



[SARC Home](#) » American Indian Public High

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

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

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

### DataQuest

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

### California School Dashboard

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

## Maurice Williams, Head of School

- Principal, American Indian Public High



## About Our School

### Maurice Williams Jr. - Head of School

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

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

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

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

## Contact

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

Phone: 510-893-8701

Email: [highschool@aimsk12.org](mailto:highschool@aimsk12.org)

## About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

**District Name** AIMS K-12 College Prep Charter District

**Phone Number** 510-893-8701

**Superintendent** Maya Woods-Cadiz

**Email Address** [maya.woods-cadiz@aimsk12.org](mailto:maya.woods-cadiz@aimsk12.org)

**Website** <http://www.aimsk12.org>

#### School Contact Information (School Year 2020–2021)

**School Name** American Indian Public High

**Street** 746 Grand Ave.

**City, State, Zip** Oakland, Ca, 94610-2714

**Phone Number** 510-893-8701

**Principal** Maurice Williams, Head of School

**Email Address** [highschool@aimsk12.org](mailto:highschool@aimsk12.org)

**Website** <http://www.aimsk12.org>

**County-District-School  
(CDS) Code** 01612590111856

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

### About AIMS HS

High School Name: AIMS College Prep High School (AIMS HS); Formerly known as American Indian Public High School (AIPHS)

Year Founded: 2006 (Oakland, CA)

Mascot: Golden Eagles

School Colors - Red, Athletic Gold, and Royal Blue\*

Number of Students: 450

Website: [www.aimsk12.org](http://www.aimsk12.org)

Email Address: [highschool@aimsk12.org](mailto:highschool@aimsk12.org)

High School Address: 746 Grand Ave., Oakland, CA 94610

Office Phone Number: (510) 220-5044

Head of School: Maurice Williams, MPP

Superintendent: Maya Woods-Cadiz, M.Ed.

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

### AIMS HS History

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

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

## Mission Statement

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

## AIMS Credo

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

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

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

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

## AIMS Values

Excellence - Commitment to excellence in all that we do.

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

Empathy - Recognition of dignity and worth of every human being.

Family and Community - Building of family and community.

Equity - Social awareness and justice that leads to action.

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

## AIMSTRONG

Coined in 2016 by Maurice Williams, founder of the AIMS Athletics Department, as part of a rallying cry for its sports programs, AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. When taken in its totality, AIMSTRONG best conveys the model AIMS student:

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

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

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

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

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

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

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

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

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

**AIMS Model**

**Pedagogy and Practices:** In order for AIMS to meet our mission of successful acceptance to a four year college or university, we have designed K-12 instruction toward the goal of mastery of the spiral progression of learning standards.

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

Every student has opportunities to learn individually and in groups.

Teachers are expected to regularly examine their own biases with respect to student behavior and aptitude.

AIMS functions as a school designed to serve traditionally underserved communities. The programming design of AIMS will prioritize the needs of these communities.

Teachers are expected to support students in accessing the general education classroom whenever possible.

Parent communications will happen with the support of translators whenever possible.

Students are encouraged to share their cultural traditions at school functions.

AIMS staff is committed to supporting students in practicing dialogue and critical thinking when both inspirations and conflicts arise.

