



AIMS K-12 College Prep Charter District

AIMS Special Board Meeting

Date and Time

Tuesday January 16, 2024 at 5:30 PM PST

Location

171 12th Street Oakland

Join Zoom Meeting

<https://us02web.zoom.us/j/3311128694?pwd=cVFNbEJtWm40aDZpUlp5WFVxRGVqUT09>

Meeting ID: 331 112 8694

Passcode: 0EjSCZ

One tap mobile

+17193594580,,3311128694#,,, *076927# US

+19294362866,,3311128694#,,, *076927# US (New York)

Dial by your location

• +1 719 359 4580 US

Meeting ID: 331 112 8694

Passcode: 076927

Find your local number: <https://us02web.zoom.us/j/kmHNwDhDX>

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public

meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
Opening Items			
A. Call the Meeting to Order		Chris Edington	
B. Record Attendance and Guests	Vote	Barbara Pemberton	1 m
C. Adoption of Agenda	Vote	Chris Edington	1 m
D. Public Comment on Agenda Items			4 m
Public Comment on Agenda Items is set aside for members of the Public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).			
E. Public Comment on Non-Agenda Items			4 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).			
II. Approve Minutes			5:40 PM
A. Board Meeting Minutes 12-08-23	Approve Minutes		1 m
B. AIMS Special Board Meeting: January 3, 2024	Approve Minutes		

	Purpose	Presenter	Time
III. Action Items			5:41 PM
A. FUA for AIMS HS	Vote	Marisol Magana	2 m
B. Establish Governance Handbook Ad Hoc Committee	Vote	Chris Edington	15 m
C. Review and approve interim plan and execution of CAP (M. Bowers)	Vote		20 m
D. SARC APPROVAL AIMS MS, AIMS HS AIPCS II	Vote	Marisol Magana	
IV. Closed Session			6:18 PM
A. Public Comment on Closed Session Items	FYI		10 m
Public Comment on closed session items is set aside for members of the Public to address items on the Board's agenda for closed session. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).			
B. Recess to Closed Session	Discuss		30 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. Report from Closed Session	FYI		2 m
V. Closing Items			7:00 PM
A. Adjourn Meeting	FYI		
B. NOTICES	FYI	Barbara Pemberton	
The next regular meeting of the Board of Directors is scheduled to be held on the fourth Tuesday, February 2024, at 6:45 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated			

	Purpose	Presenter	Time
	<p>to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.</p>		
	<p>I, Barbara Pemberton, hereby certify that I posted this agenda on the AIMS website at www.aimsk12.org, on February 14, 2024, before 5:30 PM.</p> <p>Certification of Posting</p>		

Coversheet

Board Meeting Minutes 12-08-23

Section:	II. Approve Minutes
Item:	A. Board Meeting Minutes 12-08-23
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for AIMS Special Board Meeting on December 8, 2023

APPROVED



AIMS K-12 College Prep Charter District

Minutes

AIMS Special Board Meeting

Date and Time

Friday December 8, 2023 at 3:30 PM

Location

171 12th Street, Oakland, CA 94607

4049 First Street, Livermore, CA 94605

2450 Washington Ave., San Leandro, CA 94577

1801 Adeline Street, Oakland, CA 94607

7521 Ney Avenue, Oakland, CA 94605

Members of the public, staff, and faculty may join virtually at:

Join Zoom Meeting

<https://us02web.zoom.us/j/3311128694?pwd=cVFNbEJtWm40aDZpUlp5WFVxRGVqUT09>

Meeting ID: 331 112 8694

Passcode: 0EjSCZ

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+19294362866,,3311128694#,,, *076927# US (New York)

Dial by your location

• +1 719 359 4580 US

Meeting ID: 331 112 8694

Passcode: 076927

Find your local number: <https://us02web.zoom.us/j/kmHNwDhDX>

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Directors Present

C. Edington, J. Colly, J. Hinton-Hodge, S. Leung

Directors Absent

None

Guests Present

B. Pemberton, K. Ballentine (remote), M. Woods-Cadiz

I. Opening Items

A. Call the Meeting to Order

C. Edington called a meeting of the board of directors of AIMS K-12 College Prep Charter District to order on Friday Dec 8, 2023 at 3:42 PM.

B. Record Attendance and Guests

C. Adoption of Agenda

C. Edington made a motion to approve.
The board **VOTED** to approve the motion.

D. Public Comment on Agenda Items

No comment

E. Public Comment on Non-Agenda Items

No comment

II. Approve Minutes

A. AIMS Board Directors will consider approval of the following Board of Directors Meeting Minutes:

The purpose of this meeting supports some technological changes to our website. Many, if not all, of these meeting minutes were approved previously, however, this is required to update our system using the current technology. These changes are important because they will help us to improve the user experience of our website and make it more effective in reaching our target audience.

B. Finance Committee Meeting: November 21, 2023

C. Edington made a motion to approve the minutes from Finance Committee Meeting on 11-21-23.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

C. AIMS Special Board Meeting: November 13, 2023

C. Edington made a motion to approve the minutes from AIMS Special Board Meeting on 11-13-23.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

D. Finance Committee Monthly Meeting: October 10, 2019

C. Edington made a motion to approve the minutes from Finance Committee Monthly Meeting on 10-10-19.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

E. Facilities Committee Monthly Meeting: October 10, 2019

C. Edington made a motion to approve the minutes from Facilities Committee Monthly Meeting on 10-10-19.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

F. Governance Committee Monthly Meeting: November 5, 2019

C. Edington made a motion to approve the minutes from Governance Committee Monthly Meeting on 11-05-19.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

G. Special Facilities Committee Monthly Meeting: November 14, 2019

C. Edington made a motion to approve the minutes from Special Facilities Committee Monthly Meeting on 11-14-19.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

H.

Special - Finance Committee Monthly Meeting: November 14, 2019

C. Edington made a motion to approve the minutes from Special - Finance Committee Monthly Meeting on 11-14-19.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

I. Finance Committee Monthly Meeting: February 13, 2020

C. Edington made a motion to approve the minutes from Finance Committee Monthly Meeting on 02-13-20.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

J. Governance Committee Meeting: February 5, 2019

C. Edington made a motion to approve the minutes from Governance Committee Meeting on 02-05-19.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

K. Finance Committee Meeting: May 2, 2019

C. Edington made a motion to approve the minutes from Finance Committee Meeting on 05-02-19.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

L. Governance Committee Meeting: May 14, 2019

C. Edington made a motion to approve the minutes from Governance Committee Meeting on 05-14-19.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

M. Special Board of Directors Meeting: May 4, 2018

C. Edington made a motion to approve the minutes from Special Board of Directors Meeting on 05-04-18.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

III. Action Items

A. AIMS Exec Memo 2023-24 1st interim

C. Edington made a motion to approve.

J. Hinton-Hodge seconded the motion.

The board **VOTED** to approve the motion.

IV. Consent Calendar

A. Bereavement Policy Update

C. Edington made a motion to approve.

J. Colly seconded the motion.

The board **VOTED** to approve the motion.

B. AIMS HS Student Polos

C. Edington made a motion to approve.

J. Colly seconded the motion.

The board **VOTED** to approve the motion.

C. AIMS College Preparatory Elementary School - Professional Development

C. Edington made a motion to approve.

J. Colly seconded the motion.

The board **VOTED** to approve the motion.

D. 2023-24 Sports Budget Final 102523

C. Edington made a motion to approve.

J. Colly seconded the motion.

The board **VOTED** to approve the motion.

E. BACR Hourly Increase Proposal

C. Edington made a motion to approve.

J. Colly seconded the motion.

The board **VOTED** to approve the motion.

F. TSA Duties - Amendment to 2023-24 Employment Contract

C. Edington made a motion to approve.

J. Colly seconded the motion.

The board **VOTED** to approve the motion.

G. Job Descriptions for Approval

C. Edington made a motion to approve.

J. Colly seconded the motion.

The board **VOTED** to approve the motion.

H. AIMS Oakland Promise Program Agreement 2023-24

C. Edington made a motion to approve.

J. Colly seconded the motion.
The board **VOTED** to approve the motion.

I. 23-24 Contract Submission

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

J. Board Resolution - Surplus

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

K. SCOE Ahmad Contract Agreement Stipend 2023-2024

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

L. SCOE Coordinator Ahmad Contract pt. 2 Agreement Stipend 2023-2024

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

M. SCOE Cabrera Contract Agreement Stipend 2023-2024

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

N. SCOE Golden Contract Agreement Stipend 2023-2024

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

O. SCOE Jacques Contract Agreement Stipend 2023-2024

C. Edington made a motion to approve.
J. Colly seconded the motion.
The board **VOTED** to approve the motion.

P. Agreement for Services - Vital ELC

C. Edington made a motion to approve.
J. Colly seconded the motion.

The board **VOTED** to approve the motion.

V. Closed Session

A. Public Comment on Closed Session Items

No comment

B. Recess to Closed Session

Board exited to closed session

C. Report from Closed Session

Nothing to report

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:00 PM.

Respectfully Submitted,
C. Edington

B. NOTICES

None

Coversheet

AIMS Special Board Meeting: January 3, 2024

Section:	II. Approve Minutes
Item:	B. AIMS Special Board Meeting: January 3, 2024
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for AIMS Special Board Meeting on January 3, 2024

APPROVED



AIMS K-12 College Prep Charter District

Minutes

AIMS Special Board Meeting

Date and Time

Wednesday January 3, 2024 at 9:00 AM

Location

171 12th Street, Oakland, CA 94607

11950 Dublin Canyon Rd, Pleasanton, CA 94588

Members of the public, staff, and faculty may join virtually at:

Join Zoom Meeting

<https://us02web.zoom.us/j/3311128694?pwd=cVFNbEJtWm40aDZpUlp5WFVxRGVqUT09>

Meeting ID: 331 112 8694

Passcode: 0EjSCZ

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Dial by your location

• +1 719 359 4580 US

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Directors Present

C. Edington, J. Colly, J. Hinton-Hodge, S. Leung

Directors Absent

None

Guests Present

B. Pemberton

I. Opening Items

A. Call the Meeting to Order

C. Edington called a meeting of the board of directors of AIMS K-12 College Prep Charter District to order on Wednesday Jan 3, 2024 at 9:23 AM.

B. Record Attendance and Guests

C. Adoption of Agenda

It was decided that Section II, Approval of Minutes, would be removed from the agenda.

D. Public Comment on Agenda Items

No comment

E. Public Comment on Non-Agenda Items

No comment

II. Approve Minutes

A. AIMS Special Board Meeting: December 8, 2023

This item was removed from the agenda per Section I, Item C.

III. Closed Session

A.

Public Comment on Closed Session Items

No comment

B. Recess to Closed Session

The board exited to closed session

C. Report from Closed Session

Nothing to report

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:06 PM.

Respectfully Submitted,
C. Edington

B. NOTICES

None

Coversheet

FUA for AIMS HS

Section:	III. Action Items
Item:	A. FUA for AIMS HS
Purpose:	Vote
Submitted by:	
Related Material:	AIMS High Lakeview In-Lieu 2024-27_final_unsigned.pdf

FACILITIES USE AGREEMENT BETWEEN OAKLAND UNIFIED SCHOOL DISTRICT AND AIMS HIGH CHARTER SCHOOL

This Facilities Use Agreement (“Agreement”) is by and between the Oakland Unified School District (“OUSD” or “District”), a California public school district and AIMS High Charter School (“Charter School”), a California non-profit public benefit corporation, for use of classroom space for educational purposes. District and Charter School may be referred to herein individually as a “Party” or collectively as the “Parties.”

RECITALS

WHEREAS, Charter School is a non-profit public benefit corporation that is operating a charter properly approved pursuant to California law;

WHEREAS, Charter School properly made a timely request for facilities to District under Proposition 39, Education Code section 47614, and implementing regulations, as may be amended from time to time (collectively, “Proposition 39”) for the 2024-2025 school year;

WHEREAS, under this Agreement, Charter School acknowledges that it is not necessarily receiving the exact number of rooms and/or square footage (e.g., number of teaching stations, specialized classroom space) for which it is eligible under Proposition 39 and, via this Agreement, Charter School is waiving its right under Proposition 39 to be provided with such rooms and/or square footage for the 2024-25, 2025-26, and 2026-27 school years;

WHEREAS, District and Charter School enter into this Agreement wherein District and Charter School mutually agree that, during the 2024-25, 2025-26, and 2026-27 school years, Charter School will occupy classrooms and use facilities (“Premises”), as particularly described in Exhibit A, located at: 746 Grand Avenue, Oakland, CA 94621; and

WHEREAS, the purpose of this Agreement is to satisfy any and all District obligations to provide facilities for Charter School, including (but not limited to) those under Proposition 39 for the 2024-25, 2025-26, and 2026-27 school years.

NOW THEREFORE, in consideration of the covenants and agreements hereinafter set forth, the Parties agree as follows:

1. **Use of Premises.** District agrees to allow use of the Premises by Charter School for the sole purpose of operating Charter School’s educational program, and all associated uses therewith, for grade(s) 9-12 in accordance with its approved Charter Petition and this Agreement as well as all applicable federal, state, and local laws and regulations as well as District policies, regulations, and directives. Charter School shall not use the Premises for any use other than that specified in this Agreement and its Charter Petition without the prior written consent of District.
 - 1.1. Charter School shall not commit, or suffer to be committed, any waste on or about the Premises, or allow any sale by auction upon the Premises, or allow the Premises to be used for any unlawful purpose, or place any loads upon the floor, walls, or ceiling which endanger the structure, or place any harmful liquids in the plumbing, sewer, or storm

water drainage system of the Premises. No waste materials or refuse shall be dumped upon or permitted to remain on or about the Premises except in trash containers designated for that purpose.

- 1.2. Any uses which involve the serving and/or sale of alcoholic beverages and the conducting of games of chance are prohibited on the Premises. At all times, Charter School shall prohibit the use of tobacco products on the Premises and comply with all related federal, state, local, and District laws, regulations, and policies.
- 1.3. Charter School shall not use or permit the use of the Premises or any part thereof for any purpose not consistent with a public educational facility.
- 1.4. Charter School shall require all invitees and guests to use the Premises only in conformance with the permitted use and with applicable governmental laws, regulations, rules, and ordinances. Charter School shall comply with District policies and District administrative regulations—as updated from time to time—regarding the operations and maintenance of the school facility and furnishings and equipment, except to the extent variation is approved in writing in advance by District. However, Charter School need not comply with policies in cases where actual District practice substantially differs from official policies, in which case Charter School shall comply with actual District practice. Where the Premises are damaged by Charter School’s invitees and/or guests and Charter School’s negligence in supervising its invitees and guests was a contributing factor, Charter School’s insurance shall be primary for such damage.
- 1.5. Charter School shall be liable for actual damages to District if Charter School does or permits anything to be done on or about the Premises or brings or keeps anything therein which in any way increases District’s existing insurance rate or affects any fire or other insurance upon the Premises, or causes a cancellation of any insurance policy covering the Premises or any part thereof or any of the contents of the Premises, or if Charter School sells or permits to be kept, used, or sold on or about the Premises anything which may be prohibited by a standard form policy of fire insurance.
- 1.6. Charter School agrees to comply with the provisions of the Civic Center Act (Education Code § 38131 *et seq.*) to make the Premises accessible to members of the community. The Parties understand that the Premises are to be used primarily for educational programs and activities and, as such, any use of the Premises by members of the community shall not interfere with Charter School’s educational program or activities. Any request received by Charter School for use of the Premises pursuant to the Civic Center Act shall be promptly forwarded to District. District shall be responsible for coordinating access to the Premises under the Civic Center Act, and any fee paid for use of the Premises under the Civic Center Act shall be paid to District, unless Charter School under this Agreement bears the responsibility of paying for day-to-day or routine maintenance and custodial services, in which case the fee shall be paid to Charter School.
- 1.7. Charter School shall respond in a timely manner to concerns or complaint raised by members of the community directed at Charter School or related to Charter School activities and shall work to resolve such concerns or complaints, including but not limited to trash removal, traffic, parking, littering, and noise.

- 1.8. In the event of an emergency, all District facilities, including the Premises, shall be available for use by the American Red Cross or public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. Whether the Premises are selected or used as emergency locations shall be at the sole discretion of District.
- 1.9. In addition to the requirements set forth in this Section, Charter School agrees it will participate in and observe all District protocols and practices related to the safety and security of the Premises (e.g., emergency chain of information and participation in safety drills) as those may be updated from time to time, except to the extent variation is approved in writing in advance by District.
2. **Term.** The term of this Agreement shall be for 3 years (“Term”). The commencement date shall be July 1, 2023, (“Commencement Date”), and, unless sooner terminated under any provision herein, this Agreement shall end on June 30, 2027 (“End Date”).
3. **Use Fee and Utilities**
 - 3.1. For and in consideration of the use of the Premises for the Term of this Agreement, Charter School agrees to pay District the following annual rate(s) (“Use Fee”):

For 26,951 square feet, including utilities: 2024-25 Proposition 39 per square foot rate of \$6.58 during the 2024-25 fiscal year; 1.05 times the 2025-26 Proposition 39 per square foot rate during the 2025-26 fiscal year; and 1.10 times the 2026-27 Proposition 39 per square foot rate during the 2026-27 fiscal year; and
 - 3.2. Charter School shall have the use of the premises, including 17 classrooms, as detailed in Exhibit A, for the 2024-25, 2025-26, and 2026-27 fiscal years.
 - 3.3. The Use Fee shall be paid quarterly during the school year, according to the following schedule: 25% by October 1; 25% by December 1; 25% by March 1; 25% by June 30.
 - 3.4. Jointly Used Shared Site: If District uses the property on which Premises is located and Charter School and District share indoor space on the Premises, District shall furnish or cause to be furnished necessary utilities to the Premises. For purposes of this Agreement, utilities include electrical, natural gas, sewer, waste disposal/recycling, and water services. The Use Fee shall include the charges associated with these utilities for the Premises.

District’s failure to furnish or cause to be furnished such utilities when the failure is caused by (i) acts beyond the reasonable control of District, (ii) strikes, lockouts, labor disturbances, or labor disputes of any kind, (iii) any laws, rules, orders, ordinances, regulations, requirements, or any other action by federal, state, county, or municipal authority, or (iv) any other unavoidable delay shall not cause District to be in default of this Agreement and shall not result in any liability of District. Charter School shall comply with all District energy conservation policies relating to use of the Premises.

- 3.5. Charter School acknowledges that late payment by Charter School to District of the Use Fee and other sums due to District under this Agreement will cause District to incur costs not contemplated by this Agreement, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges. Accordingly, if District does not receive any installment of the Use Fee or any other sum due from Charter School by 4:00 p.m. within ten (10) days after such amount is due, Charter School shall pay to District, in addition to the Use Fee, a late charge ("Late Charge") equal to five percent (5%) of such overdue amount or the maximum amount allowed by law, whichever is less. The Parties hereby agree that each Late Charge represents a fair and reasonable estimate of the costs District will incur by reason of each late payment by Charter School. Acceptance of any Late Charge by District shall in no event constitute a waiver of Charter School's default with respect to the overdue amount, nor prevent District from exercising any of its other rights and remedies granted hereunder.
4. **Internet.** Notwithstanding Section 3, Charter School shall obtain its own internet service and telephone provider and shall assume sole responsibility for obtaining all hardware at its own expense as well as upkeep and maintenance of all telephone systems, data lines, and related equipment, software, and hardware. Charter School may use any pre-existing T-1 Line located in the Premises, if any. In the event Charter School uses a pre-existing T-1 Line, Charter School shall transfer billing of the line to Charter School upon approval from District's Technology Services Department. Charter School shall be responsible for any and all improvements to the facilities made in order to allow upgrades to utilities and shall obtain District's prior written consent and approval for any such improvements pursuant to Section 15 (Title to and Removal of Charter School's Improvements/Premises; Equipment Requirements) of this Agreement.
5. **Furnishings and Equipment.**
The furnishings and equipment to be provided by District for Charter School are those furnishings and equipment that exist at the Premises as of the effective date. Said furnishings and equipment fulfill any and all District legal obligations to under Proposition 39 for the Term. Charter School is responsible for any furnishings and equipment over and above those provided by District as of the effective date. Charter School shall return all District-owned furniture, fixtures, and equipment to District in like condition at the end of the Term or upon termination under this Agreement, excepting ordinary wear and tear. Charter School shall be fully and solely responsible for costs to repair or replace any damaged furniture, fixtures, and equipment to like condition, excepting ordinary wear and tear.
6. **Additional Services.** Charter School and District may negotiate additional services or equipment as requested by Charter School. District shall assess Charter School separately for the cost to provide the additional services or equipment, if any.
7. **Parking.**
 - 7.1. Charter School shall abide by District policies, regulations, and directives concerning the use of parking such as those related to the drop-off and pick-up of students. Charter School shall instruct its visitors, invitees, and guests to park on available street parking consistent with applicable laws and ordinances. Charter School shall not abandon any inoperative vehicles or equipment on any portion of District property. District shall not be liable for any personal injury suffered by Charter School or Charter School's visitors, invitees, and guests arising out of the use of parking at or near the School Site. District shall not be responsible

for any damage to or destruction or loss of any of Charter School or Charter School's visitors, invitees, or guests' personal property located or stored in street parking, or on District property except where caused by District's negligence or misconduct. Charter School accepts any portion of the Premises available for parking "as is" and Charter School acknowledges that District has not made and is not making any warranties whatsoever with respect to such parking.

