engagement

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 2021-2022)

undefined

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 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	12.60%	11.20%	11.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	76.50%	76.50%	77.10%	84.50%	84.20%	83.60%

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	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	3.50%	2.84%	4.40%	3.64%	3.47%	2.45%
Expulsions	0.00%	0.15%	0.09%	0.07%	0.08%	0.05%

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	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.03%	0.20%
Expulsions	0.00%	0.00%	0.00%

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: 1/15/22

School Safety Plan (School Year 2021-2022)

null

Last updated:

D. Other SARC information

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 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00		12	
1	28.00		10	1
2	26.00		9	
3	28.00		9	
4	33.00		9	1
5	63.00		9	4
6	40.00		3	5
Other**				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.

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00		6	
1	23.00	3	4	
2	26.00		4	
3	24.00	4	5	
4	27.00		9	
5	25.00		14	
6	27.00	1	11	
Other**				

* 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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00		15	
1	22.00		15	
2	26.00		15	
3	26.00		15	
4	24.00	5	10	
5	30.00		12	3
6	24.00	1	21	
Other**				

* 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 (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	42.00		2	3
Math	42.00		2	3
Science				
Social Science	52.00			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 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	2		1
Math	24.00	1	1	2
Science				
Social Science	35.00	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 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00	2	1	2
Math	30.00	1	1	2
Science	36.00	1	1	2
Social Science	36.00	1	1	2

Last updated: 12/9/21

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	659.0

Last updated: 12/9/21

* 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.

Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 12/9/21

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$68321.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/1/01

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

Types of Services Funded (Fiscal Year 2020–2021)

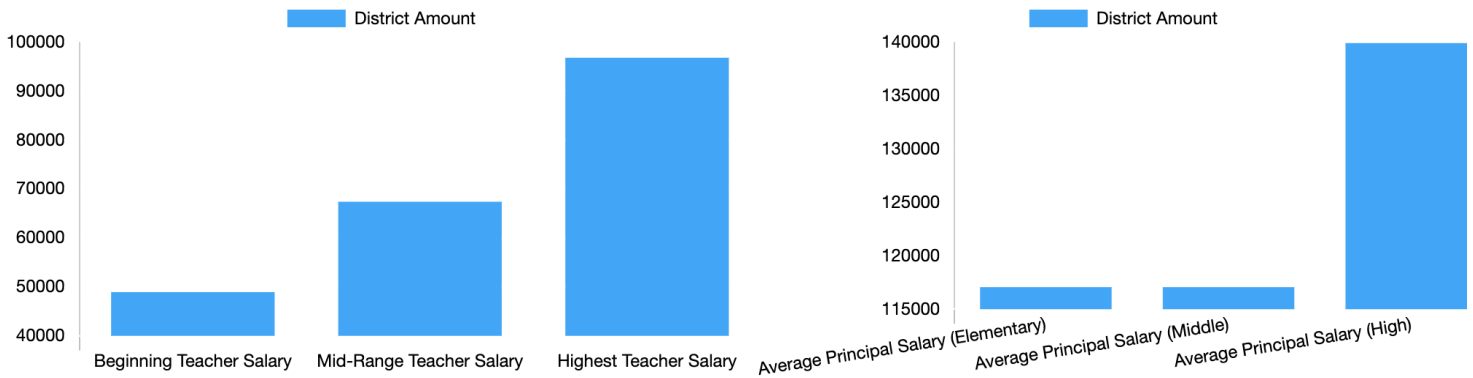
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Last updated:

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48926.00	\$50897.00
Mid-Range Teacher Salary	\$67368.00	\$78461.00
Highest Teacher Salary	\$96755.00	\$104322.00
Average Principal Salary (Elementary)	\$111968.00	\$131863.00
Average Principal Salary (Middle)	\$117064.00	\$137086.00
Average Principal Salary (High)	\$139888.00	--
Superintendent Salary	\$336169.00	\$297037.00
Percent of Budget for Teacher Salaries	29.00%	32.00%
Percent of Budget for Administrative Salaries	8.00%	5.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/15/22

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

Professional Development

2020-2021

13 Full Day for Professional Development

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

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement			

AIMS College Prep High
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	746 Grand Ave. Oakland, CA , 94607-2714	Principal:	Maurice Williams, Head of School
Phone:	(510) 893-8701	Grade Span:	9-12

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.