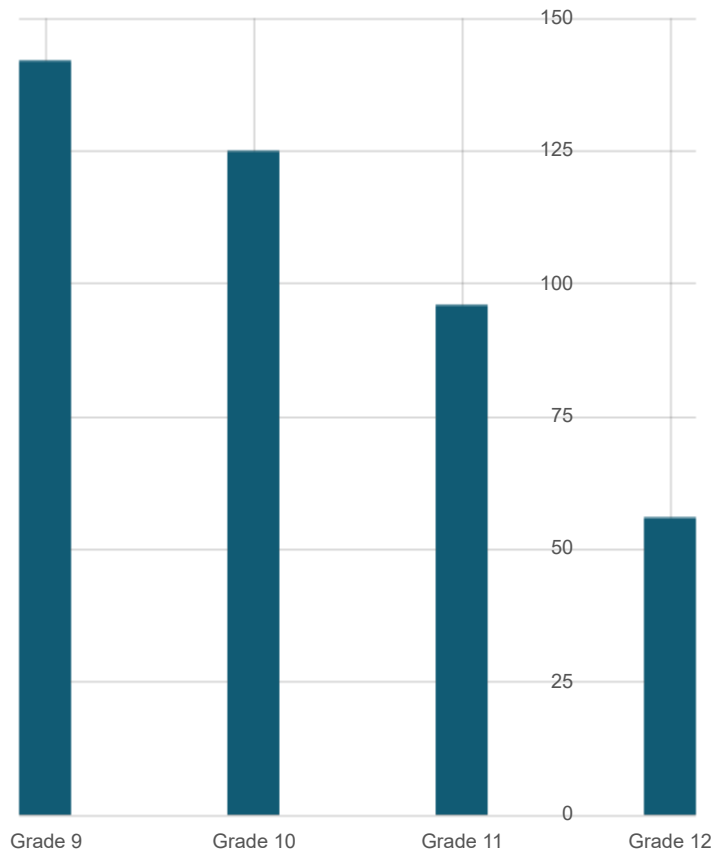
At AIMS, we accept and respect each other regardless of race, religion, or orientation.

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

*Last updated: 1/15/2021*

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

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



Last updated: 1/8/2021