- 7.2. Charter School and District shall share the parking lot areas as described in Exhibit A. As described in Exhibit A, Charter School shall have access to the northern portion of the parking lot for Physical Education during school hours, and shall only use the southern portion of the parking lot for basketball on weekends and weekdays after 5:30pm. There shall be no parking in the driveway leading up from Grand Avenue to the main building. Charter School and District staff shall leave at least four parking spots open for families in front of the OUSD Student Welcome Center.
- 7.3. Charter School shall limit student parking to 18 student parking passes issued annually to Charter School students.
- 7.4. Charter School and District shall schedule a conversation prior to July 15 of each year to work together to coordinate at least two days for District to use entire parking lot to conduct in-person enrollment prior to the start of the school year, unless the in-person enrollment dates overlap with Charter School's school year.
8. **Full Satisfaction of Proposition 39/Release of Claims.** Parties agree that this is a negotiated agreement and that, upon execution of this Agreement, all obligations of District to Charter School under Proposition 39 have been satisfied with respect to requests for and offers of facilities for the 2024-25, 2025-26, and 2026-27 school years and Charter School agrees to waive its right to bring a legal action based on any claims arising out of or relating to alleged compliance or noncompliance with Proposition 39 for the 2024-25, 2025-26, and 2026-27 school years. This waiver does not extend to the rights and obligations of the Parties set forth in this Agreement.
9. **Condition of Premises.**
 - 9.1. District shall not be required to make or construct any alterations—including but not limited to structural changes, additions, or improvements—to the Premises except as set forth herein. District shall remain responsible for ensuring the Premises is in compliance with the requirements of the Americans with Disabilities Act, California Fair Employment and Housing Act, and other applicable building code standards except that Charter School, and not District, shall be responsible for compliance with the Americans with Disabilities Act, California Fair Employment and Housing Act, and other applicable building code standards in connection with any modification of the Premises by Charter School after Charter School takes possession of the Premises at the start of the Term. Charter School shall obtain District's prior written consent and approval for any such modification pursuant to Section 15 (Title to and Removal of Charter School's Improvements/Premises; Equipment Requirements) of this Agreement. By entry and taking possession of the Premises pursuant to this Agreement, Charter School accepts the Premises.

- 9.2. Charter School acknowledges that neither District nor District's agents have made any representation or warranty as to the suitability of the Premises for Charter School's Program except as set forth herein. District warrants that the Premises may be used to operate the Charter School's educational program. Any agreements, warranties, or representations not expressly contained in this Agreement shall in no way bind District or Charter School, and District and Charter School expressly waive all claims for damages by reason of any statement, representation, warranty, promise, or agreement, if any, not contained in this Agreement.
 - 9.3. If structural damage occurs to the Premises, making the structure damaged to a lesser condition than existed on the effective date, then District will, at its sole discretion, either provide reasonably equivalent alternative facilities to Charter School to accommodate its projected in-District ADA for the remaining term of this Agreement, or repair the damage in order to bring it back to a condition which is similar to the condition which existed on the effective date. District shall provide temporary facilities to accommodate any in-District students displaced during any repair. District shall, in good faith, pro-rate the Use Fee during the "repair" period, if the resulting structural damage prohibits Charter School from carrying out its normal daily activities and the temporary facilities cannot serve as an adequate replacement.
 - 9.4. Charter School shall not change the locks on the building without written approval by OUSD's Buildings and Grounds Department. If Charter School chooses to change the locks on the building after such written approval, Charter School is responsible for the cost of District rekeying the building prior to vacating the site.
10. **Title to Premises.** The Parties acknowledge that title to the Premises and all associated real property is held by District.
11. **District's Entry and Access to Premises.** District and its authorized representatives shall have the right, with two school-days' prior written notice to Charter School, to enter the Premises during normal business hours for the purpose of inspection ("Inspection"). However, District may provide less than two school-days' prior written notice with good cause and that no prior notice shall be required in an emergency situation. In an emergency, District shall make its best efforts to give notice to Charter School immediately upon District's receipt of notification of any emergency. If Charter School is not present to open and permit an entry into the Premises in an emergency situation as reasonably determined by District, District may enter by means of a master key without liability.
 - 11.1. If Charter School is violating the any of the use restrictions of this Agreement or is not in material compliance with any applicable law related to its use of the Premises, then all reasonable costs and expenses reasonably and actually incurred by District in connection with any Inspection shall become due and payable by Charter School due District (beyond any Use Fees or other payments due District), within ten (10) days of written demand.
 - 11.2. If Charter School fails to perform any covenant or condition required to be performed by Charter School pursuant to this Agreement, District and its authorized representative shall have the right, after reasonable prior written notice to Charter School, to enter the Premises during normal business hours for the purpose of performing the covenant or

condition at District's option after thirty (30) days' written notice to and failure to perform by Charter School. However, no such prior written notice is required in the case of emergencies. Charter School shall reimburse District for all costs incurred by District within ten (10) days of written demand, together with interest at the Interest Rate computed from the date incurred by District until paid. Any performance by District of Charter School's obligations shall not waive or cure the default. All reasonable out-of-pocket costs and expenses actually incurred by District, including reasonable attorneys' fees (whether or not legal proceedings are instituted), in collecting the fees herein or enforcing the obligations of Charter School under this Agreement shall be paid by Charter School to District within ten (10) days of written demand. District may, during the progress of any work authorized by this Subsection (11.2), keep and store on the Premises all necessary materials, tools, supplies and equipment, but shall do so in a manner designed to limit the inconvenience, annoyance, disturbance, loss of business, or other damage to Charter School. District shall not be liable for inconvenience, annoyance, disturbance, loss of business, or other damage to Charter School by reason of making the repairs or the performance of any work.

- 11.3. Notwithstanding the foregoing and without further notice, District shall have the right to enter the Premises to conduct its own operations, to perform any routine or deferred maintenance, or conduct inspections of the Premises, or any other legally permissible purposes. District will use reasonable efforts during the course of any access of the Premises to not disrupt Charter School's classroom and instructional activities consistent with District's practices at its schools. Where practicable, District shall provide relevant scheduling information to Charter School.
- 11.4. Charter School expressly waives any claim for damages for any inconvenience to or interference with Charter School's educational program and for any loss or use of quiet enjoyment of the Premises related to District's entry into the Premises for the purposes identified in this Section (11).

12. Surrender of Premises.

- 12.1. On the last day of the Term, or upon any termination under this Agreement, Charter School shall surrender in good order, condition, and repair the Premises to District and any existing improvements made by Charter School that were approved by District, and any structural improvements made by District subsequent to the Commencement Date, excepting normal ordinary wear and tear, and free and clear of all liens, claims, and encumbrances, though nothing in this provision shall be construed to authorize Charter School to allow or cause to be placed any liens, claims, and/or encumbrances of any kind, unless expressly permitted in this Agreement. This Agreement shall operate as a conveyance and assignment to District of any improvements identified by District to remain on the Premises.
- 12.2. Charter School shall remove from the Premises all of Charter School's personal property, trade fixtures, and any improvements made by Charter School which Charter School and District agreed would be removed by Charter School. Removal of Charter School's property shall be subject to all applicable laws, including any local permits and/or approval by the California Department of General Services, Division of the State Architect ("DSA").

- 12.3. All property that is not removed on or before the end of the Term shall be deemed abandoned by Charter School and associated costs to store, remove, or dispose of such abandoned property shall be the responsibility of Charter School.
 - 12.4. If Charter School remains in possession of the Premises or any part thereof after the end of the Term or upon termination under this Agreement without the express written consent of District, Charter School shall indemnify District against loss or liability resulting from delay by Charter School in surrendering the Premises including, without limitation, any claims made by any succeeding Charter School or loss to District due to lost opportunities to timely obtain succeeding tenants.
 - 12.5. If Charter School remains in possession of the Premises or any part thereof after the end of the Term or upon termination under this Agreement without the express written consent of District, Charter School's occupancy shall be a tenancy on a month-to-month basis for a pro rata share equal to one hundred fifty percent (150%) of all monthly sums charged and owing the previous thirty (30) calendar day period, subject to the limitations set forth in this Section (12). No payment of money by Charter School after (i) the end of the Term, (ii) earlier termination of this Agreement, or (iii) the giving of notice of early termination by either Party shall reinstate, continue, or extend the Term.
 - 12.6. Charter School's projected in-District Average Daily Attendance ("ADA") for the 2024-25 school year, upon which the Premises are provided, is 336.53. The Parties agree that the overallocation provisions under the California Code of Regulations, Title 5, section 11969.8 only shall apply separately to each Proposition 39 request year covered by this Agreement.
- 13. Taxes and Assessments.** Charter School shall pay any assessment on the Premises, such as any fee or tax on any improvements Charter School constructs or causes to be constructed on the Premises, whether real estate, general, special, ordinary or extraordinary, any rental levy or tax, improvement bond, and/or fee imposed upon or levied against the Premises or Charter School's legal or equitable interest created by this Agreement, and any taxes assessed against and levied upon Charter School's alterations and utility installations that may be imposed by any authority having the direct or indirect power to tax and where the funds are generated with reference to the Premises' address and where the proceeds so generated are applied by the city, county, or other local taxing authority having jurisdiction. The provisions of this Section (13) shall survive the expiration or termination under this Agreement. Nothing in this Section (13) shall be construed to override the requirement in Section 15 (Title to and Removal of Charter School's Improvements/Premises; Equipment Requirements) that Charter School obtain the express written consent of District to perform any improvements on the site, unless expressly permitted by this Agreement.
- 14. Maintenance.**
- 14.1. Charter School agrees to provide, at its own cost and expense, any and all day-to-day upkeep and operations for the Premises, including (without limitation) routine repair, cleaning, and general maintenance. Maintenance to be provided by Charter School shall be consistent with the standards set forth by this Agreement and shall insure safe and healthful use.

- 14.2. District shall have no day-to-day maintenance or repair obligations with respect to the Premises. Charter School hereby expressly waives the provisions of subsection 1 of section 1932 and sections 1941 and 1942 of the Civil Code and all rights to make day to day repairs at the expense of District as provided in section 1942 of the Civil Code.
- 14.3. District shall be responsible for the major maintenance of the Premises. For purposes of this Agreement, "major maintenance" includes (but is not limited to) all non-routine maintenance, replacement and repair services, including the major repair or replacement of the roof, flooring, mechanical systems (plumbing, heating, ventilation, air conditioning, electrical), exterior and interior painting, and any other items considered deferred maintenance under Education Code section 17582. Pursuant to Section 5 (Furniture and Equipment), Charter School shall be responsible for replacement and repair of furnishings and equipment.

15. Title to and Removal of Charter School's Improvements/Premises; Equipment Requirements.

- 15.1. Charter School shall not construct or cause to be constructed on the Premises any improvements ("Charter School's Improvements") without express prior written consent from District. At the time District considers Charter School's request to construct improvements on the Premises, District will inform Charter School, in writing, whether it will require Charter School to remove Charter School Improvements at the expiration or earlier termination of the Term.
- 15.2. Charter School shall, at its expense, obtain all necessary environmental and governmental approvals and permits, including, without limitation, the California Environmental Quality Act (Government Code section 21000 *et seq.*) ("CEQA"), the Field Act (Education Code section 17280 *et seq.*), any other applicable Building Code requirements, the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101), and applicable State law governing access to facilities, as well as any necessary approvals from any local authority including any grading, zoning, design review and other required permits or approvals, if applicable, prior to commencing construction, and shall provide District with evidence of approval by all applicable governmental agencies. To the extent that District assumes lead agency status for any "project" under CEQA related to the provision of facilities under this Agreement, Charter School agrees to reimburse District for any and all reasonable costs and expenses related to achieving compliance with CEQA.
- 15.3. Any modifications to the Premises, including (without limitation) construction, creation of gardens, painting, and addition of play structures or shade structures, must be approved in writing in advance by District's Buildings and Grounds Department, and such approval shall not be unreasonably withheld, conditioned, or delayed. Charter School's contractor must be approved in writing in advance by District, and such approval shall not be unreasonably withheld. All contractors and subcontractors of Charter School, if any, shall be: duly licensed in the State of California; bonded as required by law; maintain levels of casualty, liability, and workers' compensation insurance; and performance and payment bonds consistent with District construction requirements. Charter School must follow all applicable procurement laws with respect to Charter School's Improvements including

(without limitation): issuing requests for proposals to obtain competitive pricing as required by law; adhering to prevailing wage laws; making best efforts to comply with the local hiring requirements in accordance with District Administrative Regulation and Board Policy 7115 (“Capital Program / Construction Related Local, Small Local and Small Local Resident Business Enterprise Program, and Board Policy”); and adhering to all applicable minimum wage requirements. Charter School is encouraged to incorporate Collaborative for High-Performance Schools standards into the design of all improvements made under this Agreement and is encouraged to incorporate all editions of the California Green Building Standards Code.

- 15.4. Under all circumstances, Charter School must seek and receive approval from DSA for any of Charter School’s Improvements if required by DSA.
- 15.5. Notwithstanding any other provision herein, Charter School shall not install any ovens, stoves, hot plates, toasters, or similar items (not including microwave ovens) without the prior written consent of District.
- 15.6. Charter School shall, at all times, indemnify and hold District harmless from all claims for labor or materials in connection with construction, repair, alteration, or installation of structures or improvements by, at the direction of, for the benefit of, or on behalf of Charter School within the Premises, and from the cost of defending against such claims, including (without limitation) attorney’s fees. Charter School shall provide District with at least ten (10) days written notice prior to commencement of any work which could give rise to a mechanics’ lien or stop payment notice. District has the right to enter upon the Premises for the purpose of posting Notices of Non-responsibility. In the event a lien is imposed upon the Premises as a result of such construction, repair, alteration, or installation, Charter School shall:
 - 15.6.1. Record a valid Release of Lien; or
 - 15.6.2. Deposit sufficient cash with District to cover the amount of the claim on the lien in question and authorize payment to the extent of the deposit to any subsequent judgment holder that may arise as a matter of public record from litigation with regard to the lien-holder claim; or
 - 15.6.3. Procure and record necessary bonds that frees the Premises and all associated real property from the claim of the lien from any action brought to foreclose the lien.

If Charter School fails to accomplish one of these three optional actions within fifteen (15) days after the filing of any lien or stop payment notice, Charter School shall be deemed to be in default of this Agreement, which shall be subject to immediate termination.

- 15.7. If required by District at the time it approves Charter School’s Improvements, on or before the expiration of this Agreement, or within thirty (30) days after any termination under this Agreement, Charter School shall remove Charter School’s Improvements, at its sole expense. Charter School shall repair any damage to the Premises or other District property caused by removal of Charter School’s Improvements and restore the Premises and all other District property damaged by the removal to good condition, less ordinary wear and

tear. In the event that Charter School fails to timely remove Charter School's Improvements, District, upon fifteen (15) days written notice, may either (i) accept ownership of Charter School's Improvements with no cost to District, or (ii) remove Charter School's Improvements at Charter School's sole expense. If District chooses to accept ownership of Charter School's Improvements, Charter School shall execute any necessary documents to effectuate the change in ownership of Charter School's Improvements. If District removes Charter School's Improvements, Charter School shall pay all invoices for the removal of Charter School's Improvements within thirty (30) days of written demand.

16. **Safety of Premises.** Consistent with the requirement of Section 1 (Use of Premises), Charter School is responsible for safety and security on the Premises. Charter School specifically acknowledges, understands, and agrees that District is neither responsible for, nor has the obligation to supply, provide, establish, maintain, or operate security and safety measures for either Charter School or the Premises.

17. **Incident/Accident/Mandated Reporting.**

- 17.1. Charter School shall notify OUSD, via email pursuant to Section 23 (Notices), within twelve (12) hours of learning of any significant accident or incident on the premises. Examples of a significant accident or incident include (without limitation) an accident or incident that involves serious injury or death or referral to law enforcement or possible or alleged criminal activity.

- 17.2. Charter School agrees to comply with all applicable federal, state, local, and District laws, statutes, ordinances, regulations, orders, and directives, regardless of form, with respect to COVID-19 health and safety requirements, guidance, and protocols, including but not limiting to proper face coverings, vaccination status, social distancing, hygiene practices, and maintenance of required cohorts, if applicable.

If District uses the property on which the Premises is located (regardless of whether Charter School and District share indoor space), Charter School agrees to immediately adhere to and follow any OUSD directives regards health and safety protocols including, but not limited to, providing OUSD with information regarding possible exposure of OUSD employees and students to any employee, contractor, subcontractor, agent, representative, or student of Charter School and information necessary to perform contact tracing.

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

- 17.4. Charter School shall bear all costs of compliance with this Section (17).

18. **Fingerprinting and Criminal Background Verification.** Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code sections 44237, 44830.1, and 45125.1 and other

applicable statutes or regulations for the Premises. The District will ensure that it has complied with the foregoing for any district employee it sends to the Premises.

19. Default and Termination.

19.1. Charter School's Default. The occurrence of any one of the following events shall be considered a default of this Agreement by Charter School:

- 19.1.1. The failure of Charter School to promptly pay the Use Fee, Late Charge, or other fees, payments, or indebtedness identified or required by this Agreement when such failure continues fifteen (15) days after written notice, provided that such a notice shall not be exclusive to, and shall be cumulative to, the procedure set forth under Code of Civil Procedure Section 1161.
- 19.1.2. The expiration of Charter School's charter without renewal. Charter School shall not be deemed in default while any administrative, non-judicial appeals are pending under Education Code section 47605 et seq. as amended from time to time, provided that the charter school complies with all other provisions of this agreement.
- 19.1.3. The revocation of Charter School's charter by their authorizer. Charter School shall not be deemed in default while any administrative, non-judicial appeals are pending under Education Code section 47605 et seq. as amended from time to time.
- 19.1.4. The failure of Charter School to observe or perform any of its other covenants or obligations hereunder, which failure continues for thirty (30) days after written notice thereof by District to Charter School (unless the nature of the default is such that more than thirty (30) days are required for its cure and Charter School shall have commenced a cure within the thirty (30) day period and thereafter diligently prosecute the same to completion; provided, however, in no event shall the default continue for more than ninety (90) days after written notice thereof by District to Charter School); provided, however, that any notice shall be in lieu of, and not in addition to, any notice required under Code of Civil Procedure section 1161, and the thirty (30) day cure period shall run concurrently with any cure period required under California law, including Code of Civil Procedure section 1161.
- 19.1.5. Charter School's abandonment of the Premises for a period of fifteen (15) consecutive days (with or without the payment of fees), it being agreed that the fact that any of Charter School's property remains in the Premises shall not be evidence that Charter School has not vacated or abandoned the Premises; provided, however, any normal holidays or vacation days shall not constitute abandonment of the Premises. A move by Charter School to provide only virtual instruction as a result of Charter School students' or employees' quarantine due to exposure to, or infection with, COVID-19 or pursuant to local or state public health guidance or order shall not be deemed abandonment for purposes of this Paragraph (19.1.5).

19.1.6. The making by Charter School of any general assignment or general arrangement for the benefit of creditors; the filing by or against Charter School or any guarantor of this Agreement of a petition to have Charter School or any guarantor of this Agreement adjudged a bankrupt or a petition for reorganization or arrangement under any law relating to bankruptcy (unless, in the case of a petition filed against Charter School or any guarantor of this Agreement, the same is dismissed within sixty (60) days); the appointment of a trustee or receiver to take possession of substantially all of Charter School's assets located at the Premises, or of Charter School's interest in this Agreement, where possession is not restored to Charter School within thirty (30) days; or the attachment, execution, or other judicial seizure of substantially all of Charter School's assets located at the Premises or of Charter School's interest in this Agreement, where such seizure is not discharged within thirty (30) days.

19.1.7. The making or furnishing by Charter School of any warranty, representation, or statement to District in connection with this Agreement, which is false or misleading in any material respect when made or furnished.

19.1.8. The assignment, subletting, or other transfer, or any attempted assignment, subletting, or other transfer, of this Agreement.

In the event of one or more of such defaults by Charter School, District shall have the right, in addition to all other rights available to District under this Agreement or now or later permitted by law or equity, to terminate this Agreement by providing Charter School with a notice of termination. Upon termination of this Agreement, District may recover from Charter School the worth at the time of award any unpaid Use Fees, Late Charges, or other fees or payments owed to District by Charter School. In addition, upon termination, Charter School shall immediately vacate the Premises.

The rights and remedies of District set forth herein are not exclusive, and District may exercise any other right or remedy now or later available to it under this Agreement, at law or in equity.

19.2. Early termination by Charter School. Charter School shall have the option to terminate this Agreement effective June 30, 2025 by giving written notice to OUSD by no later than November 1, 2024, and on June 30, 2026 by giving written notice to OUSD no later than November 1, 2025.

19.3. District's Default. District shall not be in default of any of its obligations under this Agreement unless District fails to perform such obligations within a reasonable time, but in no event less than thirty (30) days, after written notice by Charter School to District specifying that District has failed to perform its obligations; provided, however, that if the nature of District's default requires more than thirty (30) days to cure, District shall not be in default if District commences a cure within thirty (30) days and thereafter diligently prosecutes the same to completion. If District defaults hereunder, then Charter School may have by reason of such default all remedies available at law or equity, which includes the remedy of self-help and deduction of reasonable self-repair costs from the pro rata share

payments owed, provided that nothing in this provision shall be construed so as to nullify, supersede, or render inapplicable to any such self-help remedies the requirement that any Charter School's Improvements require express prior written consent from District.

Charter School shall have no rights as a result of any default by District until Charter School gives thirty (30) days' notice to District specifying the nature of the default. If District defaults hereunder after receipt of Charter School's written notice, then Charter School may have by reason of such default remedies including the remedy of self-help and deduction of reasonable self-repair costs from the pro rata share payments owed, provided that nothing in this provision shall be construed so as to nullify, supersede, or render inapplicable to any such self-help remedies the requirement that any Charter School's Improvements require express prior written consent from District.

20. **Reciprocal Indemnification.** District and Charter School hereby agree and acknowledge that the relationship between District and Charter School for purposes of this Agreement is solely a landlord/tenant relationship and not a principal/agent relationship or any other relationship. Charter School is acting on its own behalf in operating from the Premises any school thereon (or any other purpose(s) thereupon) and is not operating as an agent of District.