About This School

Maurice Williams, Head of School

Principal, AIMS College Prep 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

AIMS College Prep High
746 Grand Ave.
Oakland, CA 94607-2714

Phone: (510) 893-8701

Email: maurice.williams@aimsk12.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Oakland Unified
Phone Number	(510) 879-2551
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2020—2021)

School Name	AIMS College Prep High
Street	746 Grand Ave.
City, State, Zip	Oakland, CA , 94607-2714
Phone Number	(510) 893-8701
Principal	Maurice Williams, Head of School
Email Address	maurice.williams@aimsk12.org
Website	http://www.aimsk12.org
County-District-School (CDS) Code	01612590111856

Last updated: 1/15/22

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.

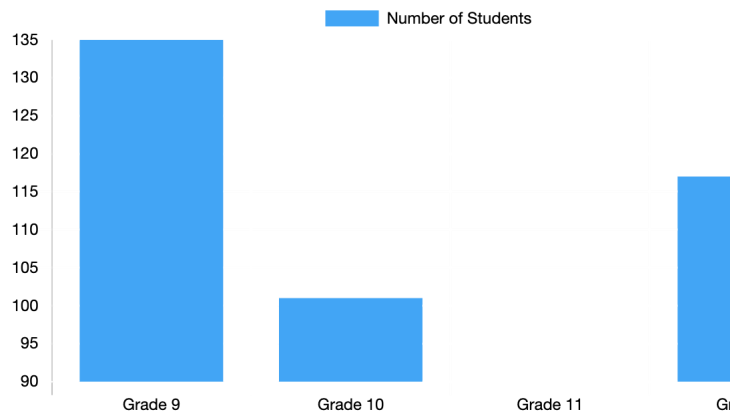
At AIMS, we accept and respect each other regardless of race, religion, or orientation.

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: 1/15/22

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 9	135
Grade 10	101
Grade 11	90
Grade 12	117
Total Enrollment	443



Last updated: 1/15/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	26.20%
American Indian or Alaska Native	0.00%
Asian	49.60%
Filipino	0.90%
Hispanic or Latino	16.80%
Native Hawaiian or Pacific Islander	0.20%
White	5.20%
Two or More Races	0.70%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	70.40%
English Learners	17.90%
Students with Disabilities	3.60%
Foster Youth	0.00%
Homeless	0.00%

A. Conditions of Learning

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

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

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017-2018 Purchased Texts 2017 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)		0%
Mathematics	2017-2018 Purchased Texts Geometry: Big Ideas, A Common Core Curriculum (Cengage) Big Ideas Math Algebra 2: A Common Core Curriculum 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)		0%
Science	2017-2018 Purchased Texts 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) 2018-2019 Purchased Texts 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		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	2017-2018 Purchased Texts 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) 2018-2019 Purchased Texts AP Human Geography: The Cultural Landscape 9th Ed. AP Government: Government in America AP Edition ISBN-13: 9780132566933 Instructional Resources for SGA/Leadership Curriculum		0%
Foreign Language	2017-2018 Purchased Texts 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		0%
Health			0%
Visual and Performing Arts	2017-2018 Purchased Texts History of Modern Art, Arnason, Mansfield 7th Edition 2018-2019 Purchased Texts Mel Bay Julio S. Sageras Guitar Lessons ISBN-10: 0786627239 Alfred's Essentials of Music Theory ISBN: 0882848976		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/15/22

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 for any 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. During reopening, CDE guidelines were followed for safe in-person learning. Students are placed

in stable cohorts, facilities are checked, sanitized and maintained throughout the day . The school created a partnership with an on-site janitorial company to provide additional daily cleaning, sanitization and maintenance services.

Last updated: 1/15/22

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 2022

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 2022

Overall Rating	Good
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Last updated: 1/15/22

B. Pupil Outcomes

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	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: 1/15/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	126	98.44	1.56	50.79
Male	67	67	100.00	0.00	47.76
Female	61	59	96.72	3.28	54.24
Black or African American	36	36	100.00	0.00	30.56
American Indian or Alaska Native	0	0	0	0	0
Asian	63	62	98.41	1.59	69.35
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	91	90	98.90	1.10	48.89
English Learners	16	16	100.00	0.00	6.25
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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.