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

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
<b>Percent of Total Enrollment</b>	24.10 %	0.70 %	52.70 %	1.00 %	14.60 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	65.60 %	14.80 %	3.30 %	%	
◀ ▶					

**State Priority: Basic**

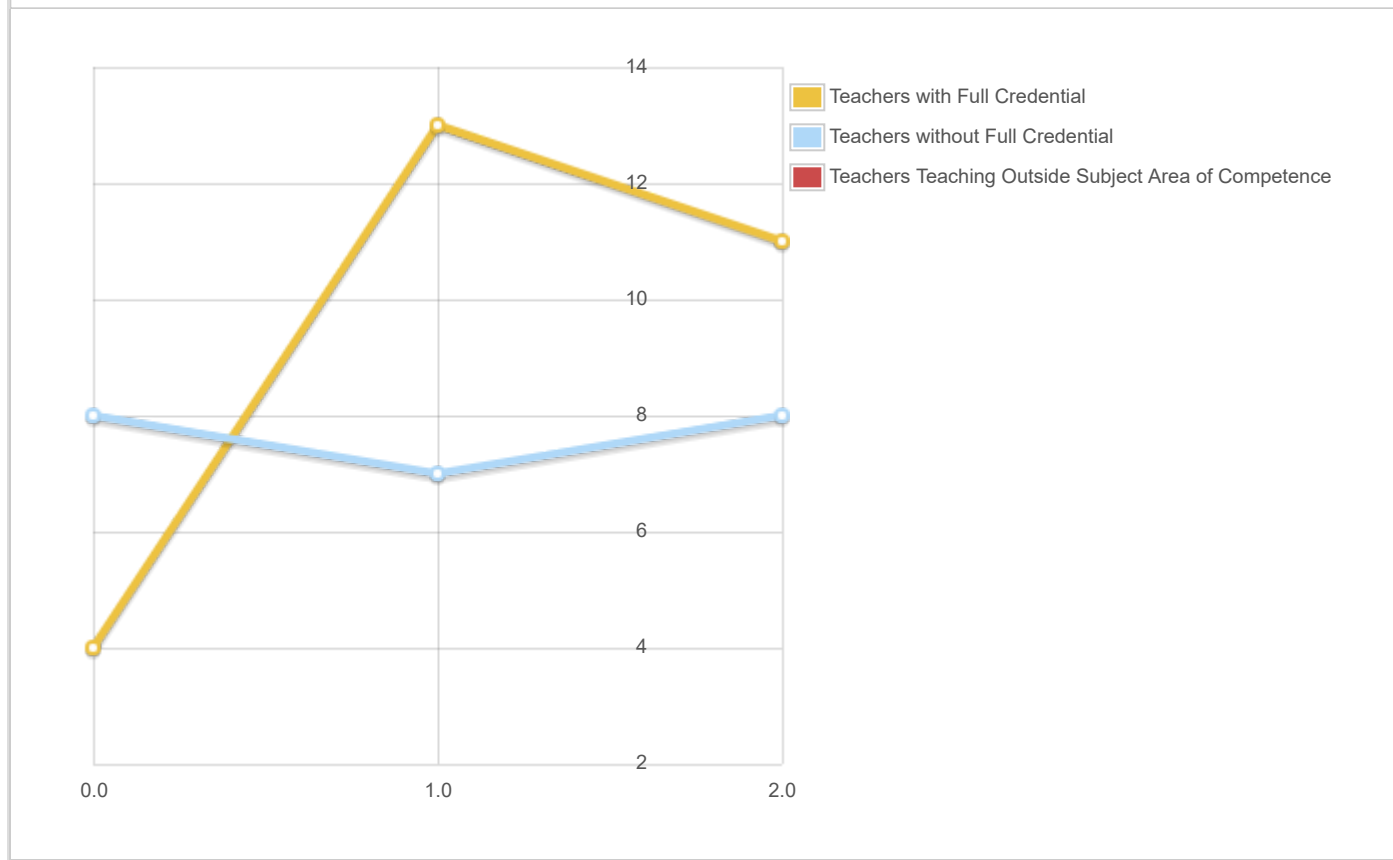
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