Except where the losses, costs, damages, expenses, and liabilities (including without limitation court costs and reasonable attorneys' fees) are caused by District's negligence or misconduct, to the fullest extent permitted by law, Charter School ("Indemnifying Party") shall indemnify, defend, release, and protect District, its affiliates, successors, and assigns as well as its officers, board members, other members, partners, agents, representatives, and employees ("District Indemnified Party" or "District Indemnified Parties") and hold District Indemnified Parties harmless from any and all losses, costs, damages, expenses and liabilities (including without limitation court costs and reasonable attorneys' fees) (collectively "Claims") incurred in connection with or arising from any cause (i) in the use or occupancy by Charter School of the Premises (including without limitation, the operation by Charter School of the School from the Premises), or (ii) in connection with the operations by Charter School at the Premises, including without limiting the generality of the foregoing:

- 20.1. Any default by Charter School in the observance or performance of any of the terms, covenants, or conditions of this Agreement on Charter School's part to be observed or performed;
- 20.2. The use or occupancy of the Premises by Charter School of any person claiming by, through or under Charter School or Charter School's employees, agents, contractors, licensees, directors, officers, partners, trustees, visitors or invites, or any such person in, on or about the Premises either prior to, during, or after the expiration of the Term of this Agreement (singularly, "Liability"; collectively, "Liabilities"); or
- 20.3. Any claim by a third party that District is responsible for any actions by Charter School in connection with any use or occupancy of the Premises or in any way related to this Agreement.

Except where the losses, costs, damages, expenses and liabilities (including without limitation court costs and reasonable attorneys' fees) are caused by Charter School's negligence or misconduct, to the fullest extent permitted by law, District shall indemnify, defend, release and protect Charter School, its affiliates, successors and assigns, and its officers, directors, shareholders, board members, other members, partners, agents and employees ("Charter Indemnified Party" or "Charter Indemnified Parties") and hold Charter Indemnified Parties harmless from any and all losses, costs, damages, expenses, and liabilities (including without limitation court costs and reasonable attorneys' fees) (collectively "Claims") incurred in connection with or arising from any cause (i) in the use or occupancy by District of the Premises (including without limitation, the operation by District of operations on the Premises), or (ii) in connection with the operations by District at the Premises, including without limiting the generality of the foregoing:

- 20.4. Any default by District in the observance or performance of any of the terms, covenants or conditions of this Agreement on District's part to be observed or performed;
- 20.5. The use or occupancy of the Premises by District or any person claiming by, through or under District or District's employees, agents, contractors, licensees, directors, officers, partners, trustees, visitors or invitees, or any such person in, on or about the Premises either prior to, during, or after the expiration of the Term of this Agreement (singularly, "Liability"; collectively, "Liabilities"); and
- 20.6. Any claim by a third party that Charter School is responsible for any actions by District in connection with any use or occupancy of the Premises or in any way related to this Agreement.

The provisions of this Section (20) shall survive the expiration or sooner termination of this Use Agreement. The applicable Party shall, upon receiving a proper request by a District or Charter Indemnified Party, undertake the defense of any Liabilities threatened or asserted against such Indemnified Party on all of the following terms and conditions:

- 20.7. Notice of the assumption of such defense ("Notice") shall be delivered to such Indemnified Party within fifteen (15) days after transmittal.
- 20.8. Such defense shall be conducted by reputable attorneys retained by District or Charter Indemnifying Party and approved by the other Party if choice of counsel is included in the relevant insurance policy, and with the prior written approval of all District and Charter Indemnified Parties against whom such Liability has been asserted or threatened, which approval shall not be unreasonably withheld, delayed or conditioned, all at District or Charter Indemnifying Party's sole cost and expense. In the event the interests of District or Charter Indemnifying Party and any such District or Charter Indemnified Parties in the action conflict in such manner and to such an extent as to require, consistent with applicable standards of professional responsibility or the retention of separate counsel for each of District or Charter Indemnified Parties involved in the action, District or Charter Indemnifying Party shall pay all fees and costs charged or incurred by separate counsel.
- 20.9. District or Charter Indemnifying Party agrees to promptly notify the other Party of the commencement of any litigation or proceedings pending, threatened, or commenced (whether or not served) against Indemnifying Party, or any of the board members,

directors, officers, agents, or employees of Indemnifying Party, in connection with the matters set forth in this Agreement. The provisions of this Section (20) shall survive the expiration or sooner termination of this Use Agreement.

21. Insurance.

21.1. As specified in this Section 21, Charter School is to purchase and maintain insurance with insurers with a current A.M. Best Insurance rating of no less than A-minus: VII and subject to the approval of District, except that insurance through a Joint Powers Authority shall be deemed sufficient under this Agreement. Charter School shall furnish District with the original certificates and amendatory endorsements effecting coverage required.

21.2. Charter School acknowledges that any insurance maintained by District will not insure any of Charter School's property or improvements made by Charter School.

21.3. Charter School shall, at Charter School's expense, obtain and keep in force, during the term of this Agreement, and any extensions thereto, a policy of commercial general liability insurance and a comprehensive auto liability policy insuring District and Charter School against claims and liabilities arising out of the operation, condition, use, or occupancy of the Premises and all areas appurtenant thereto, including parking areas. Charter School's comprehensive auto liability policy shall insure all vehicle(s), whether hired, owned or non-owned. Charter School's commercial general insurance shall be at least as broad as the Insurance Service Office (ISO) CG 00-01 form and in an amount of not less than Two Million dollars (\$2,000,000) for bodily injury or death and property damage as a result of any one occurrence and Five Million dollars (\$5,000,000) general aggregate policy limit. In addition, Charter School shall obtain a products/completed operations aggregate policy in the amount of Two Million dollars (\$2,000,000). The insurance carrier, deductibles, and/or self-insured retentions shall be approved by District, which approval shall not be unreasonably withheld. Prior to the Commencement Date, Charter School shall deliver to District a certificate of insurance evidencing the existence of the policies required hereunder and copies of endorsements stating that such policies shall:

21.3.1. State the coverage is primary and any coverage by District is in excess thereto;

21.3.2. Contain a cross liability endorsement; and

21.3.3. Include a separate endorsement naming District as an additional insured.

At least thirty (30) days prior to the expiration of each certificate, and every subsequent certificate, Charter School shall deliver to District a new certificate of insurance consistent with all of the terms and conditions required in connection with the original certificate of insurance as described herein.

21.4. During the Term of this Agreement, and any extensions thereto, District shall maintain at its cost a policy of standard fire and casualty insurance limited to the value of all buildings and improvements located on the site of the Premises (including those not part of the Premises) as of the Commencement Date. District's insurance policy shall be primary in the

case of any damage or destruction to the Premises (but not to Charter School's personal property or alterations or improvements constructed by Charter School).

Charter School shall make no use of or permit any use to be made of the Premises and Charter School shall take no action or permit any action to be taken (other than based only on Charter School's occupancy of the Premises for Charter School's educational program as described by their Charter) that will increase the existing rate of insurance upon the building or buildings of the Premises or cause the cancellation of any insurance policy, covering same, or any part thereof, nor shall Charter School sell, or permit to be kept, used, or sold in or about the Premises any article that may be prohibited by the standard form of fire insurance policies. Charter School shall, at its sole cost and expense, comply with any and all requirements pertaining to the Premises of any insurance organization or company necessary for the maintenance of reasonable fire and casualty insurance covering the Premises' buildings or appurtenances. Fire and casualty insurance premium increases to District due to equipment and/or activities of Charter School (other than based only on Charter School's occupancy of the Premises) shall be charged to Charter School.

- 21.5. During the Term of this Agreement, and any extensions thereto, Charter School shall comply with all provisions of law applicable to Charter School with respect to obtaining and maintaining workers' compensation insurance. Prior to the commencement and any renewal of this Agreement and Charter School's occupancy of the Premises, Charter School shall provide District, as evidence of this required coverage, a certificate in a form satisfactory to District on or before the commencement or renewal date, providing that insurance coverage shall not be canceled or reduced without thirty (30) days prior written notice to District. If the insurer does not provide such notice, Charter School shall provide District with notice of cancellation of coverage as soon as it becomes aware of such cancellation.
22. **Signs.** Charter School may, at Charter School's sole cost, have the right and entitlement to place onsite signs on the Premises to advertise Charter School's educational program, provided Charter School obtains the prior written approval from District. District's approval shall not be unreasonably withheld, conditioned, or delayed. Any signs shall be at Charter School's cost and in compliance with all applicable state, local, and District legal requirements pertaining thereto. In connection with the placement of any of Charter School's signs, District agrees to cooperate with Charter School in obtaining any governmental permits which may be necessary. Throughout the Term of this Agreement, and any extensions thereto, Charter School shall, at its sole cost and expense, maintain any of its signage and all appurtenances in good condition and repair. At the termination of this Agreement, Charter School shall remove any signs that it has placed on the Premises and District property and shall repair any damage caused by the installation or removal of Charter School's signs.
23. **Notice.** Any notice required or permitted to be given under this Agreement must be sent via email to the below address and may also be given or served in person or sent via the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

DISTRICT:
Oakland Unified School District

Attn: Office of Charter Schools
 1011 Union St., #947
 Oakland, CA 94607
 charteroffice@ousd.org

CHARTER SCHOOL:

AIMS Charter Schools
 171 12th Street
 Oakland, CA 94607

Any notice personally given or sent by email shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by certified or registered mail shall be effective three (3) days after deposit in the United States mail.

24. **Subcontract, Assignment and Sublease.** Charter School shall not have the right, voluntarily or involuntarily, to assign, license, transfer, or encumber this Agreement or sublet all or part of the Premises. Any purported transfer shall be void and shall, at District's election, constitute a default. No consent to transfer shall constitute a waiver of the provisions of this Section (24).
25. **Joint and Several Liability.** If Charter School is more than one person or entity, each person or entity shall be jointly and severally liable for the obligations of Charter School hereunder.
26. **Independent Contractor Status.** This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.
27. **Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. Nothing in this provision shall be construed so as to limit, nullify, abridge or modify Charter School's obligations under its Charter, or its authorizer's oversight authority.
28. **California Law.** This Agreement shall be governed by, and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with, the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Alameda County.
29. **Compliance with All Laws.**
 - 29.1. Charter School shall at Charter School's expense comply with all requirements of all governmental authorities, in force either now or in the future, affecting Charter School's use of the Premises, and shall faithfully observe in Charter School's use of the Premises all laws, regulations and ordinances of these authorities, in force either now or in the future including, without limitation, all applicable federal, state and local laws, regulations, and ordinances pertaining to air and water quality, hazardous material, waste disposal, air emission and other environmental matters (including but not limited to CEQA and its

implementing regulations in Charter School's use of the Premises), and all District policies, rules and regulations ("Environmental Laws").

- 29.2. The judgment of a court of competent jurisdiction, or Charter School's admission in an action or a proceeding against Charter School, whether District be a party to it or not, that Charter School has violated any law or regulation or ordinance in Charter School's use of the Premises shall be considered conclusive evidence of that fact as between District and Charter School. If Charter School fails to comply with any law, regulation or ordinance, District reserves the right to take necessary remedial measures at Charter School's expense, for which Charter School agrees to reimburse District on demand.
- 29.3. Charter School shall not cause or permit any Hazardous Material to be generated, brought onto, used, stored, or disposed of in or about the Premises or in connection with any improvements by Charter School or its agents, employees, contractors, subtenants, or invitees, except for limited quantities of standard office, classroom and janitorial supplies (which shall be used and stored in strict compliance with Environmental Laws). Charter School shall comply with all Environmental Laws. As used herein, the term "Hazardous Materials" means any hazardous or toxic substance, material or waste which is or becomes regulated by any local governmental authority, the State of California or the United States Government. The term "Hazardous Materials" includes, without limitation, petroleum products, asbestos, PCB's, and any material or substance which is (i) defined as hazardous or extremely hazardous pursuant to Title 22 of the California Code of Regulations, Division 4.5, Chapter 11, Article 4, section 66261.30 *et seq.* (ii) defined as a "hazardous waste" pursuant to section 14 of the federal Resource Conservation and Recovery Act, 42 U.S.C. 6901 *et seq.* (42 U.S.C. 6903), or (iii) defined as a "hazardous substance" pursuant to section 10 of the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. 9601 *et seq.* (42 U.S.C. 9601). As used herein, the term "Hazardous Materials Law" shall mean any statute, law, ordinance, or regulation of any governmental body or agency (including the U.S. Environmental Protection Agency, the California Regional Water Quality Control Board and the California Department of Health Services) which regulates the use, storage, release or disposal of any Hazardous Material.
- 29.4. Notice of Hazardous Substance. Charter School will promptly notify District in writing if Charter School has or acquires notice or knowledge that any Hazardous Substance has been or is threatened to be, released, discharged, disposed of, transported, or stored on, in, or under or from the Premises in violation of Environmental Laws. Charter School shall promptly provide copies to District of all written assessments, complaints, claims, citations, demands, fines, inquiries, reports, violations or notices relating to the conditions of the Premises or compliance with Environmental Laws. Charter School shall promptly supply District with copies of all notices, reports, correspondence, and submissions made by Charter School to the United States Environmental Protection Agency, the United States Occupational Safety and Health Administration and any other local, state or federal authority that requires submission of any information concerning environmental matters or Hazardous Substances pursuant to Environmental Laws. Charter School shall promptly notify District of any liens threatened or attached against the Premises pursuant to any Environmental Laws.

- 29.5. **Inspection.** District and District's agents, servants, and employees including, without limitation, legal counsel and environmental consultants and engineers retained by District, may (but without the obligation or duty to do so), at any time and from time to time, on not less than two (2) business days' notice to Charter School (except in the event of an emergency, in which case, no notice will be required), inspect the Premises to determine whether Charter School is complying with Charter School's obligations set forth in this Section (29), and to perform environmental inspections and samplings, during regular business hours (except in the event of an emergency) or during such other hours as District and Charter School may agree.
- 29.6. **Indemnification.** Charter School's indemnification and defense obligations in this Agreement shall include any and all Claims arising from any breach of Charter School's covenants under this Section (29).
30. **Attorneys' Fees.** If either Party files any action or brings any proceedings against the other arising out of this Agreement, the prevailing party shall not be entitled to recover reasonable attorneys' fees.
31. **Waiver.** The waiver by either Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
32. **Successors and Assigns.** This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.
33. **Severability.** Should any provision of this Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed, and the remaining provisions shall continue as valid, legal and enforceable.
34. **Incorporation of Recitals and Exhibits.** The Recitals and each Exhibit attached hereto are hereby incorporated herein by reference.
35. **Approval of Governing Board.** This Agreement shall be subject to approval by the governing boards of each Party.
36. **Counterparts and Electronic Signature.** This Agreement, and all amendments, addenda, and supplements to this Agreement, may be executed in one or more counterparts, all of which shall constitute one and the same amendment. Any counterpart may be executed and delivered by facsimile or other electronic signature (including portable document format) by either Party and, notwithstanding any statute or regulations to the contrary (including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom), the counterpart shall legally bind the signing Party and the receiving Party may rely on the receipt of such document so executed and delivered electronically or by facsimile as if the original had been received. Through its execution of this Agreement, each Party waives the requirements and constraints on electronic signatures found in statute and regulations including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom.

37. **Authorization to Sign Agreement.** Each individual executing this Agreement on behalf of a Party represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of the Party that the individual is executing this Agreement and that this Agreement is binding upon that Party in accordance with its terms.

REST OF PAGE IS INTENTIONALLY LEFT BLANK

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

CHARTER SCHOOL

Name: _____ Signature: _____

Position: _____ Date: _____

OUSD

Name: _____ Signature: _____

Position: Board President _____ Date: _____

Name: Kyla Johnson-Trammell _____ Signature: _____

Position: Secretary, Board of Education _____ Date: _____

Template approved as to form by OUSD Legal Department.

Exhibit A
DESCRIPTION OF PREMISES

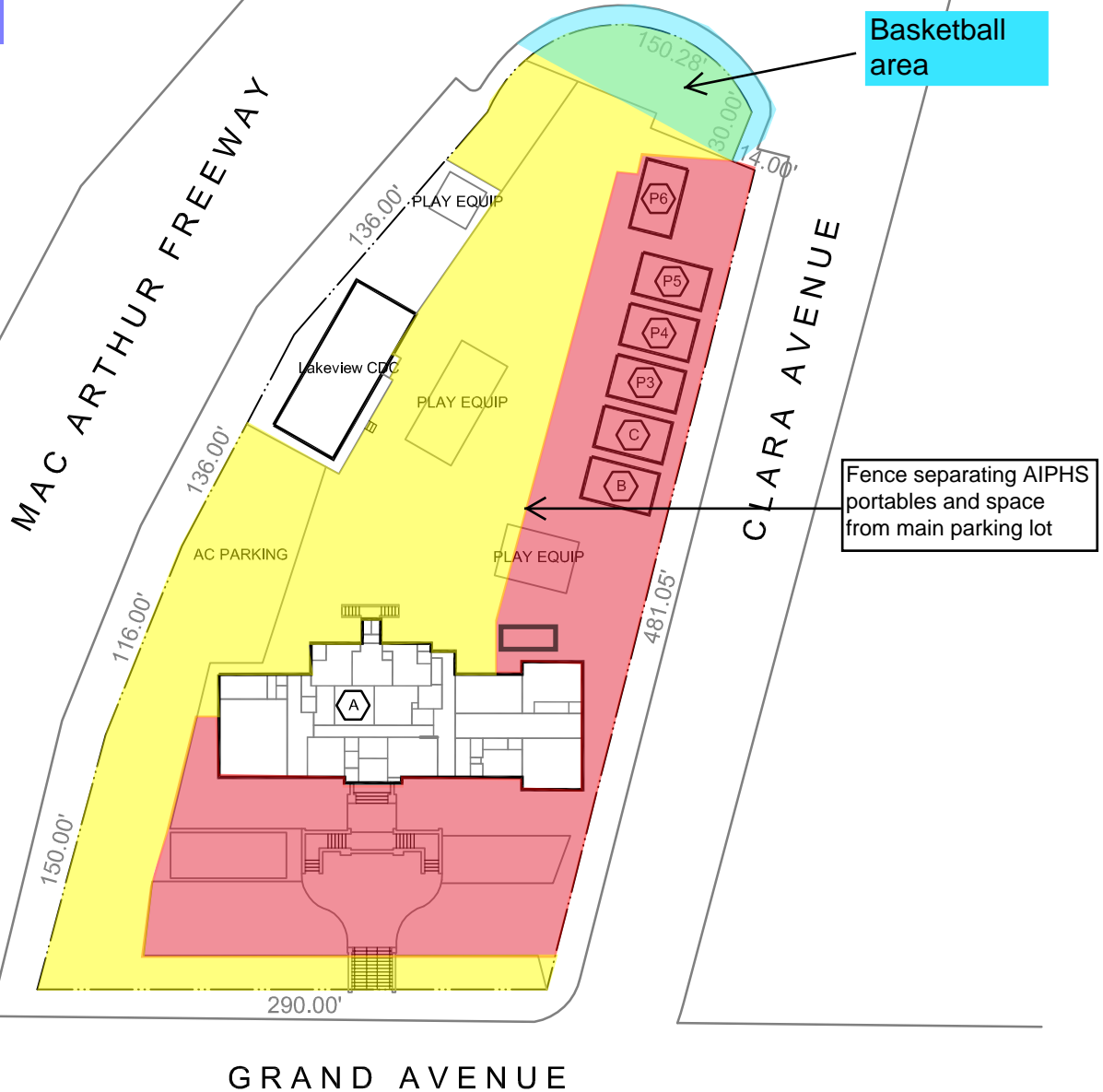
The Premises that are being allocated to Charter School shall consist of space located in the room(s) and area(s) as depicted on the attached maps.