Last updated: 1/15/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	126	98.44	1.56	39.68
Male	67	67	100.00	0.00	35.82
Female	61	59	96.72	3.28	44.07
Black or African American	36	36	100.00	0.00	19.44
American Indian or Alaska Native	0	0	0	0	0
Asian	63	62	98.41	1.59	59.68
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	19.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantages	91	90	98.90	1.10	38.89
English Learners	16	16	100.00	0.00	25.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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.

Last updated: 1/15/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	23.94	N/A	N/T	N/A	28.72

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: 1/15/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	145	142	97.93	2.07	23.94
Male	75	75	100.00	0.00	21.33
Female	70	67	95.71	4.29	26.87
Black or African American	40	40	100.00	0.00	10.00
American Indian or Alaska Native	0	0	0	0	0
Asian	71	70	98.59	1.41	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantages	101	100	99.01	0.99	23.00
English Learners	19	19	100.00	0.00	5.26
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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.

Last updated: 1/15/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated:

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/9/21

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	98.68%

Last updated: 12/13/21

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

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	--	--	--

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.

Last updated: 1/15/22

C. Engagement

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 2021-2022)

undefined

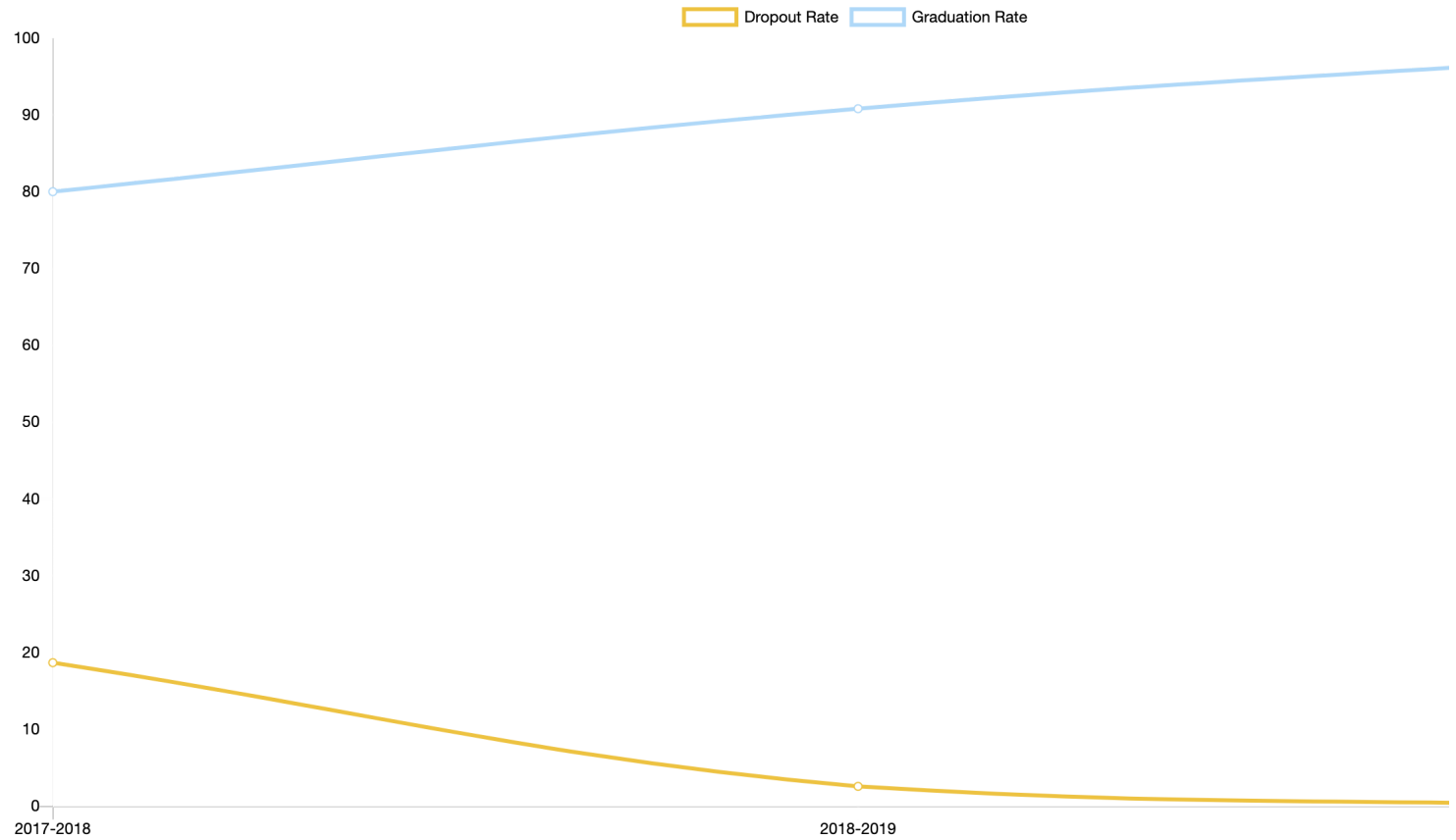
State Priority: Pupil Engagement

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 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	18.70%	2.60%	0.00%	12.60%	11.20%	11.30%	9.00%	8.90%	9.40%