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

**Teacher Credentials**

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

--	--	--



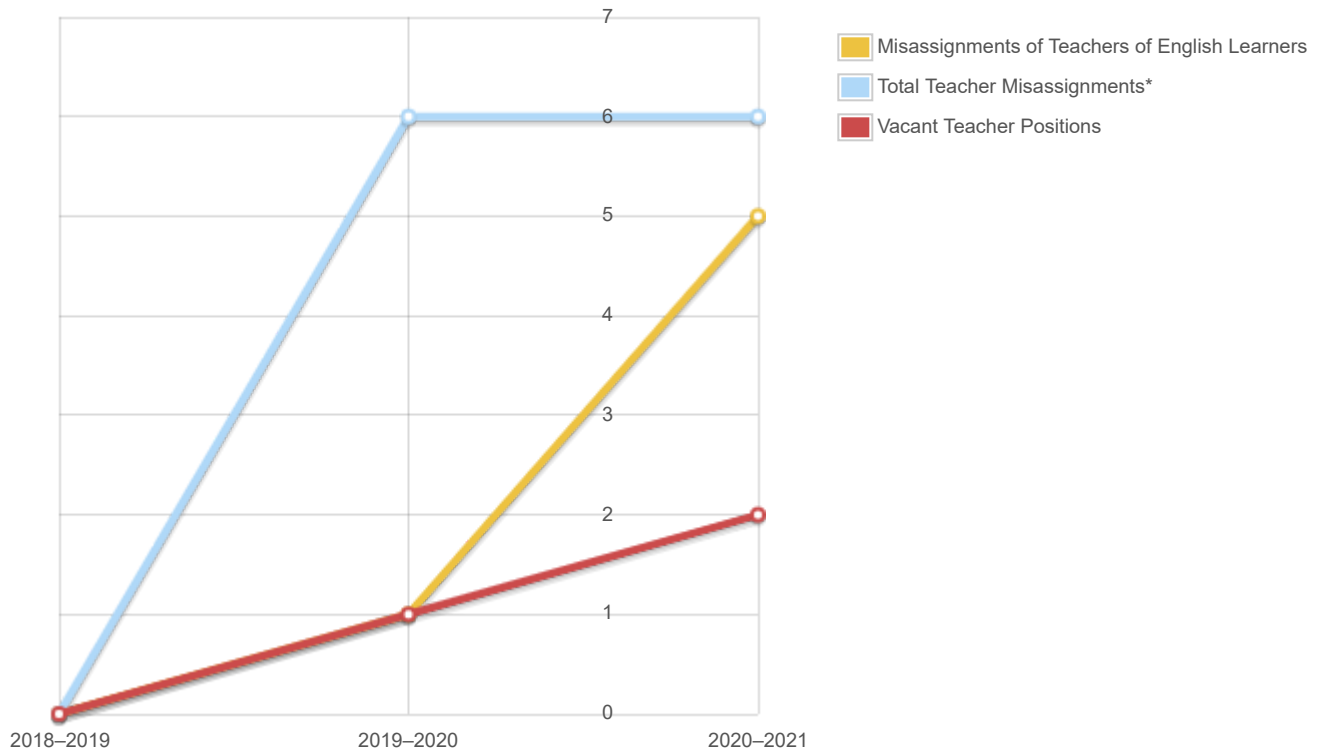
*Last updated: 1/8/2021*

**Teacher Misassignments and Vacant Teacher Positions**

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

--	--	--





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

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

Last updated: 1/8/2021

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

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

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

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

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

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

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

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

*Last updated: 1/8/2021*

### School Facility Conditions and Planned Improvements

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

**General**

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

**Maintenance and Repairs**

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

**Cleaning**

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

**Recently Completed Facility Improvements**

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

*Last updated: 1/8/2021*

**School Facility Good Repair Status**

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

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

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

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

**Overall Facility Rate**

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

Overall Rating	Good
----------------	------

## State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/8/2021*



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

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

## State Priority: Other Pupil Outcomes

*Last updated: 1/8/2021*

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

- Pupil outcomes in the subject area of physical education

## State Priority: Parental Involvement

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

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

## Opportunities for Parental Involvement (School Year 2020–2021)

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

1. A parent can serve on our Governance Board, School Site Council (SSC), or Family Advisory Council (FAC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC).
2. Wellness Committee which allows families to support with developing a healthier school environment, create the vision and goals for local healthy schools program, advocate for school health programs and policies within the school community, provide feedback to school district regarding process implementation of the local wellness policy.
3. Our parent coordinator disseminates school information and through online communication (Parent Square). Data and Operations department creates annual surveys to parents to determine the information they need from school. We involve parents to hold workshops and meetings on issues of interest to within the community and assist outreach efforts of Parent/Teacher Association, develop ongoing relationships with the community to share information about the school and identify community resources, provide information and resources that can help parents to support their children's learning at home.
4. Parents can volunteer to help with decorations for school events, traffic duty support, coverage with watching students during lunch, prepare and or donate food for annual Harvest Festival Celebration, Winter Holiday Celebration, and senior graduation.

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

6. Parents can also volunteer to chaperone field trips.

**AIMS HS Guarantee:**

We encourage families to follow our model and we guarantee their children will be prepared to graduate from college. In an effort to support AIM Schools, the

Family Advisory Committee (FAC) held by our Parent Coordinator meets monthly to hear and discuss family concerns and organize family volunteer efforts for AIM

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

Schools' Governance Board meetings.