Exhibit A

Exclusive Use by
Charter School

Shared by Charter
School and OUSD

Shared Building
Utilities



SITE PLAN

130 - LAKEVIEW ELEMENTARY SCHOOL
746 GRAND AVENUE, OAKLAND, CA 94610-2714

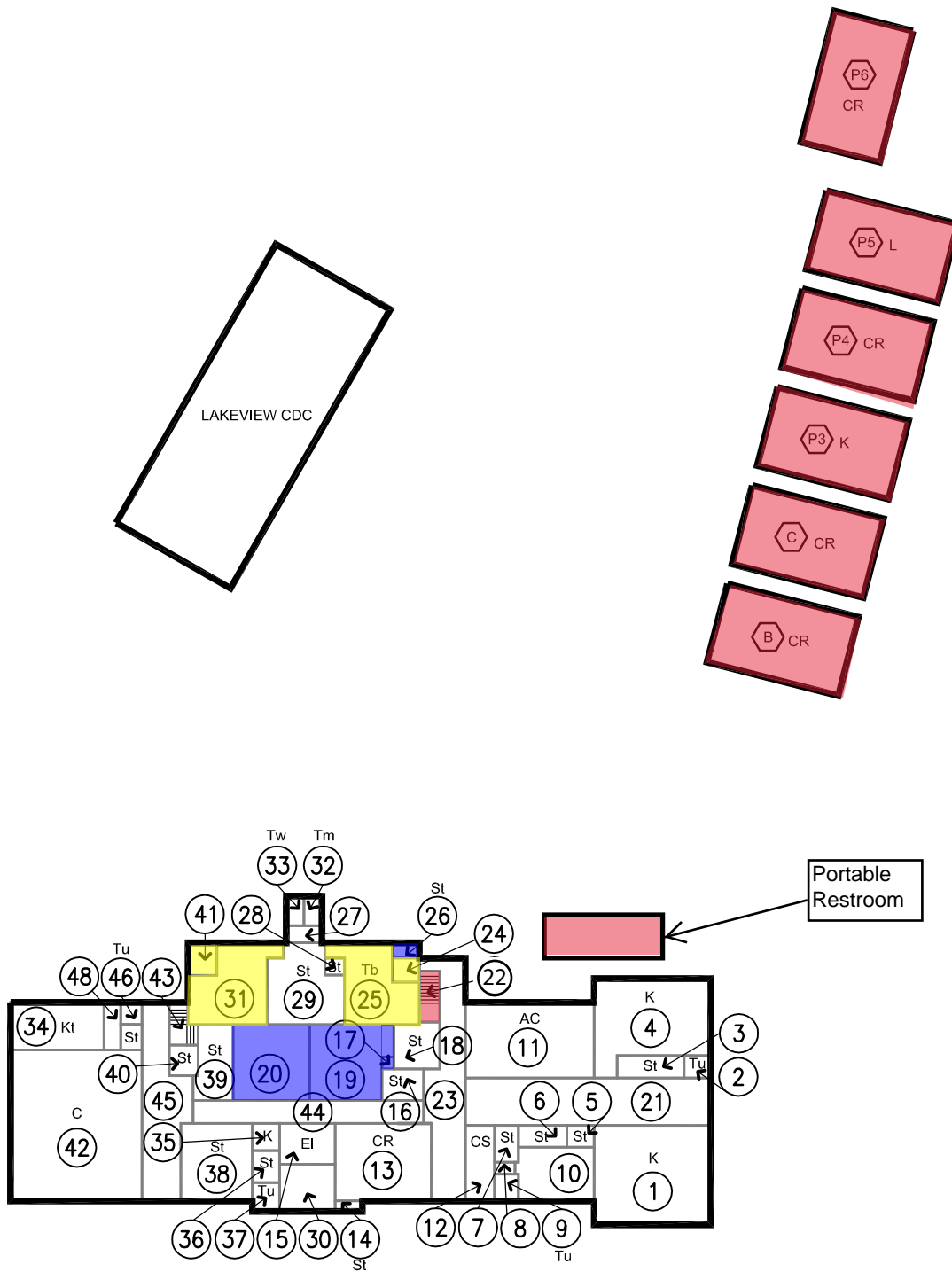
BYRENS KIM
DESIGNWORKS
361 17TH STREET OAKLAND CA 94612 510-452-3224

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Date: 1/18/2013

Scale: 1"=100'-0"

1 of 3



BLDG A, B, C & PORT 3-6 - 1ST FLOOR PLAN



BLDG A, B, C & PORT 3-6 - 1ST FLOOR PLAN

130 - LAKEVIEW ELEMENTARY SCHOOL

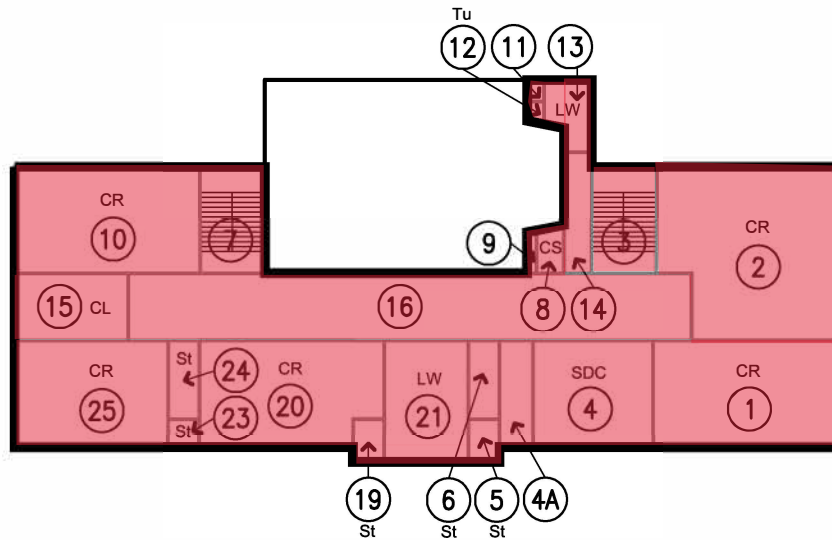
746 GRAND AVENUE, OAKLAND, CA 94610-2714



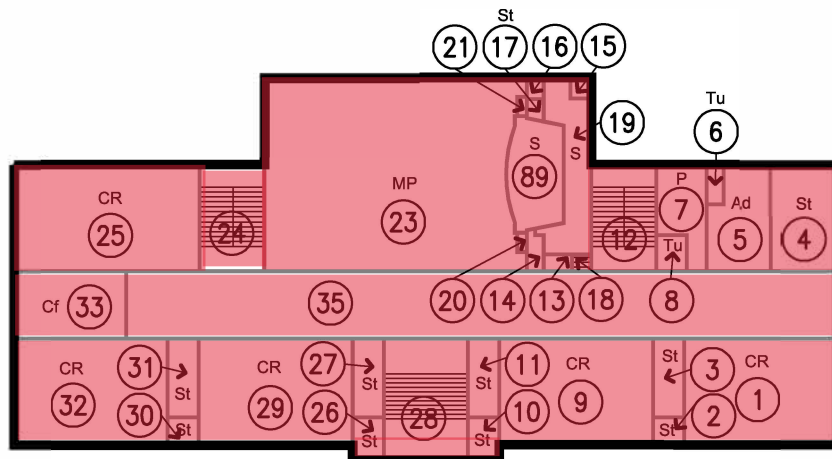
Date: 1/18/2013

Scale: 1"=50'-0"

2 of 3



BLDG A - 3RD FLOOR PLAN



BLDG A - 2ND FLOOR PLAN





Coversheet

Review and approve interim plan and execution of CAP (M. Bowers)

Section: III. Action Items
Item: C. Review and approve interim plan and execution of CAP (M. Bowers)
Purpose: Vote
Submitted by:
Related Material:
AIMS CAP Response Dashboard.pdf
FINAL - AIMS CAP Committee Progress Monitoring Report #1 - Due February 1, 2024.pdf



AIMS K-12 College Prep Charter District

AIMS College Prep Elementary (K-8)

AIPCS II

171 12th St | Oakland | CA 94607

E elementary@aimsk12.org

T 510-893-8701

F 510-893-0345

www.AIMSK12.org

AIMS College Prep Middle School (6-8)

Formerly known as AIPCS

171 12th St | Oakland | CA 94607

E middleschool@aimsk12.org

T 510-893-8701

F 510-893-0345

AIMS College Prep High School (9-12)

Formerly known as AIPHS

746 Grand Ave | Oakland | CA 94610

E highschool@aimsk12.org

T 510-220-5044

F 510-519-5549

AIPCS II / AIMS Corrective Action Plan Dashboard




Report #1 - January 16, 2024




Prepared by AIMS CAP Advisory and Monitoring Committee




AIMS has taken a proactive and transparent approach to responding to the CAP, by assembling a dedicated committee of highly qualified individuals who not only possess expertise in their respective fields but also maintain a solid connection to both AIMS and the broader OUSD community. The primary purpose of this committee is to foster open and genuine feedback, while actively monitoring AIMS' progress, addressing OUSD's concerns, and facilitating corrective actions as necessary. The CAP Advisory and Monitoring Committee shall review all CAP updates/reports, provide an analysis of the findings, and make any commendations or recommendations to the AIPCS II Governing Board prior to their approval of the report and subsequent submission to OUSD. This commitment to oversight, transparency, and stakeholder engagement underscores AIMS' dedication to creating an inclusive, compliant, and thriving educational environment that benefits the entire Oakland community, ultimately reinforcing trust and accountability in the educational processes and outcomes of AIMS charter schools. (For a complete list of CAP Advisory Committee Members, see Exhibit A.)



AIMS Commitment


AIMS reiterates its commitment to working collaboratively with OUSD. We genuinely want to provide quality education for all students, and we do not waive any legal rights. We are dedicated to addressing concerns in a timely manner and expect that we will be notified in writing of any questions or concerns that OUSD, the Office of Charter Schools, or OUSD Board of Directors may have related to our CAP. Together, we may continue to improve the educational experience for all Oakland students.

OUSD Considerations	AIMS Corrective Action	Start Date and Person(s) Responsible	Evidence-based Progress Monitoring* (Feb. 1, 2024)	Evidence-based Progress Monitoring** (May. 1, 2024)	Evidence-based Progress Monitoring*** (Aug. 1, 2024)
1) AIPCS II Governing Board formally acknowledges these violations	Acknowledge concern, violation and commit to corrective action.	10/15/2023 Governing Board oversight ongoing			
2) AIPCS II Governing Board adopts a Comprehensive School Safety Plan and whether that School Safety Plan incorporates meaningful community input from first responders, staff, and family members	Assigned to Director of Health & School Support Services Director of Schools to establish a dedicated Safety and Preparedness Team, including the AIMS Facilities Coordinator (Team Leader), Director of Schools, school site administrators, teachers, family members, first responders, and student representatives selected from student government leaders to develop comprehensive school safety plans for each school. All plans will be approved by the AIPCS II Governing Board and shall include staff training, monthly drills, off-site evacuation, and internal and external communication protocols. AIPCS II shall work closely with local authorities to conduct periodic safety inspections and to ensure that they have ready access to all updated plans in a timely manner.	11/16/23 Supt. Ombudsman Governing Board Oversight Shall be monthly until completed. Quarterly thereafter			
3) AIPCS II leadership responds to, tracks, and reports complaints to the AIPCS II Governing Board and to OUSD	The AIPCS II UCP Process, forms and reporting shall be overhauled and all staff retrained. UCP information will be posted on the main website, at all school sites, and at AIPCS II main office. AIPCS II will adopt a district-wide systems approach that includes tracking, time/date stamp, automated push notification, clear investigation steps, identifying the person(s) responsible, etc. UCP shall also include a communication plan for responding and following through with the complainant, reporting to AIPCS II Governing Board, and to OUSD in a timely manner. All staff shall participate in mandated training yearly that addresses state and federal laws and regulations governing UCP, including unlawful	11/16/2023 Supt. Ombudsman Governing Board oversight shall be monthly until new systems, procedures and processes are completed. Three times per year			

	discriminatory harassment and intimidation, reporting guidelines, process, standards for reaching decisions, and appropriate corrective measures.	thereafter			
4) AIPCS II Governing Board monitors complaints	AIPCS II Governing Board shall identify monitoring complaints as a goal area for the Superintendent. Information regarding new complaints (including type) and complaint resolution shall be reported to the Board by the Superintendent monthly.	09/27/2023 Governing Board monitoring and oversight - monthly			
5) Type and volume of complaints regarding AIPCS II	AIPCS II Governing Board shall identify monitoring complaints as a goal area for the Superintendent. Superintendent, or designee, shall utilize a digital system to track type and volume. AIPCS II shall communicate with OUSD regarding the timeline for resolution and corrective actions for any/all complaints submitted directly to them and reported to AIPCS II. Cumulative Information (year-to-date) regarding type and volume of complaints, complaint resolution vs. open complaints, and corrective actions shall be reported to the Board by the Superintendent at least quarterly.	11/16/23 Governing Board monitoring and oversight - quarterly			
6) AIPCS II leadership implements its latest HR system and how the AIPCS II Governing Board monitors this implementation	Provide a demonstration of the HR system and its capabilities with the vendor and the AIPCS II Governing Board and OUSD personnel to promote a deeper understanding of the systems capabilities, and/or limitations, as well as providing an opportunity to clarify any questions and inspect processes and controls. The demonstration shall also clarify the role and responsibilities of AIPCS II to ensure that implementation and utilization of the system is seamless and meets all state and federal employment and labor laws. AIPCS II Governing Board shall also explore the need to hire/designate a staff member to serve as the HR Specialist to respond to any questions, support staff, and represent AIPCS II in matters related to HR, i.e., fair labor practices, equitable hiring practices and compliant interview questions and process, employee wages, employee benefits, monitoring credentialing, and confidentiality and protection of employee information, etc.	January 2024 Supt. Ombudsman Governing Board monitoring and oversight - quarterly			

7) AIPCS II Governing Board examines the need for a change in AIPCS II leadership	AIPCS II Governing Board shall conduct an annual superintendent evaluation, with a mid-year progress report to identify and communicate any areas of concern where additional resources or support may be needed or if performance is not meeting Board expectations, per contract. New goals will be established that align with current priorities and actions identified in the CAP, with a continued emphasis on prioritizing exemplary student experiences and academic outcomes. The Governing Board shall assign an executive coach, management support, or leadership training at their discretion.	January 2024 Governing Board monitoring - ongoing			
8) Credentialing information and vacancies for every class at AIPCS II for the 2023-24 school year	AIPCS II Governing Board shall be provided a comprehensive staff report that identifies the number of positions occupied by fully credentialed staff, open positions, misassignments, provisional internship permits (PIPs), short-term staff permits (STSPs), waivers, and vacancies. This information shall be tracked and reported to the governing board monthly and shall include information on how any misassignments and vacancies are being addressed, as well as teacher recruitment and retention efforts. AIPCS II will verify and adhere to current regulations, policy and procedures for reporting credentialing information in a timely manner to meet state compliance requirements.	October 2023 Supt. Ombudsman Governing Board monitoring - monthly			
9) The results of a nationally recognized Culture and Climate survey distributed to all staff and a memo outlining AIPCS II's takeaways and action steps moving forward	AIPCS II shall identify and utilize reliable culture and climate survey tools for staff, students, and family to measure and provide input on school culture and climate perceptions for each group. The data will be disaggregated for each school and will provide valuable feedback to inform improvement efforts. The survey results shall be reported to the AIPCS II governing board and executive leadership shall identify targeted actions and steps to promote improvement. AIPCS Governing Board members may also utilize survey information to conduct strategic listening forums to gather additional information regarding resources and support that may be valuable.	January 2024 Supt. Ombudsman Governing Board monitoring - Three times per year			

<p>10) AIPCS II leadership develops and implements a meaningful plan to serve all students who wish to attend, particularly students with disabilities</p>	<p>Increase advertising and marketing to lower income or otherwise historically underserved student populations and/or communities. Utilize a lottery system to ensure equitable access and support to all students that wish to attend. Incorporate language and visuals in all marketing materials and information on the website that reflects a diverse population of students and provides detailed information on specific supports and services that may need to be provided to satisfy IEP goals, or other specialized services for student success. Clearly communicate and train all staff, especially those in charge of student enrollment and registration, on regulations and expectations when providing registration information, additionally, make sure that they are fully aware that support and services are available for students with disabilities.</p>	<p>January 2024</p> <p>Supt.</p> <p>Ombudsman</p> <p>Governing Board monitoring monthly during open enrollment and registration</p>			
<p>11) AIPCS II is complying with the requirements of IDEA, including its Child Find obligations, and is appropriately serving all students with disabilities according to their IEPs. The means by which AIPCS II is attempting to achieve a balance of special education pupils that is reflective of the general population residing in the area, pursuant to Education Code 47605.6 (b)(5)(iii)(H).</p>	<p>AIPCS II Governing Board and Executive Leadership desire to support and serve all students. With that said, we recognize that Child Find for IDEA requires public agencies to implement policies and procedures ensuring that all children with disabilities, who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. AIPCS II shall evaluate current policies, practices, procedures and data as it pertains to our Child Find protocols and serving students with disabilities in general, and ensure that we have a clear process in place and that it is being implemented appropriately. We shall consult with El Dorado SELPA and other reliable sources to determine what action steps should be taken to ensure full compliance with all IDEA requirements.</p> <p>Target advertising and marketing to historically underserved student populations and/or communities and train staff on how to appropriately communicate with families inquiring about special education services.</p>	<p>11/16/23</p> <p>Supt.</p> <p>Ombudsman</p> <p>Governing Board monitoring - monthly</p>			

<p>12) Demographics of the students to enroll in AIPCS II, particularly during the school year and outside of the annual enrollment process</p>	<p>AIPCS II shall collect and evaluate student demographic data starting with the beginning of the school year and continuing monthly to monitor demographic information for the registration period, and throughout the year. The data analysis will provide information to inform student recruitment and marketing and communication efforts. We will also be able to identify any patterns or trends that we might need to respond to improve school/program advertising and marketing, the enrollment process, and ensure equitable access to forms and support in completing registration. The data analysis may also assist us in identifying any barriers that may exist for families interested in enrolling, i.e., language barriers or transportation.</p>	<p>11/16/23</p> <p>Supt.</p> <p>Ombudsman</p> <p>Governing Board monitoring - quarterly</p>			
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*NOTE: Progress monitoring updates timeframe align with the dates requested by OUSD: *report progress through December 31, 2023 by February 1, 2024; **report progress through March 31, 2024 by May 1, 2024; and ***report progress through June 30, 2024 by August 1, 2024. All updates have been presented to, and approved by, the AIPCS II Governing Board prior to submission to OUSD.*



Work in Progress - Examining systems, processes, data, and practices.



Evaluating organizational options for change to improve systems, processes, and practices.



Evidence and data evaluated show that the corrective actions have been satisfactorily met and are sustainable.

Exhibit A

AIMS CAP Advisory and Monitoring Committee Membership

Role	Name	Background
CAP Committee Chairperson	Dr. Michele Bowers	- CEO, Vital Educational Leadership and President, California Association of African American Superintendents and Administrators (CAAASA) - Retired California Superintendent (10 years)
Administrator from AIPCS II	HOA Axia Vang K-5 Dean Andrew Hampton K-5 HOA Zubida Bakheit 6-8 Dean Mikael Wooten 6-8	- Site Administrators
Superintendent	Maya Woods-Cadiz	- AIMS Superintendent : Previous OUSD Administrator
Office of Academics and Data	Christopher Ahmad	- AIMS Academics and Data Director
Chief Business Office	Katema Ballentine	- AIMS CBO - Previous OUSD Financial Officer
Department of Special Education	Deborah Woods	- AIMS Special Education Director
Office of Compliance	Tiffany Tung	- AIMS Compliance Director
Board Member	Dr. Jaime Colly	- CCSA Northern California Vice President - AIMS Parent - AIMS Board Member
Board Member	Chris Edington	- AIMS Board President
Office of School Support	Marisol Magana	- AIMS School Safety and Support Director
Office of The Ombudsman	Eric Haar	- AIMS Ombudsman - Former OUSD Employee, Department of HR
Office of the Ombudsman	Delicia Moghadam	- AIMS Human Resource and Employee Support Coordinator
Office of Schools Monitoring and Achievement	Natalie Glass	- AIMS Director of Schools
	Suzanne Garrett	- Credential Specialist
	Suzen Chu	- AIMS Director of Marketing
	Christina Jordan	-AIMS Finance Manager
	Julia Li	- AIMS Special Education Manager
Independent Advisor	Dr. Marco Durazo	- CCSA Managing Director, Bay Area Local Advocacy
Independent Advisor:	Lars Jorgensen	- Chief of Staff, Highlands Community Charter and Technical Schools - Previous OUSD Director of Student Enrollment
Independent Advisor	Alison Rose	- Educational Consultant, SELPA Program Coordinator, El Dorado Selpa - Director of Student Services, BayTech - School Psychologist - OUSD Special Education Teacher
Independent Advisor	Isaac Kos-Read	- AIMS Parent



AIMS K-12 College Prep Charter District

AIMS College Prep Elementary (K-8)
AIPCS II
 171 12th St | Oakland | CA 94607
 E elementary@aimsk12.org
 T 510-893-8701
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 T 510-220-5044
 F 510-519-5549

Corrective Action Plan (CAP) Committee Progress Monitoring Report #1 Due February 1, 2024

OUSD Considerations	AIMS Corrective Action	PROGRESS MONITORING
1) AIPCS II Governing Board formally acknowledges these violations	Acknowledge concern, violation and commit to corrective action.	<p>CONDITIONS SATISFACTORILY MET</p> <p>AIPCS II Governing Board formally approved the AIMS Corrective Action Plan on November 13, 2023. The plan was submitted to OUSD November 15, 2023. AIMS has established a CAP Progress Monitoring Committee that will meet to review monitoring evidence and data prior to each CAP report due to OUSD. The CAP Progress Monitoring Committee will provide a report to the AIMS Board for approval prior to AIMS staff submitting the report to OUSD. Reporting dates and monitoring periods align with reporting dates requested by OUSD per their notice.</p>
2) AIPCS II Governing Board adopts a Comprehensive School Safety Plan and whether that School Safety Plan incorporates meaningful community input from first responders, staff, and family members	Assigned to Director of Health & School Support Services Director of Schools to establish a dedicated Safety and Preparedness Team, including the AIMS Facilities Coordinator (Team Leader), Director of Schools, school site administrators, teachers, family members, first responders, and student representatives selected from student government leaders to develop comprehensive school safety plans for each school. All plans will be approved by the AIPCS II Governing Board and shall	<p>CONDITIONS SATISFACTORILY MET</p> <p>AIPCS II Governing Board has reviewed and approved the following documents and development process:</p> <ul style="list-style-type: none"> a) Comprehensive School Safety Plan for Each school for 22/23 and 23/24 school years - Identifying names of all committee members/individuals involved in the development, signatures of all individuals, including date of Board review and Board approval for each. Also, identify (brief narrative) how the Safety and Preparedness Team members are selected and when. <i>Recommendation: Include 2-3 parents/family members, 2-3 student representatives, and a first responder representative on the planning committee.</i> b) Describe review process and support provided by AIPCS II main office.