Graduation Rate	80.00%	90.80%	97.90%	76.50%	76.50%	77.10%	84.50%	84.20%	83.60%



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	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	5.14%	0.70%	4.40%	3.64%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.09%	0.07%	0.08%	0.05%

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	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.03%	0.20%
Expulsions	0.00%	0.00%	0.00%

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: 1/15/22

School Safety Plan (School Year 2021-2022)

null

Last updated:

D. Other SARC information

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 2018-2019

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

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

* 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 2020–2021

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

* 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 (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	5	12	2
Math	25.00	2	14	
Science	26.00	2	8	
Social Science	26.00	2	12	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	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	22.00	8	11	1
Math	22.00	7	8	
Science	26.00	1	4	
Social Science	25.00	1	4	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 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	8	9	4
Math	23.00	3	9	4
Science	29.00	3	7	5
Social Science	26.00	6	11	3

Last updated: 12/9/21

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	446.0

Last updated: 12/9/21

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.30

Last updated: 12/9/21

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$68321.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/1/01

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

Types of Services Funded (Fiscal Year 2020–2021)

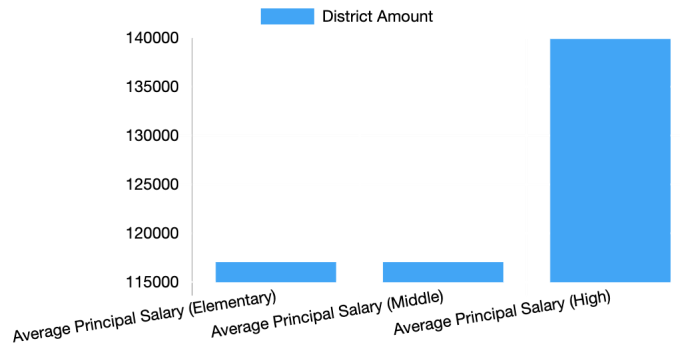
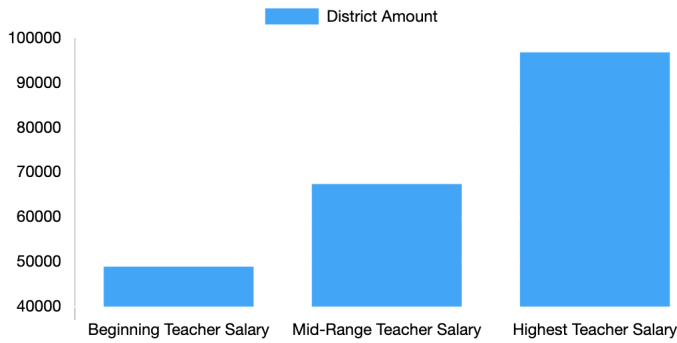
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Last updated:

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48926.00	\$50897.00
Mid-Range Teacher Salary	\$67368.00	\$78461.00
Highest Teacher Salary	\$96755.00	\$104322.00
Average Principal Salary (Elementary)	\$111968.00	\$131863.00
Average Principal Salary (Middle)	\$117064.00	\$137086.00
Average Principal Salary (High)	\$139888.00	--
Superintendent Salary	\$336169.00	\$297037.00
Percent of Budget for Teacher Salaries	29.00%	32.00%
Percent of Budget for Administrative Salaries	8.00%	5.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses 82.70%

Subject	Number of AP Courses Offered*
Computer Science	1
English	7
Fine and Performing Arts	2
Foreign Language	1
Mathematics	3
Science	11
Social Science	5
Total AP Courses Offered*	30.00%

Last updated: 12/10/21

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

Professional Development

2020-2021

13 Full Day for Professional Development

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

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement			

AIMS College Prep Middle
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	171 12th St. Oakland, CA , 94607-4900	Principal:	Riffat Akram, Head of School
Phone:	(510) 893-8701	Grade Span:	6-8

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.

About This School

Riffat Akram, Head of School

Principal, AIMS College Prep Middle

About Our School

Contact

AIMS College Prep Middle
171 12th St.
Oakland, CA 94607-4900

Phone: [\(510\) 893-8701](tel:5108938701)
Email: riffat.akram@aimsk12.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Oakland Unified
Phone Number	(510) 879-2551
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2020—2021)

School Name	AIMS College Prep Middle
Street	171 12th St.
City, State, Zip	Oakland, CA , 94607-4900
Phone Number	(510) 893-8701
Principal	Riffat Akram, Head of School
Email Address	riffat.akram@aimsk12.org
Website	http://www.aimsk12.org
County-District-School (CDS) Code	01612596113807

Last updated: 1/15/22

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)

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: Riffat Akram

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.

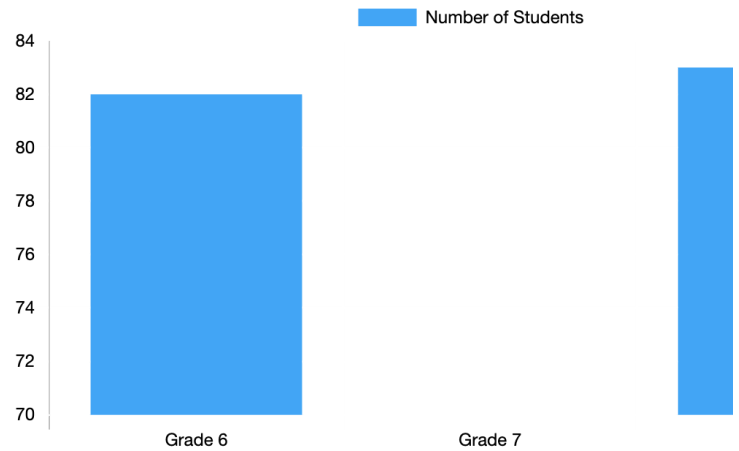
At AIMS, we accept and respect each other regardless of race, religion, or orientation.

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: 1/15/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	82
Grade 7	70
Grade 8	83
Total Enrollment	235



Last updated: 1/15/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	29.60%
American Indian or Alaska Native	0.00%
Asian	45.80%
Filipino	0.40%
Hispanic or Latino	16.30%
Native Hawaiian or Pacific Islander	0.40%
White	5.40%
Two or More Races	1.30%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	67.50%
English Learners	30.00%
Students with Disabilities	6.30%
Foster Youth	0.00%
Homeless	0.00%

A. Conditions of Learning

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

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

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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		0%
Mathematics	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. ALEKS, McGraw Hill Education, 2020		0%
Science	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		0%
History-Social Science	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		0%
Foreign Language	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.		0%
Health	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%
Visual and Performing Arts	Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/15/22

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. During reopening, CDE guidelines were followed for safe in-person learning. Students are placed in stable cohorts, facilities are checked, sanitized and maintained throughout the day . The school created a partnership with an on-site janitorial company to provide additional daily cleaning, sanitization and maintenance services.