*Last updated: 1/8/2021*

### State Priority: Pupil Engagement

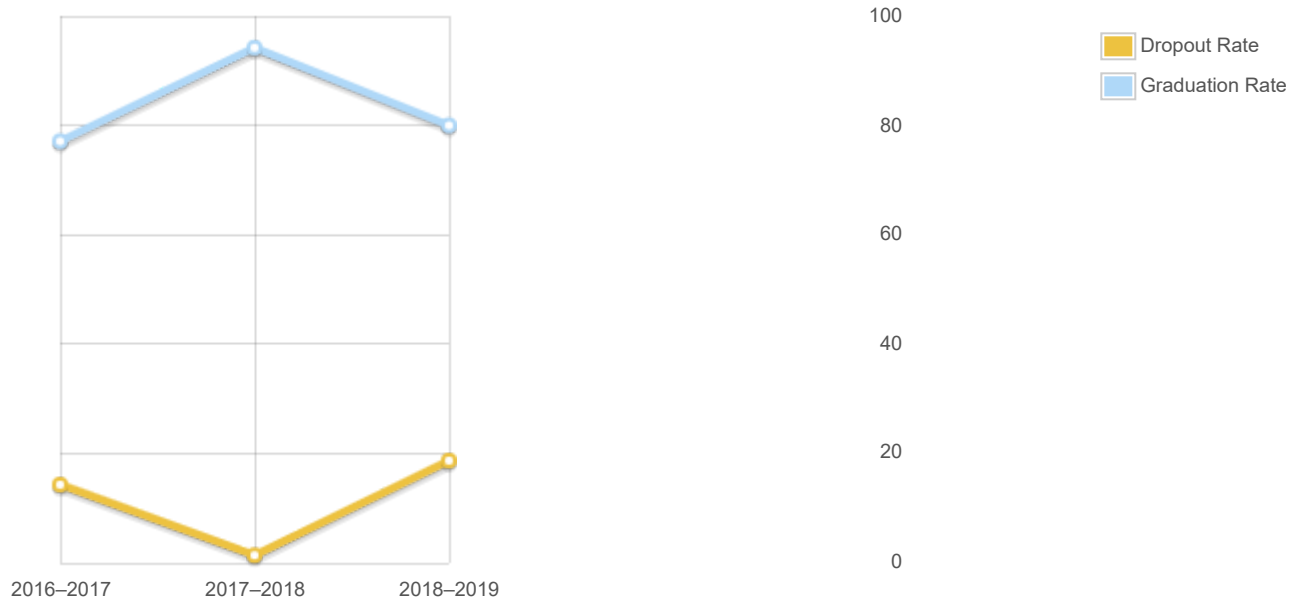
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

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

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



Last updated: 1/8/2021

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

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

Rate	Suspensions	Expulsions
<b>School 2017-2018</b>	6.80%	0.00%
<b>School 2018-2019</b>	5.10%	0.00%
<b>District 2017-2018</b>	4.40%	0.10%
<b>District 2018-2019</b>	4.40%	0.10%
<b>District 2017-2018</b>	3.50%	0.10%
<b>District 2018-2019</b>	3.50%	0.10%