	<p>include staff training, monthly drills, off-site evacuation, and internal and external communication protocols. AIPCS II shall work closely with local authorities to conduct periodic safety inspections and to ensure that they have ready access to all updated plans in a timely manner.</p>	<p>Who is responsible for compliance monitoring at the main office?</p> <p>c) Log showing all safety drills for each school for 22/23 and 23/24 identify type of drill, and scheduled frequency for all drills for 24/25.</p> <p>IN PROGRESS</p> <p>d) Log of all safety training (by school) provided to each staff member for 22/23 and 23/24. Schedule for safety training 24/25.</p> <p>e) Copy of any safety or facility reports or inspections provided by emergency responders and/or other third-party inspections for 22/23 and 23/24 school years. Fire Marshall inspection checklist & comments elevator inspection checklist and comments inspections</p> <p>f) Schedule and system for review, development and approval of new school safety plans each year. Include a planned schedule for the 24/25 school year.</p> <p>RESOURCES: https://www.cde.ca.gov/ls/ss/vp/cssp.asp And AIMS College Prep Middle School Safety Plan</p>
<p>3) AIPCS II leadership responds to, tracks, and reports complaints to the AIPCS II Governing Board and to OUS</p>	<p>The AIPCS II UCP Process, forms and reporting shall be overhauled and all staff retrained. UCP information will be posted on the main website, at all school sites, and at AIPCS II main office. AIPCS II will adopt a district-wide systems approach that includes tracking, time/date stamp, automated push notification, clear investigation steps, identifying the person(s) responsible, etc. UCP shall also include a communication plan for responding and following through with the complainant, reporting to AIPCS II Governing Board, and to OUSD in a timely manner. All staff shall participate in mandated training yearly that addresses state and federal laws and regulations governing UCP, including unlawful discriminatory harassment and</p>	<p>CONDITIONS SATISFACTORILY MET</p> <p>AIPCS II leadership shall provide the following information to the CAP Progress Monitoring Committee and AIPCS II Governing Board for review:</p> <p>a) Written copies of AIPCS II process and forms used for complaints at school level and at central office level</p> <p>b) Written district-wide system for complaint submission, tracking, time/date stamp.</p> <p>IN PROGRESS</p> <p>c) Written description of the investigation and follow through process, including applicable timelines, and person(s) responsible.</p> <p>d) Written training schedule and participants for 23/24 and 24/25. Describe the types of training (i.e. harassment and intimidation, Civility, Title IX, and UCP).</p> <p>e) Provide a list of complaints for 22/23, and 23/24.</p> <p>f) Screen cast of Web. posting and Web navigation showing UCP</p>

	intimidation, reporting guidelines, process, standards for reaching decisions, and appropriate corrective measures.	<p>information provided on the website for clarity, ease of access for staff, parents, and students, and accuracy.</p> <ul style="list-style-type: none"> g) Pictures of posting of UPC in AIPCS II classroom and staff lounge h) Print out of staff participation (in ...) from the data collection system for the 23-24 i) AIPCS II shall provide OUSD information on UCP complaint process and complaints as required by law. <p>RESOURCES: https://www.cde.ca.gov/re/cp/uc/index.asp AND CDE Uniform Complaint Procedure Pamphlet</p>
4) AIPCS II Governing Board monitors complaints	AIPCS II Governing Board shall identify monitoring complaints as a goal area for the Superintendent. Information regarding new complaints (including type) and complaint resolution shall be reported to the Board by the Superintendent monthly.	<p>CONDITIONS SATISFACTORILY MET</p> <p>AIPCS II Governing Board shall use the following information to monitor complaints:</p> <ul style="list-style-type: none"> a) Reports to the board of complaints received by designee. b) Develop a process for communicating complaint submission and resolution information Share process with OUSD. <p>IN PROGRESS</p> <ul style="list-style-type: none"> c) Agenda and minutes where the governing committee and AIMS board approve an addition to the Superintendent's work plan of sharing of complaints submitted. d) Create a quarterly (year-to-date) and cumulative (end-of-year) report and executive summary to share type and volume of complaints, data on the resolution of complaints, any corrective actions that resulted from the investigation.
5) Type and volume of complaints regarding AIPCS II	AIPCS II Governing Board shall identify monitoring complaints as a goal area for the Superintendent. Superintendent, or designee, shall utilize a digital system to	<p>IN PROGRESS</p> <p>AIPCS II leadership shall use the following information to identify type and volume of complaints:</p>

	<p>track type and volume. AIPCS II shall communicate with OUSD regarding the timeline for resolution and corrective actions for any/all complaints submitted directly to them and reported to AIPCS II. Cumulative Information (year-to-date) regarding type and volume of complaints, complaint resolution vs. open complaints, and corrective actions shall be reported to the Board by the Superintendent at least quarterly.</p>	<ul style="list-style-type: none"> a) Agenda and minutes where the governing committee and AIMS board approve an addition to the Superintendent's work plan of sharing of complaints submitted. b) Identify the digital system used to track type and volume. Presentation to the board at the regularly scheduled meeting. Documentation of presentation shared With CAP committee c) Develop a process for communicating complaint submission and resolution information (as appropriate) with OUSD. Create a quarterly (year-to-date) and cumulative (end-of-year) report and executive summary to share type and volume of complaints, data on resolution of complaints, any corrective actions that resulted from the investigation. Share this information with the CAP committee
<p>6) AIPCS II leadership implements its latest HR system and how the AIPCS II Governing Board monitors this implementation</p>	<p>Provide a demonstration of the HR system and its capabilities with the vendor and the AIPCS II Governing Board and OUSD personnel to promote a deeper understanding of the systems capabilities, and/or limitations, as well as providing an opportunity to clarify any questions and inspect processes and controls. The demonstration shall also clarify the role and responsibilities of AIPCS II to ensure that implementation and utilization of the system is seamless and meets all state and federal employment and labor laws. AIPCS II Governing Board shall also explore the need to hire/designate a staff member to serve as the HR Specialist to respond to any questions, support staff, and represent AIPCS II in matters related to HR, i.e., fair labor practices, equitable hiring practices and compliant interview questions and process, employee wages, employee benefits, monitoring credentialing, and confidentiality and</p>	<p>CONDITIONS SATISFACTORILY MET</p> <p>AIPCS II leadership has identified the following strategies to closely examine the implementation and effectiveness of the HR Process Management System:</p> <ul style="list-style-type: none"> a) Evidence that a staff member has been designated to to respond to any questions, support staff, and represent AIPCS II in matters related to HR, i.e., fair labor practices, equitable hiring practices and compliant interview questions and process, employee wages, employee benefits, monitoring credentialing, and confidentiality and protection of employee information, etc. RECOMMENDATIONS: 1) <i>Revise AMIS organizational chart to reflect who is responsible for above-mentioned HR areas - Human Resource Process Management. Human Resource Process Management refers to the systematic and structured procedures used by an organization to manage its human resources needs. 2) Create a Human Resource Process Management section on the AIMS webpage under the District Office that identifies the contact person(s) that respond to employee inquiries regarding HR questions and needs. 3) Provide email and/or phone contact information for all key District administrators/departments.</i>

	protection of employee information, etc.	<p>IN PROGRESS</p> <ul style="list-style-type: none"> b) Agenda and minutes from the board meeting where the vendor demonstrates the HR system that shows that utilization of the system is seamless and meets all state and federal employment and labor laws. Presentation should go to the AIPCS II Governing Board and invite CAP Progress Monitoring Committee members and OUSD personnel c) A third party analysis and executive report of the AIMS HR processes and procedures, with recommendations if needed, shall be provided to the AIPCS II Governing Board to ensure a strong HR process management system. <p>RESOURCE: CSBA Professional Governance Standards and AIMS Human Resource Information</p>
7) AIPCS II Governing Board examines the need for a change in AIPCS II leadership	AIPCS II Governing Board shall conduct an annual superintendent evaluation, with a mid-year progress report to identify and communicate any areas of concern where additional resources or support may be needed or if performance is not meeting Board expectations, per contract. New goals will be established that align with current priorities and actions identified in the CAP, with a continued emphasis on prioritizing exemplary student experiences and academic outcomes. The Governing Board shall assign an executive coach, management support, or leadership training at their discretion.	<p>IN PROGRESS</p> <p>AIPCS II Governing Board utilize the following strategies to examine the need for improvement or a change in AIPCS II leadership:</p> <ul style="list-style-type: none"> a) The Governing Board shall identify and clarify Board goals and goals for the Superintendent.. b) Minutes and agenda of mid-year update for Superintendent. c) The leadership of AIPCS II will be evaluated by the superintendent or designee. d) The Superintendent or designee shall conduct a mid-year progress update for AIPCS II Leadership e) The Governing Board shall provide management support or leadership training at their discretion f) The Governing Board shall conduct the annual superintendent evaluation by the terms of her contract. <p>RESOURCE: Charter Schools: A Guide for Governance Teams And Superintendent Governance Standards and AIMS Organizational Chart</p>

<p>8) Credentialing information and vacancies for every class at AIPCS II for the 2023-24 school year</p>	<p>AIPCS II Governing Board shall be provided a comprehensive staff report that identifies the number of positions occupied by fully credentialed staff, open positions, misassignments, provisional internship permits (PIPs), short-term staff permits (STSPs), waivers, and vacancies. This information shall be tracked and reported to the governing board monthly and shall include information on how any misassignments and vacancies are being addressed, as well as teacher recruitment and retention efforts. AIPCS II will verify and adhere to current regulations, policy and procedures for reporting credentialing information in a timely manner to meet state compliance requirements.</p>	<p>IN PROGRESS</p> <p>AIPCS II Leadership shall utilize the following strategies to monitor and report credentialing information and vacancies accurately:</p> <ul style="list-style-type: none"> a) A comprehensive report of credentialing status shall be prepared by AIPCS II leadership and provided to the board during their regularly scheduled meetings. Evidence will be the minutes from the Board meeting and corresponding reports that were presented to the board. b) All provisional and short-term permits and waivers shall be board-approved at the next regularly scheduled board meeting. c) A personnel report shall be provided to the Board at regularly scheduled board meetings, including information on mis-assignments and vacancies. d) The Superintendent, or their designee, shall present to the AIPCS II Board on teacher credentialing compliance, applicable regulations for charter schools, and policies and procedures for reporting credentialing information. The CAP Progress Monitoring committee shall be invited to the presentation. Documents will be shared with the CAP committee. <p>RESOURCES: Provisional Internship Permit and Short Term Staff Permit and California Educator Assignment Monitoring And Commission on Teacher Credentialing Charter Information</p>
<p>9) The results of a nationally recognized Culture and Climate survey distributed to all staff and a memo outlining AIPCS II's takeaways and action steps moving forward</p>	<p>AIPCS II shall identify and utilize reliable culture and climate survey tools for staff, students, and family to measure and provide input on school culture and climate perceptions for each group. The data will be disaggregated for each school and will provide valuable feedback to inform improvement efforts. The survey results shall be reported to the AIPCS II governing board and executive leadership shall identify targeted actions and steps to promote improvement. AIPCS II Governing Board members may also utilize survey information to conduct strategic listening forums to gather additional information</p>	<p>CONDITIONS SATISFACTORILY MET</p> <p>AIPCS II Leadership utilize the following strategies and tools to accurately monitor culture and climate for staff, students, and family to identify areas of improvement and inform goal development and decision making by the AIPCS II Governing Board and Leadership team:</p> <ul style="list-style-type: none"> a) The Superintendent, or their designee, has identified the California Healthy Kids Survey (CHKS), a California Department of Education (CDE) recognized confidential survey of culture, climate, safety, and wellness for students in grades 5 - 12. This survey is administered annually.

	<p>regarding resources and support that may be valuable.</p>	<p>IN PROGRESS</p> <ul style="list-style-type: none"> b) The Superintendent or her designee shall prepare and present the data and findings of the CHKS in an executive summary, including recommendations and strategies to promote improvements and present them to the Board during a regularly scheduled board meeting. This information shall be shared with the CAP Progress Monitoring Committee as well. c) The Governing Board shall hold a town hall meeting for stakeholders to invite input on the report and recommendations. <p>RESOURCE: CDE Culture and Climate Information and Tools</p>
<p>10) AIPCS II leadership develops and implements a meaningful plan to serve all students who wish to attend, particularly students with disabilities</p>	<p>Increase advertising and marketing to lower income or otherwise historically underserved student populations and/or communities. Utilize a lottery system to ensure equitable access and support to all students that wish to attend. Incorporate language and visuals in all marketing materials and information on the website that reflects a diverse population of students and provides detailed information on specific supports and services that may need to be provided to satisfy IEP goals, or other specialized services for student success. Clearly communicate and train all staff, especially those in charge of student enrollment and registration, on regulations and expectations when providing registration information, additionally, make sure that they are fully aware that support and services are available for students with disabilities.</p>	<p>CONDITIONS SATISFACTORILY MET</p> <p>AIPCS II Leadership shall utilize the following strategies and tools to develop and implement a meaningful plan to serve all students who wish to attend, particularly students with disabilities:</p> <ul style="list-style-type: none"> a) Provide a list of marketing and advertising strategies and timeline for student recruitment b) Provide a list of all specialized services, programs, resources and supports for students with special needs. RECOMMENDATIONS: <i>1) To promote transparency and improve communication, create a Special Education link/section on the AIMS Webpage that provides information on SELPA, Student Study Team (SST) and IEP process, family resources, Child Find, process for requesting records, contact information for AIMS Sped Director, dispute process, special ed process and timelines, etc. 2) Add access to this link/section on each school page. Consider opportunities for information sessions to support parents/families. See example here. 3) Provide the same contact and program information for English Language Learners.</i> <p>IN PROGRESS</p> <ul style="list-style-type: none"> c) The Superintendent, or their designee, shall provide a comprehensive

		<p>presentation to the AIPCS II Board describing the lottery system and student registration and enrollment process, review of all forms, including language access and information on support services that meet the unique criteria for students with special needs, English Language Learner students, foster, and homeless youth. The CAP committee will be invited to the presentation.</p> <p>d) The Superintendent or designee will present marketing that complies with this area.</p> <p>e) Provide a list of training for support staff in charge of registration.</p>
<p>11) AIPCS II is complying with the requirements of IDEA, including its Child Find obligations, and is appropriately serving all students with disabilities according to their IEPs. The means by which AIPCS II is attempting to achieve a balance of special education pupils that is reflective of the general population residing in the area, pursuant to Education Code 47605.6 (b)(5)(iii)(H).</p>	<p>AIPCS II Governing Board and Executive Leadership desire to support and serve all students. With that said, we recognize that Child Find for IDEA requires public agencies to implement policies and procedures ensuring that all children with disabilities, who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. AIPCS II shall evaluate current policies, practices, procedures and data as it pertains to our Child Find protocols and serving students with disabilities in general, and ensure that we have a clear process in place and that it is being implemented appropriately. We shall consult with El Dorado SELPA and other reliable sources to determine what action steps should be taken to ensure full compliance with all IDEA requirements.</p> <p>Target advertising and marketing to historically underserved student populations and/or communities and train staff on how to appropriately communicate with families inquiring about special education services.</p>	<p>IN PROGRESS</p> <p>AIPCS II Governing Board and Leadership shall utilize the following strategies and data to evidence that they are complying with requirements of IDEA, including its Child Find obligations, and is appropriately serving all students with disabilities according to their IEPs:</p> <p>a) The Superintendent, or their designee, shall provide a presentation to the AIPCS II Board on Child Find for IDEA compliance requirements and how AIPCS II monitors and meets this requirement. The presentation will be provided to the CAP committee.</p> <p>b) Provide a comprehensive demographic report to the AIPCS II board that includes enrollment data disaggregated by school, ethnicity, percentage of foster youth, percentage of homeless youth, and percentage of special education students for 2022-2023 and 2023-2024. Share this report with the CAP committee.</p> <p>c) The Superintendent, or their designee, shall present to the AIPCSII board El Dorado's best practices for Child Find, IDEA compliance policies, practices, and marketing to identify additional considerations and actions to improve communication and outreach and ensure full compliance with all IDEA requirements.</p> <p>ADDITIONAL RECOMMENDED ITEMS IDENTIFIED:</p> <p>d) Describe how special education students are serviced at each site to meet the goals in their IEP. Identify the number of students at each site.</p> <p>e) Identify type and frequency of specialized training provided for</p>

		<p>teachers and support staff.</p> <ul style="list-style-type: none"> f) Provide information on the staff with special education credentials for each site. Identify any credentialing concerns as it pertains to compliance or the ability to serve all student disabilities. g) Clearly describe the student referral process, SST process, IEP process and dispute process. h) Develop a special education organizational chart showing all administrators, teachers (including type of credential), and instructional aides. <p>RESOURCES: AIMS Board Policies and El Dorado Child Find Basics and OUSD Child Find Notice</p>
12) Demographics of the students to enroll in AIPCS II, particularly during the school year and outside of the annual enrollment process	<p>AIPCS II shall collect and evaluate student demographic data starting with the beginning of the school year and continuing monthly to monitor demographic information for the registration period, and throughout the year. The data analysis will provide information to inform student recruitment and marketing and communication efforts. We will also be able to identify any patterns or trends that we might need to respond to improve school/program advertising and marketing, the enrollment process, and ensure equitable access to forms and support in completing registration. The data analysis may also assist us in identifying any barriers that may exist for families interested in enrolling, i.e., language barriers or transportation.</p>	<p>IN PROGRESS</p> <p>AIPCS II Leadership shall utilize the following strategies and tools to accurately track and monitor demographics of the students that enroll in AIPCS II, particularly during the school year and outside of the annual enrollment process:</p> <ul style="list-style-type: none"> a) The Superintendent, or their designee, shall provide a comprehensive presentation to the AIPCS II Board describing the lottery system and student registration and enrollment process, review of all forms, including language access and information on support services that meet the unique criteria for students with special needs, English Language Learner students, foster, and homeless youth. The CAP committee will be invited to the presentation. b) Quarterly updates of the report will be presented at regularly scheduled board meetings that include growth data analysis and recommendations for improvement to eliminate or mitigate identified barriers.

*NOTE: Evidence-based progress monitoring provides information on specific actions, quantitative data, dates, reports, participation, outcomes/findings, etc. as evidence of various actions for the respective CAP goal. Progress monitoring updates timeframe aligns with the dates requested by OUSD and are identified as follows: *report progress through December 31, 2023 by February 1, 2024; **report progress through March 31, 2024 by May 1, 2024; and*

****report progress through June 30, 2024 by August 1, 2024. A data analysis and findings, an executive summary, including any recommendations, shall be prepared by the Committee and presented to and approved by the AIPCS II Governing Board prior to each submission to OUSD.*

Coversheet

SARC APPROVAL AIMS MS, AIMS HS AIPCS II

Section:	III. Action Items
Item:	D. SARC APPROVAL AIMS MS, AIMS HS AIPCS II
Purpose:	Vote
Submitted by:	
Related Material:	AIMS Board Submission Cover Letter.pdf AIMS MS - SARC.pdf AIMS HS - SARC.pdf AIPCS II - SARC.pdf

AIMS Board Submission Cover Letter

Submitter Information:

Full Name: ___ Marisol Magana _____

Position/Title: ___ Director _____

Department: ___ School Support ___

Item Details:

Title of Item: _____ SARC _____

Is this item a:

- ☒ New Submission

- ☐ Renewal

If Renewal:

Please summarize any changes from the previous submission:

Approvals:

Has this item been reviewed and approved by:

- ☐ Superintendent

- ☐ Chief Business Officer (CBO) (If budget changes)

- ☐ Director of Compliance (If plan changes)

- ☒ Neither

Committee Review:

Has this item been through the appropriate committee review process?

- ☐ Yes

- ☒ No

If yes, please specify which committee(s) and provide minutes or approval documentation if no, explain why:

Item is due before next committee meeting.

Deadline Information:

Is there a submission deadline for this item?

- ☒ Yes

- ☐ No

If yes, please indicate the deadline date:

2/1/2024

Financial Information (if applicable):

Total Cost: N/A

Is this expenditure included in the annual budget?

- ☐ Yes

- ☒ No

Please specify in which plan this expense is indicated:

- ☐ SPSA

- ☐ LCAP

- ☒ Other: ___ SARC PLAN ___

AIMS College Prep Middle
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 171 12th St.
Oakland, CA , 94607-
4900

Principal: Natalie Glass, Director
of Schools

Phone: (510) 893-8701

Grade 6-8
Span:

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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Natalie Glass, Director of Schools

Principal, AIMS College Prep Middle

About Our School

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelors degree in Psychology from San Francisco State University and my Masters degree from Alliant International University, San Diego. Throughout my years in education, I've had the opportunity to teach grades K-12 including public and private schools, county-operated court schools, and alternative education. I am extremely proud to have been a part of the AIMS community for the past 7 years now as a teacher of grades 1-3, Middle School Dean of Students, Middle School Head of Academics, Elementary Head of School, and now Director of Schools for K-12.

With substantial teaching experience, I pride myself in my ability to demonstrate compassion towards students while setting and maintaining clear, firm, and consistent professional boundaries.

My educational experiences have provided me with opportunities to work alongside a diverse population of educators and students. My educational philosophy is rooted in an unwavering belief that all children are capable of achieving when provided a positive and safe learning environment, strong and knowledgeable leadership, and a dedicated and focused educational team.

Zubida Bakheit, M.Ed. - Head of Academics (6th-8th)

I received my bachelors in Finance and Economics and Masters in Secondary STEM Education. I began at AIPHS as Intervention Aide for ELD/SPED & transitioned to AIMS Middle School where I taught and led 6th-8th Math / Science. It's an honor to work with outstanding AIMS leaders, teachers, parents and students to close the achievement gap and to serve our community with integrity.

Contact

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

Phone: (510) 893-8701
Email: natalie.glass@aimsk12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	AIMS K-12 College Prep Charter District
Phone Number	510-893-8701
Superintendent	Woods, Maya
Email Address	maya.woods-cadiz@aimsk12.org
Website	https://aimsk12.org/

School Contact Information (School Year 2023–24)

School Name	AIMS College Prep Middle
Street	171 12th St.
City, State, Zip	Oakland, CA , 94607-4900
Phone Number	(510) 893-8701
Principal	Natalie Glass, Director of Schools
Email Address	natalie.glass@aimsk12.org
Website	www.aimsk12.org
County-District-School (CDS) Code	01612596113807

Last updated: 1/14/24

School Description and Mission Statement (School Year 2023–24)

About AIMS K12 College Prep Charter District

Year Founded: 1996 (Oakland, CA)
Mascot: Golden Eagles
School Colors: Red, Athletic Gold, and Royal Blue*
Number of Students: 1300
Website: www.aimsk12.org
Email Address: Communications@aimsk12.org
District Address: 171 12th Street Oakland, CA 94607
Office Phone Number: (510) 893-8701
Superintendent: Maya Woods-Cadiz
Board President: Christopher Edington

AIMS K-12 History

Founded in 1996, AIMS K-12 began as a middle 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 Oakland public charter school in Oakland to win recognition as a National Blue-Ribbon School. Later that year, AIPCS expanded to include a high school (AIPHS), and, in 2012, AIMS K-12 expanded to include an elementary school. As AIMS K-12 grew, the student body became increasingly diverse and, in 2018, both our elementary and middle schools were recognized for nearly closing the achievement gap in African American students.

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.

AIMS 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. The AIMSTRONG acronym describes the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for 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 you possess 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.