Last updated: 1/15/22

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 2022

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 2022

Overall Rating	Good
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Last updated: 1/15/22

B. Pupil Outcomes

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	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: 1/15/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	239	219	91.63	8.37	54.13
Male	130	119	91.54	8.46	54.62
Female	109	100	91.74	8.26	53.54
Black or African American	71	63	88.73	11.27	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	110	105	95.45	4.55	65.38
Filipino	--	--	--	--	--
Hispanic or Latino	40	35	87.50	12.50	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	11	84.62	15.38	45.45
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	159	148	93.08	6.92	55.78
English Learners	71	64	90.14	9.86	15.63
Students with Disabilities	14	14	100.00	0.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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.

Last updated: 1/15/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	239	224	93.72	6.28	52.49
Male	130	124	95.38	4.62	55.74
Female	109	100	91.74	8.26	48.48
Black or African American	71	63	88.73	11.27	36.51
American Indian or Alaska Native	0	0	0	0	0
Asian	110	109	99.09	0.91	66.06
Filipino	--	--	--	--	--
Hispanic or Latino	40	35	87.50	12.50	38.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	12	92.31	7.69	36.36
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	159	153	96.23	3.77	52.00
English Learners	71	65	91.55	8.45	22.58
Students with Disabilities	14	14	100.00	0.00	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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.

Last updated: 1/15/22

**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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	26.19	N/A	N/T	N/A	28.72

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: 1/15/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	85	93.41	6.59	26.19
Male	44	39	88.64	11.36	33.33
Female	47	46	97.87	2.13	20.00
Black or African American	24	23	95.83	4.17	22.73
American Indian or Alaska Native	0	0	0	0	0
Asian	41	39	95.12	4.88	38.46
Filipino	0	0	0	0	0
Hispanic or Latino	20	17	85.00	15.00	11.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	66	61	92.42	7.58	27.87
English Learners	28	27	96.43	3.57	3.70
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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.

Last updated: 1/15/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/15/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/15/22

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

UC/CSU Course Measure	Percent
2020—2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/15/22

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

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	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.

Last updated: 1/15/22

C. Engagement

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 2021-2022)

undefined

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 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	12.60%	11.20%	11.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	76.50%	76.50%	77.10%	84.50%	84.20%	83.60%

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	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	3.53%	0.00%	4.40%	3.64%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.09%	0.07%	0.08%	0.05%

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	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.03%	0.20%
Expulsions	0.00%	0.00%	0.00%

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: 1/15/22

School Safety Plan (School Year 2021-2022)

null

Last updated:

D. Other SARC information

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 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	37.00		5	2
Other**				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.

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	26.00	1	17	
Other**				

* 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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	20.00	1	21	
Other**				

* 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 (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	35.00		2	1
Math	35.00		2	1
Science				
Social Science	47.00			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	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00	2		1
Math	27.00	1	3	1
Science				
Social Science	38.00	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 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	37.00	1	2	2
Math	37.00		2	2
Science	44.00		2	2
Social Science	44.00		2	2

Last updated: 12/9/21

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 12/9/21

* 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.

Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 12/9/21

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$68321.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/1/01

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

Types of Services Funded (Fiscal Year 2020–2021)

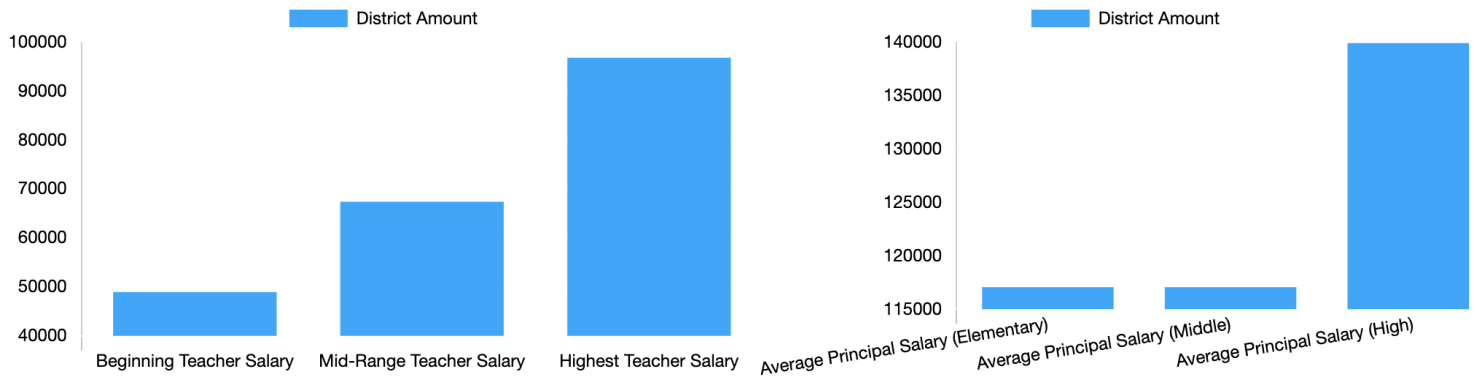
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Last updated:

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48926.00	\$50897.00
Mid-Range Teacher Salary	\$67368.00	\$78461.00
Highest Teacher Salary	\$96755.00	\$104322.00
Average Principal Salary (Elementary)	\$111968.00	\$131863.00
Average Principal Salary (Middle)	\$117064.00	\$137086.00
Average Principal Salary (High)	\$139888.00	--
Superintendent Salary	\$336169.00	\$297037.00
Percent of Budget for Teacher Salaries	29.00%	32.00%
Percent of Budget for Administrative Salaries	8.00%	5.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/15/22

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

Professional Development

2020-2021

13 Full Day for Professional Development

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

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement			

California Department of Education
January 2022 - Revised

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
American Indian Public Charter School II	Maryetta Golden, Head of School (K-5th) Riffat Akram, Head of School (6th-8th)	Maryetta.golden@aimsk12.org riffat.akram@aimsk12.org

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
AIPCS II LCAP	The plan can be found on the school’s website under reports: https://static1.squarespace.com/static/5c7f148ef8135a6324962c34/t/60f85e8d71f2bc76962eb5c1/1626889869680/LCAP+21-22+AIPCS+II.pdf
[Insert plan name here]	[Insert description of where the plan may be accessed here]

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$1,706,933.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning Upgrades and Updates to the HVAC System Maintenance, Cleaning, and Disinfecting Improved Internet Performance. Additional Internet Access Points . Health Clerks Clerks Professional Development Hand Sanitizer Dispensers Remedial Benchmark Advance Resources Supplies Student Computers School Counselor Nurse Co-Teachers	\$1,254,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) Intervention Aides Online Learning programs ELD Resources Chromebooks Misc Resources	\$452,933.00

Teachers	
Administrative Staff	
Use of Any Remaining Funds	[\$ 0.00]

Total ESSER III funds included in this plan

\$1,706,933.00

Community Engagement

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

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

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

We met with the School Site Council in early September to discuss our ESSER III plan. We went over the allowed expenditures and members of the SSC gave input on how we should spend those funds. Additional meetings happened with stakeholders to present this plan in full.

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

AIPCS II presented the ESSER III information in the School Site Council Meeting at the beginning of September. Families, students and teachers who joined the SSC meeting discussed the various expenditure options allowed in the ESSER III grant. Their suggestions and recommendations were taken into consideration while developing the expenditure plan. We hosted a town hall meeting later in the month and presented the ESSER III plan to all the stakeholders and shared plan details and expenditure breakdown.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

\$967,933

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Upgrades and Updates to the HVAC System-	This ensures that clean air is running through the building and will include thermostats so teachers can adjust the temperature in their individual room	\$313,000
[LCAP, Goal 4, Action 10]	Maintenance, Cleaning, and Disinfecting:	We are putting funds to the side to ensure that proper building maintenance is done. We are also getting additional staff to support with daily disinfecting of the building as well as purchasing cleaning supplies.	\$75,000
	Improved Internet Performance	We will begin to run cabling and hard wire each classroom so that laptops will get a direct connection for faster performance. This will allow a smoother connection for teachers and students in the building.	\$50,000
	Internet Access Points	Additional Internet Access Points - We are planning to add additional access points so that there will be one access point per classroom. This will allow for a much faster connection in each class.	\$45,000