**State 2017-2018**

#### Suspensions and Expulsions for School Year 2019-2020 Only

**State 2018-2019** (data collected between July through February, partial school year due to the COVID-19 pandemic)

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

**State  
2019–2020**

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

*Last updated: 1/8/2021*

**School Safety Plan (School Year 2020–2021)**

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

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

*Last updated: 1/8/2021*

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

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

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

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

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

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

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

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

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

**Number of Classes \*  
33+**

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

*Last updated: 1/8/2021*

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

Title	Ratio
Pupils to Academic Counselor*	1.0

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

*Last updated: 1/8/2021*

**Student Support Services Staff (School Year 2019–2020)**

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

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

*Last updated: 1/8/2021*

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

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

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

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

*Last updated: 1/15/2021*

### Types of Services Funded (Fiscal Year 2019–2020)

#### After School Tutoring/Saturday School

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

#### Title I & Title III

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

#### AIMS HS Extended School Year

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

#### National School Lunch Program

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

#### Techbridge Engineering Club

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

#### Student Government Association

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

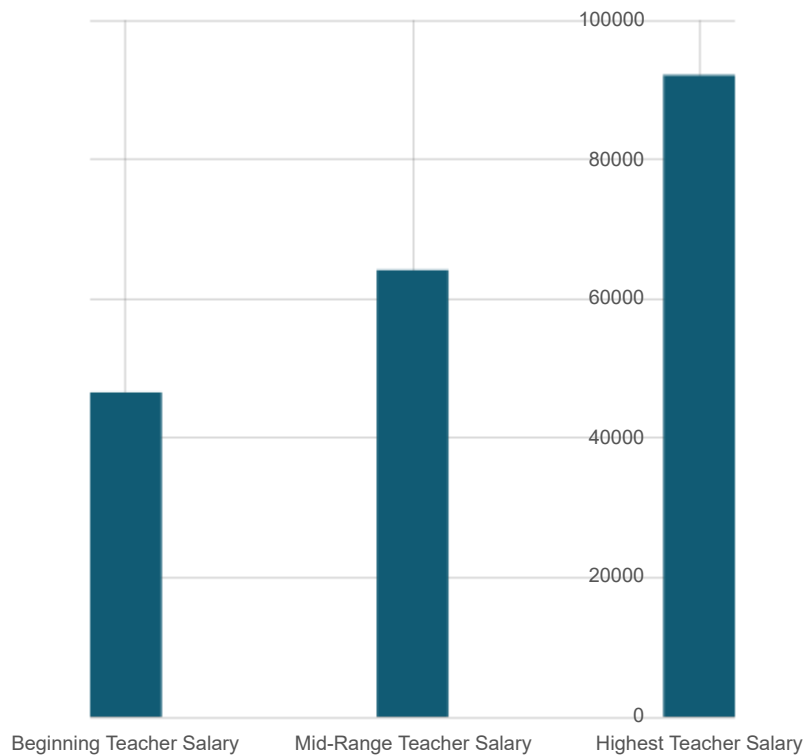
*Last updated: 1/8/2021*



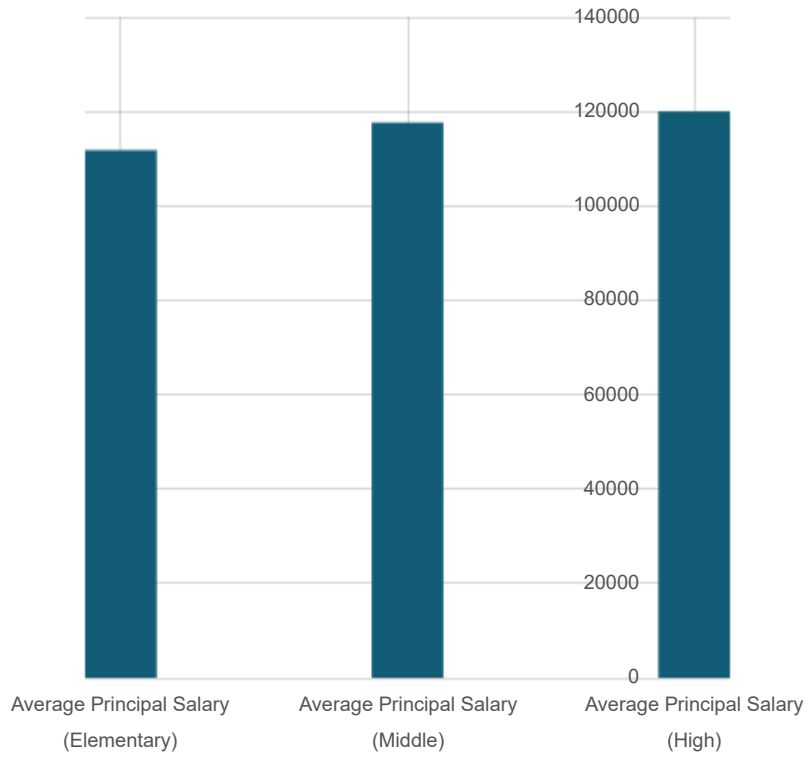
**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

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

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

**Teacher Salary Chart**

### Principal Salary Chart



*Last updated: 1/8/2021*

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

Percent of Students in AP Courses 91.50%

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

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

Last updated: 1/15/2021

## Professional Development

2020-2021

13 Full Day for Professional Development

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

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

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
1430 N Street  
Sacramento, CA 95814