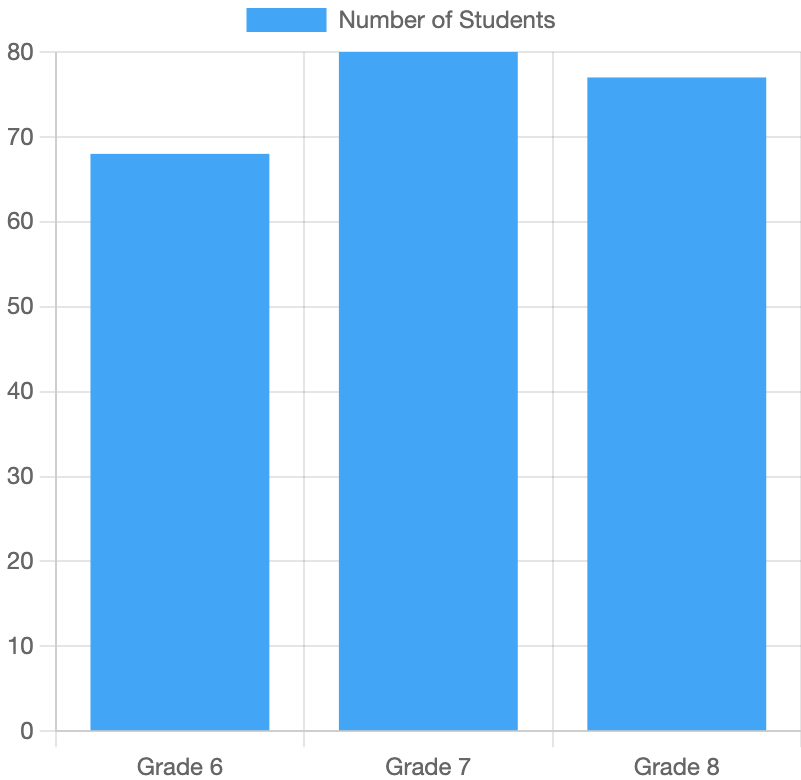
Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

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

Last updated: 1/14/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	68
Grade 7	80
Grade 8	77
Total Enrollment	225



Last updated: 1/14/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	43.60%
Male	56.40%
Non-Binary	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	34.70%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.00%
Asian	43.10%
Black or African American	32.90%
Filipino	1.80%
Hispanic or Latino	13.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.20%
White	4.00%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.10%
Students with Disabilities	7.60%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.30	22.50%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.90	67.22%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	10.09%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	10.30	100.00%	2598.40	100.00%	274759.10	100.00%

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.30	22.50	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.90	67.22	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	1.00	10.09	240.60	9.26	18854.30	6.86
Total Teaching Positions	10.30	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/14/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.60	28.47%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	60.17%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	5.59%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.30	5.59%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	5.90	100.00%	2573.20	100.00%	279044.80	100.00%

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.30	22.50	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.90	67.22	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	1.00	10.09	240.60	9.26	18854.30	6.86
Total Teaching Positions	10.30	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/14/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	1.50
Misassignments	6.90	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.90	3.50

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.30
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.30

Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)

Indicator	2020– 21	2021– 22
	Number	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0
Local Assignment Options	0.00	0
Total Out-of-Field Teachers	0.00	0

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	64.60%	54.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	55.40%	32.6%

Table 10: Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	64.60	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	55.40	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>6th–8th Classical Novel based aligned with CCC for ELA.</p> <p>6th Grade:</p> <p>A Bone from a Dry Sea by Peter Dickenson</p> <p>Siddhartha by Hermann Hesse</p> <p>The Outsiders by S.E. Hinton,</p> <p>Red Scarf Girl by Ji-Li Jiang,</p> <p>7th Grade:</p> <p>A Proud Taste of Scarlet and Miniver by E.L. Konigsburg</p> <p>Anne Frank: Diary of a Young Girl by Anne Frank,</p> <p>Bad Boy by Walter Dean Myers</p> <p>A Midsummer Night's Dream by William Shakespeare,</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>8th Grade:</p> <p>Johnny Tremain by Esther Forbes</p> <p>Narrative of the Life of Frederick Douglass by Frederick Douglass</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>Night by Elie Wiesel.</p> <p>Supplemental Resources: IXL: Comprehensive K-12 Personalized Learning</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Grade 6 Advanced: Big Ideas Math: Modeling Real Life Larson/Boswell 1st Edition [K12, 2019] Grade 7 Advanced: Big Ideas Math: Modeling Real Life Larson/Boswell 1st Edition [K12, 2019] Grade 8: Common Core Algebra 1 Larson 1st Edition [K12, 2022] 9781647274849		0
Science	CA Inspire Science Grade 6- Earth & Space Science CA Inspire Science Grade 7 - Life Science CA Inspire Science Grade 8 - Physical Science		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).		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Boston: Cheng & Tsui Company, Inc., 2017</p> <p>Spanish (Adopted 2018-2019)</p> <p>¡AVANCEMOS! (Level One). Austin: Holt McDougal, 2010.</p> <p>IXL Comprehensive K-12 Personalized Learning</p>		
Health	<p>Online materials/supplemental resources are utilized to inform students' of awareness and wellness. Wellness Committee will be created to benefit a healthier school environment.</p> <p>www.schools.healthiergeneration.org</p> <p>www.ama-assn.org</p> <p>www.actionforhealthykids.org</p>		0
Visual and Performing Arts	<p>Graphic Design: Communicating through Graphic Design, 2nd Edition, Kevin Gatta and Claire Mowbray Golding</p> <p>Art: A Community Connection, Student Book 1ST ED Marilyn G. Stewart and Eldon Katter</p> <p>Music: Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.</p>		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

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

Last updated: 1/15/24

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. 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 issues.

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.

Planned Improvements

During the summer we will continue with our general maintenance, painting and deep cleaning. We have applied and received AB-841 Cal-Shape stimulus grant program to make improvements to our ventilation system.

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Last updated: 1/14/24

School Facility Good Repair Status

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.

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 2024

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 2024

Overall Rating	Good
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Last updated: 1/14/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

AIMS MS

Subject	School 2022- 2023	District 2022- 2023	State 2022- 2023	School 2021-22	District 2021-22	State 2021- 22
English Language						
Arts/Literacy Grades 3-8 and 11	38.92%	33.06%	46.66%	55%	35%	47%
Mathematics (grades 3-8 and 11)	45.07	25.42%	34.62%	46%	25%	33%

Subject	School 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
English Language Arts / Literacy (grades 3-8 and 11)	55%	39%	35%	34%	47%	46%
Mathematics (grades 3-8 and 11)	46%	45%	25%	26%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/12/24

CAASPP Test Results in ELA by Student Group for students taking and
completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

ELA	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
2022- 2023	All Students	218	205	94%	6%	38.92%
	Female	97	90	93%	7%	39.32%

Male	121	115	95%	5%	38.60%
American Indian or Alaska Native	0	0	0	0	N/A
Asian	92	89	97%	3%	54.54%
Black or African American	77	71	92%	8%	21.42%
Filipino	4	4	100%	0	N/A (4 or fewer)
Hispanic or Latino	27	25	93%	7%	20%
Native Hawaiian or Pacific Islander	0	0	0	0	N/A
Two or More Races	11	10	91%	9%	N/A (10 or fewer)
White	7	6	86%	14%	N/A (6 or fewer)
English Learners	68	61	90%	10%	4.92%
Foster Youth	0	0	0	0	N/A
Homeless	0	0	0	0	N/A
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	147	139	95%	5%	36.23%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	19	15	80%	20%	13.33%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	205	94.04%	5.96%	38.92%
Female	97	90	92.78%	7.22%	39.33%
Male	121	115	95.04%	4.96%	38.60%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	92	89	96.74%	3.26%	54.55%
Black or African American	77	71	92.21%	7.79%	21.43%
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	27	25	92.59%	7.41%	20.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	10	90.91%	9.09%	--
White	--	--	--	--	--
English Learners	68	61	89.71%	10.29%	4.92%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	151	143	94.70%	5.30%	36.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	15	78.95%	21.05%	13.33%

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Math

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	218	143	66%	34%	45.07%
	Female	97	69	71%	29%	41.18%
	Male	121	74	61%	39%	48.65%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	92	68	74%	26%	64.71%
	Black or African American	77	45	58%	42%	25%
	Filipino	4	4	100%	0%	N/A (4 or fewer)
	Hispanic or Latino	27	14	52%	48%	21.43%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	11	7	64%	36%	N/A (7 or fewer)
	White	7	5	71%	29%	N/A (5 or fewer)
	English Learners	68	45	66%	34%	15.56%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	147	98	67%	33%	38.80%

Students Receiving

Migrant Education 0 0 0 0 N/A

Services

Students with Disabilities 19 10 53% 47% N/A (10 or fewer)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	143	65.60%	34.40%	45.07%
Female	97	69	71.13%	28.87%	41.18%
Male	121	74	61.16%	38.84%	48.65%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	92	68	73.91%	26.09%	64.71%
Black or African American	77	45	58.44%	41.56%	25.00%
Filipino	--	--	--	--	--
Hispanic or Latino	27	14	51.85%	48.15%	21.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	7	63.64%	36.36%	--
White	--	--	--	--	--
English Learners	68	45	66.18%	33.82%	15.56%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	151	101	66.89%	33.11%	40.59%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	19	10	52.63%	47.37%	--

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

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 2022-2023	District 2022-2023	State 2022- 2023	School 2021-22	District 2021-22	State 2021-22
Science 12.16		21.01%	30.29%	36%	19%	29%

Subject	School 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
Science (grades 5, 8, and high school)	36.25%	12.16%	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2022–23)

Science

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	79	74	94%	6%	12.16%
	Female	39	36	92%	8%	8.32%
	Male	40	38	95%	5%	15.79%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	26	26	100%	0%	19.23%
	Black or African American	32	28	88%	12%	7.14%
	Filipino	0	0	0	0	NA
	Hispanic or Latino	13	12	92%	8%	8.33%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	4	4	100%	0%	N/A (4 or fewer)
	White	0	0	0	0	N/A
	English Learners	26	25	96%	4%	0%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	53	50	94%	6%	8%
	Students Receiving Migrant Education Services	0	0	0	0	N/A
	Students with Disabilities	5	0	0	100%	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	74	93.67%	6.33%	12.16%
Female	39	36	92.31%	7.69%	8.33%
Male	40	38	95.00%	5.00%	15.79%
American Indian or Alaska Native	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	26	26	100.00%	0.00%	19.23%
Black or African American	32	28	87.50%	12.50%	7.14%
Filipino	--	--	--	--	--
Hispanic or Latino	13	12	92.31%	7.69%	8.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	25	96.15%	3.85%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	55	52	94.55%	5.45%	7.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Last updated: 1/12/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/12/24
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/12/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade?	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5??	N/A	N/A	N/A	N/A	N/A
7??	86%	86%	86%	86%	86%
9??	N/A	N/A	N/A	N/A	N/A

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	86%	86%	86%	86%	86%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

AIMS K-12 College Prep Charter District encourages its families to play an active role in their child's education and to get involved in our schools. There are a variety of ways parents can become involved at AIMS.

Service

Parents can serve as volunteers for events such as picture day, book fairs, family events, and community workdays.

Parents also can serve, representing AIMS in local school advocacy, action advocacy, sharing their parent voice concerning issues that parents face on local platforms.

Parents have had the opportunity to meet local candidates for office and to ask questions at political forums.

Starting in January 2024 we will be there will be an award for AIMS Parent of the Month, based on their going above and beyond their contributions to the School community.

Leadership

Parents and families have had opportunities to run for office on our AIMS parent committees and have the chance to share their concerns through Google surveys, parent forums, town hall meetings with administration, and a variety of councils and committees.

Some of these councils and committees include:

DELAC (District English Language Advisory Committee)

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

AIMS Parent United

To sign up and for more information, please contact Maryetta Golden, Community Liaison at maryetta.golden@aimsk12.org.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	237	231	56	24.2%
Female	103	101	28	27.7%
Male	134	130	28	21.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	96	96	8	8.3%
Black or African American	83	81	25	30.9%
Filipino	4	4	1	25.0%
Hispanic or Latino	32	30	10	33.3%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	5	5	3	60.0%
White	10	9	6	66.7%
English Learners	82	82	17	20.7%
Foster Youth	1	0	0	0.0%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	165	162	36	22.2%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	22	22	7	31.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.41%	4.64%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.64%	0.00%
Female	3.88%	0.00%
Male	5.22%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	4.17%	0.00%
Black or African American	6.02%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	4.88%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.45%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.55%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIMS College Prep Middle School site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIMS College Prep Middle School is a closed campus; all visitors must register in the office. Fire, Earthquake, and Lockdown drills are held and reviewed throughout the school year in addition to reviewing and updating the disaster plan annually.

Last updated: 1/12/24

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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00		1	1
Mathematics	30.00		1	1
Science	30.00		1	1
Social Science	30.00		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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00	1	2	0
Mathematics	30.00	1	2	0
Science	30.00	1	2	0
Social Science	30.00	1	2	0

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

Last updated: 1/14/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
-------	-------

Pupils to Academic Counselor* 220:1

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

Title	Ratio
Pupils to Academic Counselor*	220

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

Last updated: 1/15/24

Student Support Services Staff (School Year 2022–23)

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25 from OUSD
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5 from OUSD
Resource Specialist (non-teaching)	1
Other	0

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

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

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

Last updated: 1/15/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated:

Types of Services Funded (Fiscal Year 2022–23)**After School Tutoring/Saturday School**

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

Title I & Title III

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

National School Lunch Program

We are proud to be able to provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods, and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods, and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals.

Student Government Association

Student Government Association (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school.

After School Program

AIMS MS partnered with Bay Area Community Resources (BACR) to provide after-school enrichment and academic support.

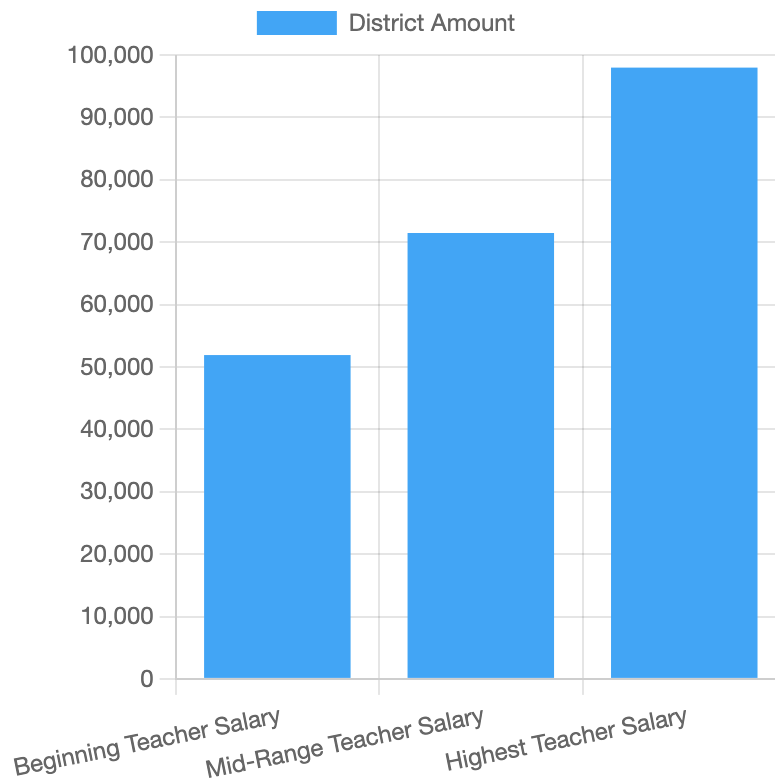
Last updated: 1/15/24

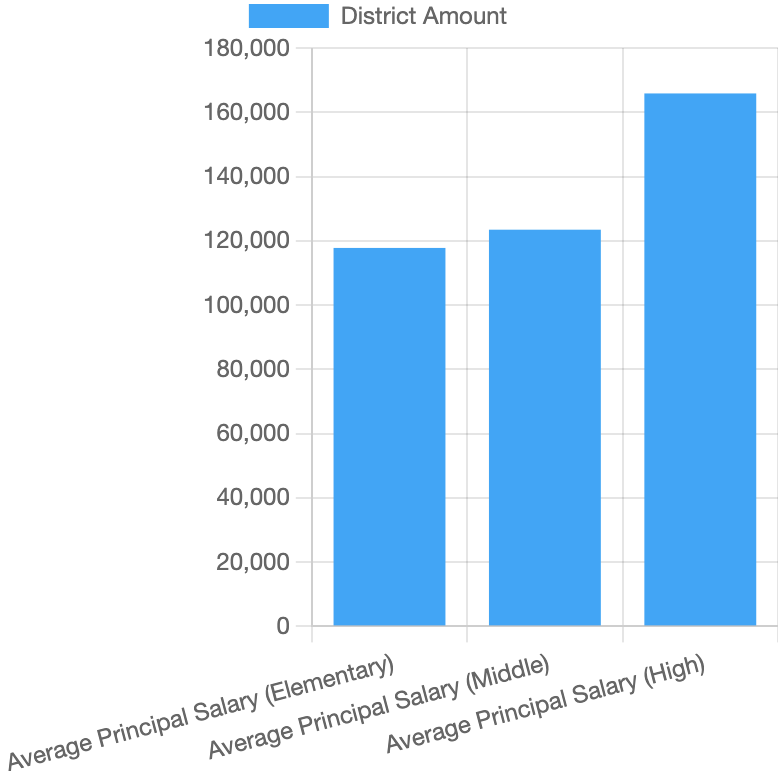
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84
Highest Teacher Salary	\$97980.00	\$109417.68

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$117779.00	\$137703.47
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

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





Last updated: 1/11/24

Professional Development

2023-2024

16 Full Day for Proffesional Development

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

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	35	36	36

Last updated: 1/11/24

AIMS College Prep High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 746 Grand Ave.
Oakland, CA , 94607-
2714

Principal: Natalie Glass, Director
of Schools

Phone: (510) 893-8701

Grade 9-12
Span:

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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Natalie Glass, Director of Schools

Principal, AIMS College Prep High

About Our School

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelor's degree in Psychology from San Francisco State University and my Master's degree from Alliant International University, San Diego. Throughout my years in education, I've had the opportunity to teach grades K-12 including public and private schools, county-operated court schools, and alternative education. I am extremely proud to have been a part of the AIMS community for the past 7 years now as a teacher of grades 1-3, Middle School Dean of Students, Middle School Head of Academics, Elementary Head of School, and now Director of Schools for K-12.

With substantial teaching experience, I pride myself in my ability to demonstrate compassion towards students while setting and maintaining clear, firm, and consistent professional boundaries

My educational experiences have provided me with opportunities to work alongside a diverse population of educators and students. My educational philosophy is rooted in an unwavering belief that all children are capable of achieving when provided a positive and safe learning environment, strong and knowledgeable leadership, and a dedicated and focused educational team.

Contact

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

Phone: (510) 893-8701
Email: natalie.glass@aimsk12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	AIMS K-12 College Prep Charter District
Phone Number	(510)893-8701
Superintendent	Woods, Maya
Email Address	maya.woods-cadiz@aimsk12.org
Website	https://aimsk12.org

School Contact Information (School Year 2023–24)

School Name	AIMS College Prep High
Street	746 Grand Ave.
City, State, Zip	Oakland, CA , 94607-2714
Phone Number	(510) 893-8701
Principal	Natalie Glass, Director of Schools
Email Address	natalie.glass@aimsk12.org
Website	www.aimsk12.org
County-District-School (CDS) Code	01612590111856

Last updated: 1/14/24

School Description and Mission Statement (School Year 2023–24)

About AIMS K12 College Prep Charter District

Year Founded: 1996 (Oakland, CA)
Mascot: Golden Eagles
School Colors: Red, Athletic Gold, and Royal Blue*
Number of Students: 1300
Website: www.aimsk12.org
Email Address: Communications@aimsk12.org
District Address: 171 12th Street Oakland, CA 94607
Office Phone Number: (510) 893-8701
Superintendent: Maya Woods-Cadiz
Board President: Christopher Edington

AIMS K-12 History

Founded in 1996, AIMS K-12 began as a middle 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 Oakland public charter school in Oakland to win recognition as a National Blue-Ribbon School. Later that year, AIPCS expanded to include a high school (AIPHS), and, in 2012, AIMS K-12 expanded to include an elementary school. As AIMS K-12 grew, the student body became increasingly diverse and, in 2018, both our elementary and middle schools were recognized for nearly closing the achievement gap in African American students.

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.

AIMS 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. The AIMSTRONG acronym describes the model AIMS

student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for 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 you possess 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.

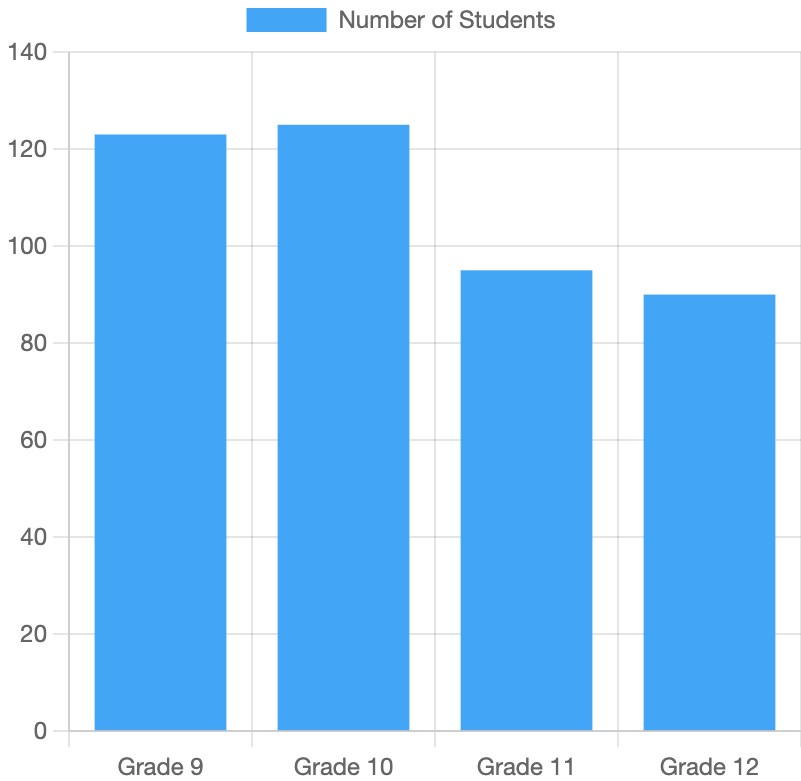
Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

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

Last updated: 1/11/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	123
Grade 10	125
Grade 11	95
Grade 12	90
Total Enrollment	433



Last updated: 1/9/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	48.50%	English Learners	21.20%
Male	51.50%	Foster Youth	0.20%
Non-Binary	0.00%	Homeless	0.00%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.00%
Asian	37.60%
Black or African American	35.10%
Filipino	0.20%
Hispanic or Latino	18.00%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	2.50%
White	5.10%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disadvantaged	79.70%
Students with Disabilities	3.50%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.10	37.04%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.80	59.40%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	0.50	3.50%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	16.50	100.00%	2598.40	100.00%	274759.10	100.00%

This data is being pulled from the 2021-2022 school year after we returned from COVID-19 closures. In 21-22, AIMS College Prep High School had 0 "out-of-field" teachers, 10% intern, and 33% "ineffective" teachers.