	Health Clerks	Health clerks will be hired to help with weekly Covid-19 testing. These health clerks will be responsible for administering Covid tests each week, reading results, logging results, and informing families.	\$125,000
	Admin Office Clerk	Additional staff to support administrative duties and screening.	\$80,000
	Professional Development	PD will be presented in the form of teaching students and staff how to correctly sanitize, social distance, and not spread germs.	\$4,000
[LCAP, Goal 4, Action 10]	Hand Sanitizer Dispensers	Additional sanitizer dispensers will be purchased so there can be one in each classroom of the building as well as in the main hallways.	\$15,000
[LCAP, Goal 4, Action 10]	Misc Supplies	Supplies - These supplies will be used to make sure that the classrooms are clean, disinfected, and orderly.	\$60,933
[LCAP, Goal 4, Action 6]	Nurse	Salary for an onsite nurse for the school site	\$200,000

Addressing the Impact of Lost Instructional Time

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

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

\$489,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[LCAP, Goal 2, Action 5]	Intervention Aides	To address any potential learning loss, we have decided that it would be best to hire additional intervention staff.	\$150,000

		<p>These staff members will work alongside the teacher utilizing small group instruction, pull-outs, and push-ins.</p> <p>The ability to fill one of these positions has proven difficult. So we are maintaining the number we have and not hiring additional IA IIIs.</p> <p>In light of recent events, with the spread of the Omicron variant and an active flu season, the focus has changed to mitigate the exposure to these viruses. In order to meet the requirement for regular testing and monitoring of students and staff, we propose not to hire and redirect the funds from the eliminated vacant IA III position to pay for training for current staff and a stipend to issue tests daily.</p> <p style="text-align: center;">5 FTE (5 staff to administer testing) \$2,500 Stipend (Jan -Jun)</p> <p style="text-align: center;"><u>Total Cost</u></p> <p style="text-align: center;">Total Compensation: \$3,000 (stipend/benefits) X 5 (Number of Staff) = \$15,000</p>	
	Additional Admin Staff	6th-8th: To support recovering learning loss by providing technical support for online learning platforms, managing student data and communicating with families.	\$65,000
	Additional Teacher	6th-8th: To support recovering learning loss	\$75,000
	Online Academic Programs	New online learning programs will be purchased and/or renewed to give students remedial work to help them progress due to learning loss. These programs track the progression of the students throughout the year and allow them to work at their own pace.	\$52,000
[LCAP, Goal , Action]	ELD Materials	Through looking at various data points, we have recognized that our English Language Learners have suffered the most learning loss. We are planning to	\$17,000

		purchase additional targeted instructional materials that are part of our ELA curriculum that are specifically tailored for ELD.	
	Additional Computers for at-home learning and homework	Elementary: Additional computers will be purchased to help maintain our 1:1 ratio. We currently have virtual students as well as students who do not have computers at home. We want to be able to purchase computers so some of our students who are most in need can have access to their virtual programs at home and in school.	\$ 130,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$250,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	Remedial Benchmark Advance Resources	Elementary- These resources will include ELD boxed sets and remedial sets to help the students most in need who suffered from learning loss during the pandemic.	\$50,000
[LCAP, Goal 4, Action 3]	School Counselor	Elementary School Counselor - An additional counselor will be hired to help work with students who are most at-risk or need social emotional counseling.	\$80,000
	Additional Teachers for a Co-teaching Model	Elementary: Co-Teachers - Additional classroom teachers will be hired and placed in a co-teaching model with classes who have students who have suffered learning loss and are underperforming.	\$120,000

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Loss	Benchmarks will be given to students throughout the year to see how they are performing	Every 6 weeks
Instructional Aids	Instructional aids work with struggling students in pull-out & push in settings. Students’ progress, being served by iAs, is monitored regularly and evaluated quarterly using various diagnostic tools.	Quarterly
Online Learning Platforms	Students use online platforms as part of their daily instruction and learning tools. The effectiveness of online platforms is reviewed yearly by teachers, instructional leaders and administrators.	Yearly
ELD Support	ELD support staff work with struggling students in pull-out & push in settings. Students’ progress, being served by ELD staff, is monitored regularly and evaluated quarterly using various diagnostic tools.	Quarterly

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

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

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

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

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

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021