Under legal authority by the Commission on Teacher Credentialing (CTC) in the State of California, in cases where a valid credential was not held to enable teacher(s) to provide core instruction, a Provisional Intern or Short-Term Staff Permit met State Assignment Monitoring standards. While acceptable and routine practice in staffing under teacher shortage

conditions, these Permits do not satisfy Federal ESSA requirements resulting in teachers being reported as not meeting the “clear” standard.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.10	37.04	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.80	59.40	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of- Field (“out-of-field” under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	0.50	3.50	240.60	9.26	18854.30	6.86
Total Teaching Positions	16.5	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two

staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/12/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.50	44.31%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.90	9.71%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.30	42.45%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.30	3.24%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	10.20	100.00%	2573.20	100.00%	279044.80	100.00%

This data is being pulled from the 2021-2022 school year after we returned from COVID-19 closures. In 21-22, AIMS College Prep High School had 0 "out-of-field" teachers, 10% intern, and 33% "ineffective" teachers.

Under legal authority by the Commission on Teacher Credentialing (CTC) in the State of California, in cases where a valid credential was not held to enable teacher(s) to provide core instruction, a Provisional Intern or Short-Term Staff Permit met State Assignment Monitoring standards. While acceptable and routine practice in staffing under teacher shortage

conditions, these Permits do not satisfy Federal ESSA requirements resulting in teachers being reported as not meeting the “clear” standard.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.10	37.04	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.80	59.40	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of- Field (“out-of-field” under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	0.50	3.50	240.60	9.26	18854.30	6.86
Total Teaching Positions	16.5	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two

staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/12/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	1.80
Misassignments	9.80	2.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	9.80	4.30

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Supplemental Information - AIMS College Prep High School

This data is being pulled from the 2021-2022 school year after we returned from COVID-19 closures. In 21-22, AIMS College Prep High School had 0 "out-of-field" teachers, 10% intern, and 33% "ineffective" teachers.

Under legal authority by the Commission on Teacher Credentialing (CTC) in the State of California, in cases

where a valid credential was not held to enable teacher(s) to provide core instruction, a Provisional Intern or Short-Term Staff Permit met State Assignment Monitoring standards. While acceptable and routine practice in staffing under teacher shortage conditions, these Permits do not satisfy Federal ESSA requirements resulting in teachers being reported as not meeting the “clear” standard.

Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)

Indicator	2020– 21	2021– 22
	Number	Number
Credentialed Teachers Authorized on a Permit or Waiver	0	N/A
Local Assignment Options	0	N/A
Total Out-of-Field Teachers	0	N/A

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	62.10%	36.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	38.00%	0%

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	62.10	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	38.00	N/A

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>9th Grade - Foundations of Language and Literature (Bedford, Freeman, & Worth, 2018)</p> <p>Novel List: Black Boy; Bless Me, Ultima; The Adventures of Huckleberry Finn; Lord of the Flies; Romeo and Juliet; The Catcher in the Rye; The Color Purple; The Grapes of Wrath</p> <p>10th Grade - Everything's An Argument with Readings (Bedford, Freeman, & Worth, 2022)</p> <p>Novel List: A Raisin in the Sun; Wuthering Heights; Macbeth; Brave New World; The Great Gatsby; The Kite Runner; The Odyssey; Joy Luck Club</p> <p>11th Grade - Ideas in Argument Building Skills and Understanding for the AP® English Language Course (Bedford, Freeman, & Worth, 2022)</p> <p>Novel List: Crime and Punishment; East of Eden; Great Expectations; 1984; Jane Eyre; Merchant of</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Venice; Moby Dick; The Scarlet Letter; Their Eyes Were Watching God; The Awakening 12th Grade - Literature & Composition Essential Voices, Essential Skills for the AP® Course (Bedford, Freeman, & Worth, 2022) Novel List: The Jungle; A Portrait of the Artist; Frankenstein; Heart of Darkness; Invisible Man; Light in August; King Lear; One Hundred Years of Solitude; Beloved; Catch 22 ?		
Mathematics	Common Core Algebra 1 with CalcChat & CalcView (Big Ideas Learning) Common Core Geometry with CalcChat & CalcView (National Geographic Learning) Big Ideas Math Algebra 2: A Common Core Curriculum(Big Ideas Learning) Precalculus with Limits: A Graphing Approach (Cengage) Calculus, 11e (Cengage) Introduction to Statistics and Data Analysis Hardcover		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	The Living Earth, 2nd Edition (BioZone) Exploring Environmental Science for AP Campbell Biology, 12th Edition California Inspire Chemistry, California Edition (McGraw Hill) AP Computer Science A by Project STEM.		0
History-Social Science	World Civilizations: The Global Experience, Since 1200 AP* Edition, 8th Edition Human Geography for the AP® Course The American Pageant 16th Ed (Cengage) Harrison, American Democracy Now, 7e		0
Foreign Language	Integrated Chinese, Volume 1 (Cheng & Tsui) Integrated Chinese, Volume 2 (Cheng & Tsui) Integrated Chinese, Volume 2 (Cheng & Tsui) T'es branché 1 (EMC Publishing) T'es branché 2 (EMC Publishing)		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health			0
Visual and Performing Arts	Teacher generated curriculum based upon the California Visual Performing Arts Standards		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/11/24

School Facility Conditions and Planned Improvements

General

AIMS HS is located on the Lakeview campus under Prop 39, agreement with OUSD. 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.

Last updated: 1/14/24

School Facility Good Repair Status

General

AIMS HS is located on the Lakeview campus under Prop 39, agreement with OUSD. 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.

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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.

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 2024

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 2024

Overall Rating	Good
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Last updated: 1/14/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

AIMS HS

Subject	School 2022- 2023	District 2022- 2023	State 2022- 2023	School 2021-22	District 2021-22	State 2021- 22
English Language						
Arts/Literacy Grades 3-8 and 11	67.03%	33.06%	46.66%	43%	35%	47%
Mathematics (grades 3-8 and 11)	58.24	25.42%	34.62%	37%	25%	33%

Subject	School 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
English Language Arts / Literacy (grades 3-8 and 11)	43%	67%	35%	33%	47%	46%
Mathematics (grades 3-8 and 11)	37%	58%	25%	25%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/11/24

CAASPP Test Results in ELA by Student Group for students taking and
completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

ELA	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
2022- 2023	All Students	93	92	99	1	67
	Female	56	55	98	2	65.46
	Male	37	37	100	0	69.45

American Indian or Alaska Native	0	0	0	0	N/A
Asian	37	37	100	0	83.78
Black or African American	30	30	100	0	63.34
Filipino	0	0	0	0	N/A
Hispanic or Latino	18	17	94	6	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	N/A
Two or More Races	0	0	0	0	N/A
White	5	5	100	0	N/A (5 or fewer)
English Learners	10	10	100	0	N/A (Fewer than 11)
Foster Youth	0	0	0	0	N/A
Homeless	0	0	0	0	N/A
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	73	73	100	0	69.87
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	92	98.92%	1.08%	67.03%
Female	56	55	98.21%	1.79%	65.45%
Male	37	37	100.00%	0.00%	69.44%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	37	37	100.00%	0.00%	83.78%
Black or African American	30	30	100.00%	0.00%	63.33%
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44%	5.56%	47.06%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	74	73	98.65%	1.35%	69.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Math

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	93	91	98	2	58.24
	Female	56	54	96	4	66.67
	Male	37	37	100	0	45.95
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	37	37	100	0	89.19
	Black or African American	30	30	100	0	43.34
	Filipino	0	0	0	0	N/A
	Hispanic or Latino	18	17	94	6	35.3
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	0	0	0	0	N/A
	White	5	4	80	20	N/A (5 or fewer)
	English Learners	10	9	90	10	N/A (Fewer than 11)
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	73	72	99	1	62.5
	Students Receiving Migrant Education	0	0	0	0	N/A

Services

Students with
Disabilities

0

0

0

0

N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	91	97.85%	2.15%	58.24%
Female	56	54	96.43%	3.57%	66.67%
Male	37	37	100.00%	0.00%	45.95%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	37	37	100.00%	0.00%	89.19%
Black or African American	30	30	100.00%	0.00%	43.33%
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44%	5.56%	35.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	74	72	97.30%	2.70%	62.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	--	--	--	--	--

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/24

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 2022-2023	District 2022-2023	State 2022- 2023	School 2021-22	District 2021-22	State 2021-22
Science	N/A (did not take)	21.01%	30.29%	31%	19%	29%

Subject	School 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
Science (grades 5, 8, and high school)	30.77%		19.36%	21.01%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2022–23)

Science

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
AIMS HS did not test in CAST	All Students	93	0	0	100	N/A
	Female	56	0	0	100	N/A
	Male	37	0	0	100	N/A
	American Indian or Alaska Native	0	0	0	100	N/A
	Asian	37	0	0	100	N/A
	Black or African American	30	0	0	100	N/A
	Filipino	0	0	0	100	N/A
	Hispanic or Latino	18	0	0	100	N/A
	Native Hawaiian or Pacific Islander	0	0	0	100	N/A
	Two or More Races	0	0	0	100	N/A
	White	5	0	0	100	N/A
	English Learners	10	0	0	100	N/A
	Foster Youth	0	0	0	100	N/A
	Homeless	0	0	0	100	N/A
	Military	0	0	0	100	N/A
	Socioeconomically Disadvantaged	73	0	0	100	N/A
	Students Receiving Migrant Education Services	0	0	0	100	N/A
	Students with Disabilities	0	0	0	100	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	0	0%	100%	0%
Female	56	0	0%	100%	
Male	57	0	0%	100%	

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	0	0	0%	0%	
Asian	38	0	0%	100%	
Black or African American	32	0	0%	100%	0%
Filipino	0	0	0%	0%	
Hispanic or Latino	19	0	0%	100%	
Native Hawaiian or Pacific Islander	0	0	0%	0%	
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	0	0%	100%	
Foster Youth	0	0	0%	100%	
Homeless	0	0	0%	100%	
Military	0	0	0%	100%	
Socioeconomically Disadvantaged	71	0	0%	100%	
Students Receiving Migrant Education Services	0	0	0%	100%	
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Career Technical Education (CTE) Programs (School Year 2022–23)

N/A

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Last updated: 1/11/24

Career Technical Education (CTE) Participation (School Year 2022–23)

N/A

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: 1/11/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.38%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	99.14%

Last updated: 1/11/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Trunk Extensor Strength and Flexibility	Component 3: Sit and Reach Flexibility	Component 4: Abdominal Strength and Endurance (curl up)	Component 5: Upper Body Strength and Endurance (Push Up)
9	94%	94%	94%	94%	85.10%

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	94%	94%	94%	94%	94%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

AIMS K-12 College Prep Charter District encourages its families to play an active role in their child's education and to get involved in our schools. There are a variety of ways parents can become involved at AIMS.

Service

Parents can serve as volunteers for events such as picture day, book fairs, family events, and community workdays.

Parents also can serve, representing AIMS in local school advocacy, action advocacy, sharing their parent voice concerning issues that parents face on local platforms.

Parents have had the opportunity to meet local candidates for office and to ask questions at political forums.

Starting in January 2024 we will be there will be an award for AIMS Parent of the Month, based on their going above and beyond their contributions to the School community.

Leadership

Parents and families have had opportunities to run for office on our AIMS parent committees and have the chance to share their concerns through Google surveys, parent forums, town hall meetings with administration, and a variety of councils and committees.

Some of these councils and committees include:

DELAC (District English Language Advisory Committee)

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

AIMS Parent United

To sign up and for more information, please contact Maryetta Golden, Community Liaison at maryetta.golden@aimsk12.org.

State Priority: Pupil Engagement

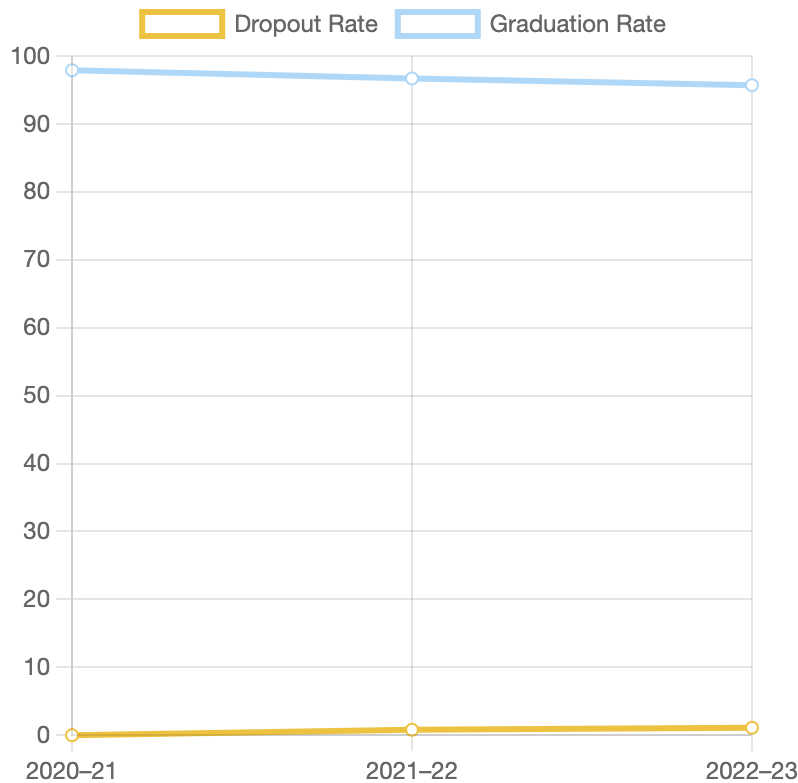
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	0%	0.8%	1.1%	11.3%	14.4%	11.7%	9.4%	7.8%	8.2%
Graduation Rate	97.9%	96.7%	95.7%	77.1%	78.8%	79.3%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	92	88	95.7%
Female	36	33	91.7%
Male	56	55	98.2%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	35	35	100.0%
Black or African American	31	29	93.5%
Filipino	0	0	0.00%
Hispanic or Latino	20	19	95.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	23	22	95.7%
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	79	75	94.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	450	446	87	19.5%
Female	222	219	48	21.9%
Male	228	227	39	17.2%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	167	165	11	6.7%
Black or African American	159	159	31	19.5%
Filipino	2	1	0	0.0%
Hispanic or Latino	84	84	24	28.6%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	12	12	4	33.3%
White	23	23	15	65.2%
English Learners	95	95	22	23.2%
Foster Youth	1	1	1	100.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	360	358	69	19.3%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism	Chronic Absenteeism
		Eligible Enrollment	Count	Rate
Students with Disabilities	19	19	6	31.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	4.07%	2.22%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.22%	0.00%
Female	2.25%	0.00%
Male	2.19%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.20%	0.00%
Black or African American	2.52%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.38%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.33%	0.00%
White	4.35%	0.00%
English Learners	1.05%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.26%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIMS College Prep High School site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIPCS II is a closed campus; all visitors must register in the office. Fire, Earthquake, and Lockdown drills are held and reviewed throughout the school year in addition to reviewing and updating the disaster plan annually.

Last updated: 1/12/24

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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	8	9	4
Mathematics	27.00	3	9	4
Science	29.00	3	7	5
Social Science	26.00	6	11	3

* 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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	4	6	1
Mathematics	24.00	6	5	1
Science	27.00	2	6	1
Social Science	27.00	3	13	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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	2	2	1
Mathematics	21.00	6	4	1
Science	28.00	0	3	1
Social Science	26.00	2	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.

Last updated: 1/9/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor* 450: 3	

Title	Ratio
Pupils to Academic Counselor*	145

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

Last updated: 1/14/24

Student Support Services Staff (School Year 2022–23)

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25 from OUSD
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.1 from OUSD
Resource Specialist (non-teaching)	1
Other	0

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	1.30

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

Last updated: 1/14/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated:

Types of Services Funded (Fiscal Year 2022–23)**After School Tutoring/Saturday School**

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

Title I & Title III

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

National School Lunch Program

We are proud to be able to provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods, and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods, and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals.

Student Government Association

Student Government Association (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school.

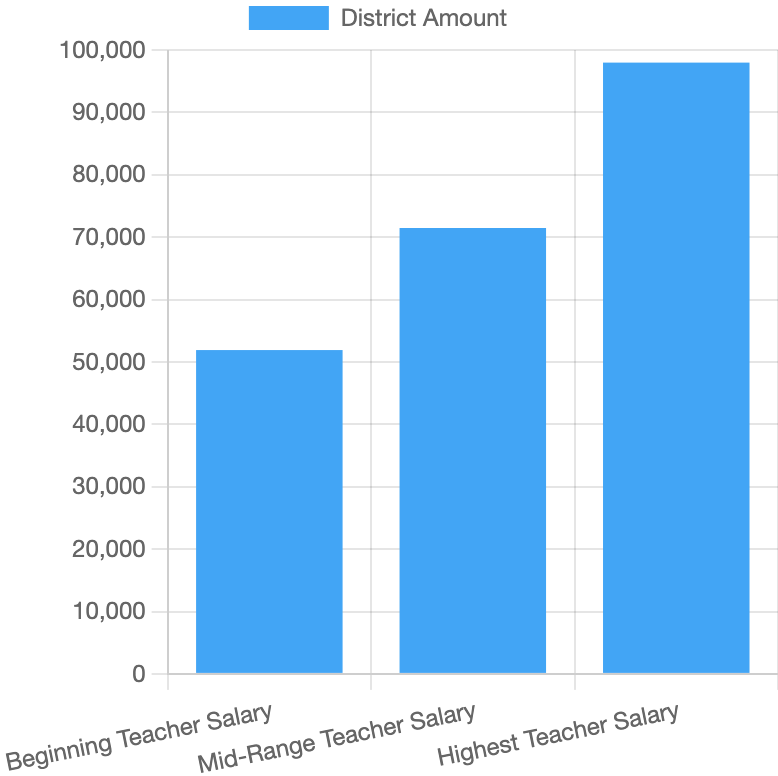
Last updated: 1/15/24

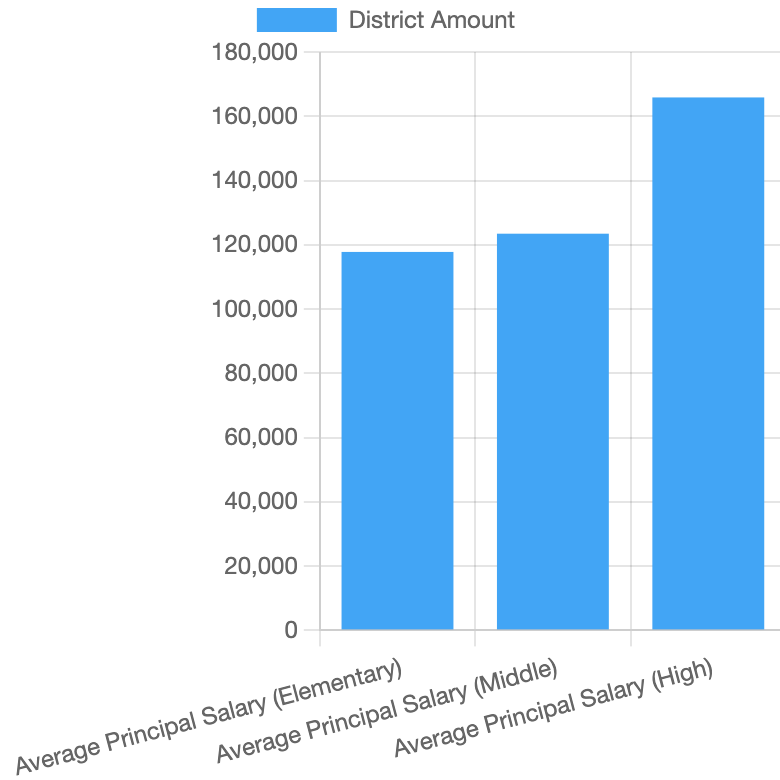
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84
Highest Teacher Salary	\$97980.00	\$109417.68
Average Principal Salary (Elementary)	\$117779.00	\$137703.47

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

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





Last updated: 1/9/24

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses** 56.9 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	2
Foreign Language	1
Mathematics	4
Science	4
Social Science	4
Total AP Courses Offered*	18

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

*Last updated: 1/11/24***Professional Development**

2023-2024

16 Full Day for Professional Development

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

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36

Last updated: 1/11/24

American Indian Public Charter School II

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address: 171 12th St.
Oakland, CA , 94607-4900

Principal: Natalie Glass, Director of Schools

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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Natalie Glass, Director of Schools

Principal, American Indian Public Charter School II

About Our School

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelors degree in Psychology from San Francisco State University and my Masters degree from Alliant International University, San Diego. Throughout my years in education, I've had the opportunity to teach grades K-12 including public and private schools, county-operated court schools, and alternative education. I am extremely proud to have been a part of the AIMS community for the past 7 years now as a teacher of grades 1-3, Middle School Dean of Students, Middle School Head of Academics, Elementary Head of School, and now Director of Schools for K-12.

With substantial teaching experience, I pride myself in my ability to demonstrate compassion towards students while setting and maintaining clear, firm, and consistent professional boundaries.

My educational experiences have provided me with opportunities to work alongside a diverse population of educators and students. My educational philosophy is rooted in an unwavering belief that all children are capable of achieving when provided a positive and safe learning environment, strong and knowledgeable leadership, and a dedicated and focused educational team.

Ms. Axia Vang - Head of Academics (K-5th)

As Head of Academics at AIMS, I have had the opportunity to thrive as a kindergarten teacher for the past 6 years, holding a position as lead teacher and teacher on special assignments. These profound opportunities are an exemplary demonstration of my compassion to foster student success, academic excellence, school community, provide ongoing professional development and dedication to pedagogical methodologies.

My educational philosophy is profoundly focused in creating a nurturing and inclusive learning environment that caters to diverse learning where all students can be successful as 21st-century learners. Here at AIMS, we are an AIMSTRONG community with well-equipped teachers through professional development. Professional development provides a plethora of resources, tools, and strategies to support all teachers.

Zubida Bakheit, M.Ed. - Head of Academics (6th-8th)

I received my bachelor's in Finance and Economics and Masters in Secondary STEM Education. I began at AIPHS as an Intervention Aide for ELD/SPED & transitioned to AIMS Middle School where I taught and led 6th-8th Math /

Science. It's an honor to work with outstanding AIMS leaders, teachers, parents, and students to close the achievement gap and to serve our community with integrity.

Contact

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

Phone: (510) 893-8701

Email: natalie.glass@aimsk12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	AIMS K-12 College Prep Charter District
Phone Number	510-893-8701
Superintendent	Woods, Maya
Email Address	maya.woods-cadiz@aimsk12.org
Website	https://aimsk12.org/

School Contact Information (School Year 2023–24)

School Name	American Indian Public Charter School II
Street	171 12th St.
City, State, Zip	Oakland, CA , 94607-4900
Phone Number	(510) 893-8701
Principal	Natalie Glass, Director of Schools
Email Address	natalie.glass@aimsk12.org
Website	www.aimsk12.org
County-District-School (CDS) Code	01612590114363

Last updated: 1/15/24

School Description and Mission Statement (School Year 2023–24)



About AIMS K12 College Prep Charter District

Year Founded: 1996 (Oakland, CA)
Mascot: Golden Eagles
School Colors: Red, Athletic Gold, and Royal Blue*
Number of Students: 1300
Website: www.aimsk12.org
Email Address: Communications@aimsk12.org
District Address: 171 12th Street Oakland, CA 94607
Office Phone Number: (510) 893-8701
Superintendent: Maya Woods-Cadiz
Board President: Christopher Edington

AIMS K-12 History

Founded in 1996, AIMS K-12 began as a middle 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 Oakland public charter school in Oakland to win recognition as a National Blue-Ribbon School. Later that year, AIPCS expanded to include a high school (AIPHS), and, in 2012, AIMS K-12 expanded to include an elementary school. As AIMS K-12 grew, the student body became increasingly diverse and, in 2018, both our elementary and middle schools were recognized for nearly closing the achievement gap in African American students.

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.

AIMS 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. The AIMSTRONG acronym describes the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for 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 you possess 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.

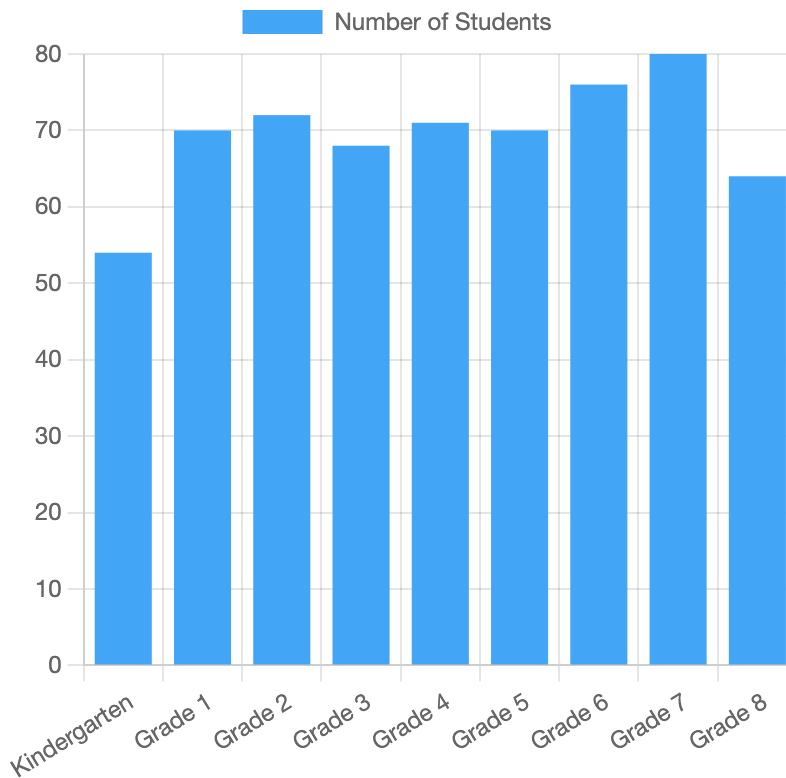
Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

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.

Last updated: 1/12/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	54
Grade 1	70
Grade 2	72
Grade 3	68
Grade 4	71
Grade 5	70
Grade 6	76
Grade 7	80
Grade 8	64
Total Enrollment	625



Last updated: 1/12/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	51.20%
Male	48.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	38.60%
Black or African American	45.10%
Filipino	0.60%
Hispanic or Latino	8.80%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	1.90%
White	3.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	29.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	69.00%
Students with Disabilities	4.60%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	13.62%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.60	4.55%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	26.40	72.60%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	3.30	9.21%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	36.40	100.00%	2598.40	100.00%	274759.10	100.00%

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	13.62	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.60	4.55	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	26.40	72.60	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	3.30	9.21	240.60	9.26	18854.30	6.86
Total Teaching Positions	36.40	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/11/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.30	13.02%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.60	2.56%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	19.10	74.07%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	3.84%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	1.60	6.43%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	25.80	100.00%	2573.20	100.00%	279044.80	100.00%

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	13.62	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.60	4.55	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	26.40	72.60	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	3.30	9.21	240.60	9.26	18854.30	6.86
Total Teaching Positions	36.40	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/11/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	3.90	6.10
Misassignments	22.40	12.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	26.40	19.10

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.90
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.90

Table 9: Credentialed Teachers Assigned Out-of-Field

(considered “out-of-field” under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	N/A
Local Assignment Options	0.00	N/A
Total Out-of-Field Teachers	0.00	N/A

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	64.20%	60.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	67.20%	34.5%

Table 10: Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	64.20	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	64.20	N/A

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>K-5th</p> <p>Benchmark Advance- 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>6th Grade:</p> <p>A Bone from a Dry Sea by Peter Dickenson</p> <p>Siddhartha by Hermann Hesse</p> <p>The Outsiders by S.E. Hinton,</p> <p>Red Scarf Girl by Ji-Li Jiang,</p> <p>7th Grade:</p> <p>A Proud Taste of Scarlet and Miniver by E.L. Konigsburg</p> <p>Anne Frank: Diary of a Young Girl by Anne Frank,</p> <p>Bad Boy by Walter Dean Myers</p> <p>A Midsummer Night's Dream by William Shakespeare,</p> <p>Fahrenheit 451 by Ray Bradbury</p>		0

<https://sarconline.org/public/print/01612590114363/2022-2023?guid=9a646540-103f-4363-a50b-45bf2c3636fb>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 4. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 5. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>Grade 6 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>?Grade 7 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 8: Common Core Algebra 1</p> <p>Larson 1st Edition [K12, 2022] 9781647274849</p>		
Science	<p>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</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Generation. This valuable tool includes chapters on assessment, science note booking, 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 FOSS web 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.</p> <p>CA Inspire Science Grade 6- Earth & Space Science CA Inspire Science Grade 7 - Life Science CA Inspire Science Grade 8 - Physical Science</p>		
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		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Studies for First Grade: Practice, Assess, Diagnose. Shell Educational Pub., 2018.</p> <p>McNamara, Terri. 180 Days of Social Studies for Second Grade: Practice, Assess, Diagnose. Shell Education, 2018.</p> <p>McNamara, Terri. 180 Days of Social Studies for Third Grade: Practice, Assess, Diagnose. Shell Education, 2018.</p> <p>Tomlinson, M., Wassmer, G., & Margaret, W. (2018). 180 Days of social studies for fourth grade: practice, assess, diagnose. Huntington Beach, CA: Shell Education.</p> <p>Cotton, C., Elliott, P., & Joye, M. (2018). 180 Days of social studies for fifth grade: practice, assess, diagnose. Huntington Beach, CA: Shell Education.</p> <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher's Curriculum Institute, 2017</p> <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher's Curriculum Institute, 2019</p> <p>History Alive: The United States Through Industrialism. Rancho Cordova: Teacher's Curriculum Institute, 2017</p>		
Foreign Language	<p>Mandarin (Adopted 2018-2019)</p> <p>Liu, Y., Yao, T., Bi, N., Ge, L., and Shi. Y. Integrated Chinese (4th Edition). Boston: Cheng & Tsui Company, Inc., 2017</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Spanish (Adopted 2018-2019) ¡AVANCEMOS! (Level One). Austin: Holt McDougal, 2010. IXL Comprehensive K-12 Personalized Learning		
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	Graphic Design: Communicating through Graphic Design, 2nd Edition, Kevin Gatta and Claire Mowbray Golding Art: A Community Connection, Student Book 1ST ED Marilyn G. Stewart and Eldon Katter Music: 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: 1/15/24

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. 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 issues.

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.

Planned Improvements

During the summer we will continue with our general maintenance, painting and deep cleaning. We have applied and received AB-841 Cal-Shape stimulus grant program to make improvements to our ventilation system.

Last updated: 1/15/24

School Facility Good Repair Status

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.

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 2024

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 2024

Overall Rating	Exemplary
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Last updated: 1/15/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

AIPCS II

Subject	School 2022- 2023	District 2022- 2023	State 2022- 2023	School 2021-22	District 2021-22	State 2021- 22
English Language						
Arts/Literacy Grades 3-8 and 11	60.91%	33.06%	46.66%	61%	35%	47%
Mathematics (grades 3-8 and 11)	59.32	25.42%	34.62%	57%	25%	33%

Subject	School 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
English Language Arts / Literacy (grades 3-8 and 11)	61%	61%	35%	34%	47%	46%
Mathematics (grades 3-8 and 11)	57%	59%	25%	26%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/12/24

CAASPP Test Results in ELA by Student Group for students taking and
completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

ELA	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
2022- 2023	All Students	445	441	99%	1%	60.91%
	Female	229	227	99%	1%	65.20%
	Male	216	214	99%	1%	56.33%

American Indian or Alaska Native	0	0	0	0	N/A
Asian	178	176	99%	1%	71.59%
Black or African American	190	189	99%	1%	59.57%
Filipino	0	0	0	0	N/A
Hispanic or Latino	39	38	97%	3%	42.11%
Native Hawaiian or Pacific Islander	0	0	0	0	N/A
Two or More Races	12	12	100%	0%	50%
White	20	20	100%	0%	20%
English Learners	112	111	99%	1%	33.64%
Foster Youth	0	0	0	0	N/A
Homeless	0	0	0	0	N/A
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	321	318	99%	1%	60.56%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	14	13	93%	7%	38.46%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	445	441	99.10%	0.90%	60.91%
Female	229	227	99.13%	0.87%	65.20%
Male	216	214	99.07%	0.93%	56.34%
American Indian or Alaska Native	--	--	--	--	--
Asian	178	176	98.88%	1.12%	71.59%
Black or African American	190	189	99.47%	0.53%	59.57%
Filipino	--	--	--	--	--
Hispanic or Latino	39	38	97.44%	2.56%	42.11%
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00%	0.00%	50.00%
White	20	20	100.00%	0.00%	20.00%
English Learners	112	111	99.11%	0.89%	33.64%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	329	326	99.09%	0.91%	60.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	14	93.33%	6.67%	42.86%

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Math

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	445	440	99%	1%	59.32%
	Female	229	227	99%	1%	59.91%
	Male	216	213	99%	1%	58.69%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	178	175	99%	1%	78.28%
	Black or African American	190	189	99%	1%	55.56%
	Filipino	0	0	0	0	N/A
	Hispanic or Latino	39	39	100%	0%	17.95%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	12	12	100%	0%	25%
	White	20	19	95%	5%	31.58%
	English Learners	112	110	98%	2%	39.40%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	321	318	99%	1%	57.86%
	Students Receiving Migrant Education Services	0	0	0	0	N/A

Students with
Disabilities

14

14

100%

0%

50%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	445	440	98.88%	1.12%	59.32%
Female	229	227	99.13%	0.87%	59.91%
Male	216	213	98.61%	1.39%	58.69%
American Indian or Alaska Native	--	--	--	--	--
Asian	178	175	98.31%	1.69%	78.29%
Black or African American	190	189	99.47%	0.53%	55.56%
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00%	0.00%	17.95%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	25.00%
White	20	19	95.00%	5.00%	31.58%
English Learners	112	110	98.21%	1.79%	40.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	329	326	99.09%	0.91%	57.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with	15	15	100.00%	0.00%	46.67%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

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 2022-2023	District 2022-2023	State 2022- 2023	School 2021-22	District 2021-22	State 2021-22
Science	37.59%	21.01%	30.29%	19%	19%	29%

Subject	School 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
Science (grades 5, 8, and high school)	35.11%	37.59%	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2022–23)

Science

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	142	141	99%	1%	37.59%
	Female	75	75	100%	0%	44%
	Male	67	66	99%	1%	30.31%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	56	55	98%	2%	58.18%
	Black or African American	63	63	100%	0%	25.39%
	Filipino	0	0	0	0	N/A
	Hispanic or Latino	14	14	100%	0%	14.29%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	0	0	0	0	N/A
	White	4	4	100%	0%	N/A (3 or fewer)
	English Learners	35	35	100%	0%	17.14%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	105	104	99%	1%	33.65%
	Students Receiving Migrant Education Services	0	0	0	0	N/A
	Students with Disabilities	0	0	0	0	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	141	99.30%	0.70%	37.59%
Female	75	75	100.00%	0.00%	44.00%
Male	67	66	98.51%	1.49%	30.30%
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	56	55	98.21%	1.79%	58.18%
Black or African American	63	63	100.00%	0.00%	25.40%
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00%	0.00%	14.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	35	100.00%	0.00%	17.14%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	108	107	99.07%	0.93%	34.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Last updated: 1/12/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/12/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98.7	100	100	100	100
7	96	96	96	96	96
9	N/A	N/A	N/A	N/A	N/A

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

AIMS K-12 College Prep Charter District encourages its families to play an active role in their child's education and to get involved in our schools. There are a variety of ways parents can become involved at AIMS.

Service

Parents can serve as volunteers for events such as picture day, book fairs, family events, and community workdays.

Parents also can serve, representing AIMS in local school advocacy, action advocacy, sharing their parent voice concerning issues that parents face on local platforms.

Parents have had the opportunity to meet local candidates for office and to ask questions at political forums.

Starting in January 2024 we will be there will be an award for AIMS Parent of the Month, based on their going above and beyond their contributions to the School community.

Leadership

Parents and families have had opportunities to run for office on our AIMS parent committees and have the chance to share their concerns through Google surveys, parent forums, town hall meetings with administration, and a variety of councils and committees.

Some of these councils and committees include:

DELAC (District English Language Advisory Committee)

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

AIMS Parent United

To sign up and for more information, please contact Maryetta Golden, Community Liaison at maryetta.golden@aimsk12.org.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	681	674	115	17.1%
Female	352	347	61	17.6%
Male	329	327	54	16.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	1	50.0%
Asian	255	253	18	7.1%
Black or African American	308	306	44	14.4%
Filipino	4	4	1	25.0%
Hispanic or Latino	58	57	26	45.6%
Native Hawaiian or Pacific Islander	2	2	2	100.0%
Two or More Races	13	13	3	23.1%
White	31	29	18	62.1%
English Learners	217	216	38	17.6%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	496	493	96	19.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	34	34	11	32.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.30%	0.88%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.88%	0.00%
Female	1.42%	0.00%
Male	0.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.78%	0.00%
Black or African American	0.65%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.45%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.46%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.01%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIPCS II site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIPCS II is a closed campus; all visitors must register in the office. Fire, Earthquake, and Lockdown drills are held and reviewed throughout the school year in addition to reviewing and updating the disaster plan annually.

Last updated: 1/11/24

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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		3	
1	22.00		3	
2	26.00		3	
3	26.00		3	
4	24.00		3	
5	30.00		3	3
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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00		3	
1	23.00		3	
2	24.00		3	
3	24.00		3	
4	24.00		3	
5	26.00		3	
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 2022–23)

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

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

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

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

Last updated: 1/11/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
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Pupils to Academic Counselor* 650:1

Title	Ratio
Pupils to Academic Counselor*	325

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

Last updated: 1/15/24

Student Support Services Staff (School Year 2022–23)

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25 from OUSD
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5 from OUSD
Resource Specialist (non-teaching)	1
Other	0

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

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

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

Last updated: 1/15/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated:

Types of Services Funded (Fiscal Year 2022–23)**?After School Tutoring/Saturday School**

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

?Title I & Title III

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

?National School Lunch Program

We are proud to be able to provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods, and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods, and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals.

?Student Government Association

Student Government Association (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school.

?After School Program

AIPCS II partnered with Bay Area Community Resources (BACR) to provide after-school enrichment and academic support.

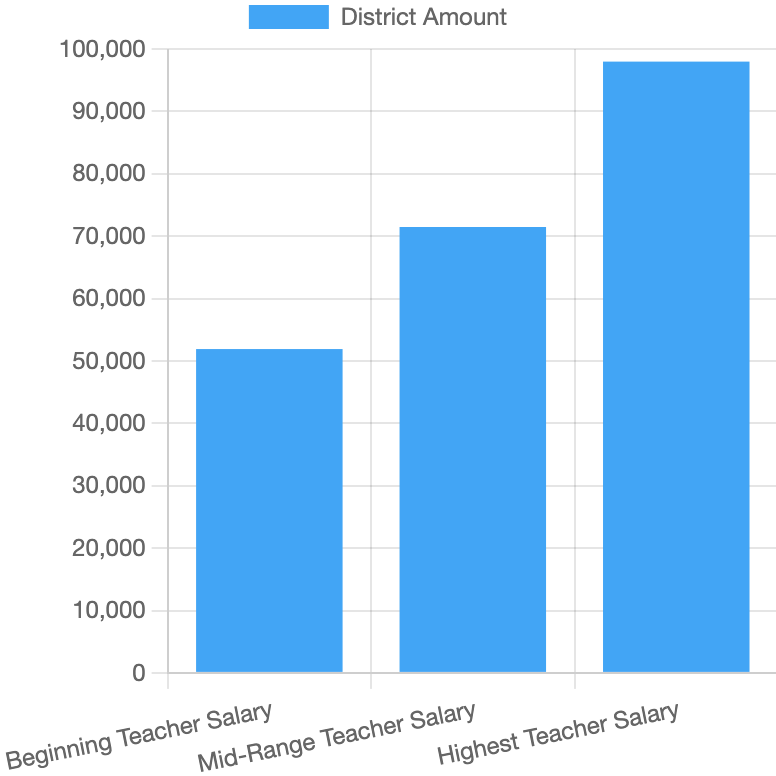
Last updated: 1/15/24

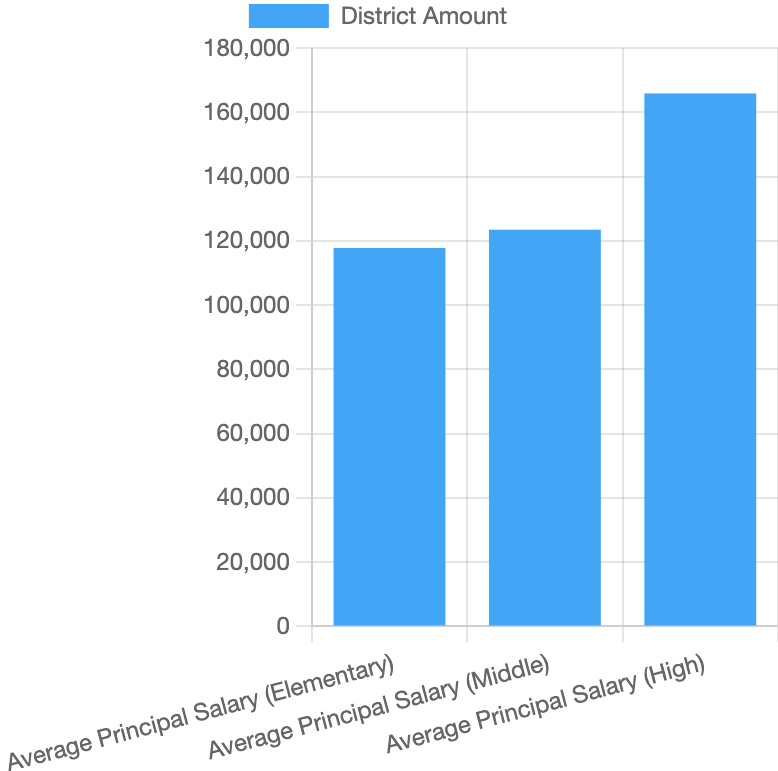
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84
Highest Teacher Salary	\$97980.00	\$109417.68

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$117779.00	\$137703.47
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

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





Last updated: 1/11/24

Professional Development

2023-2024

- 16 Full Days for Professional Development
- 20 Partial Days of Professional Development that are conducted after minimum school day (Fridays) - Elementary
- 20 Partial Days of Professional Development that are conducted after minimum school day (Fridays) - Middle School

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	33	36	36

Last updated: 1/11/24