



[SARC Home](#) » American Indian Public Charter II

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

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

DataQuest

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

California School Dashboard

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

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

- Principal, American Indian Public Charter II



Mr. Christopher Ahmad
Head of School – Elementary



Mr. Peter Holmquist
Head of School – Middle School

About Our School

Mr. Christopher Ahmad - Head of School - Elementary

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

Mr. Peter Holmquist - Head of School - Middle School

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

Contact

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

Phone: 510-893-8701

Email: ajpcsii-directory@aimsk12.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name AIMS K-12 College Prep Charter District

Phone Number 510-893-8701

Superintendent Maya Woods-Cadiz

Email Address maya.woods-cadiz@aimsk12.org

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

School Contact Information (School Year 2020–2021)

School Name American Indian Public Charter II

Street 171 12th St.

City, State, Zip Oakland, Ca, 94607-4900

Phone Number 510-893-8701

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

Email Address ajpcsii-directory@aimsk12.org

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

**County-District-School
(CDS) Code** 01612590114363

Last updated: 1/8/2021

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

About AIMS K-8

School Name: AIMS K-8; Formerly known as American Indian Public Charter School II (AIPCS II)

Year Founded: 1996 (AIMS MS) and 2012 (AIMS K-8) (Oakland, CA)

Mascot: Golden Eagles

School Colors: Red, Athletic Gold, and Royal Blue*

Number of Students: 675

Website: www.aimsk12.org

Email Address: middleschool@aimsk12.org, elementary@aimsk12.org

School Address: 171 12th Street, Oakland, CA 94607

Office Phone Number: (510) 893-8701

Head of School: Peter Holmquist (AIMS MS), Christopher Ahmad (AIMS Elementary)

Superintendent: Maya Woods-Cadiz, M.Ed.

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

AIMS History

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

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

Mission Statement

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

AIMS Credo

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

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

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

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

AIMS Values

Excellence - Commitment to excellence in all that we do.

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

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

Family and Community - Building of family and community.

Equity - Social awareness and justice that leads to action.

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

AIMSTRONG

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. When taken in its totality, AIMSTRONG best conveys the model AIMS student:

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

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

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

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

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

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

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

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

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

AIMS Model

Pedagogy and Practices: In order for AIMS to meet our mission of success we have designed K-12 instruction toward the goal of mastery of the spiral progression of learning standards.

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

Every student has opportunities to learn individually and in groups.

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

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

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

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

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

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

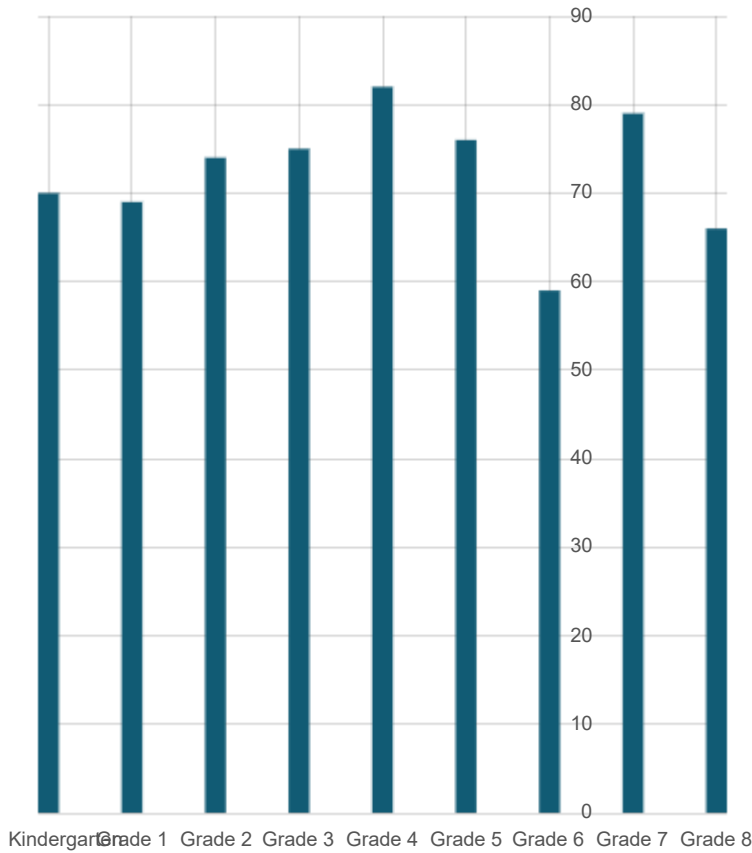
At AIMS, we accept and respect each other regardless of race, religion, or orientation.

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

Last updated: 1/8/2021

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

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



Last updated: 1/8/2021

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

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
Percent of Total Enrollment	34.90 %	0.50 %	46.20 %	0.50 %	9.20 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	80.80 %	32.20 %	2.50 %	%	
◀ ▶					

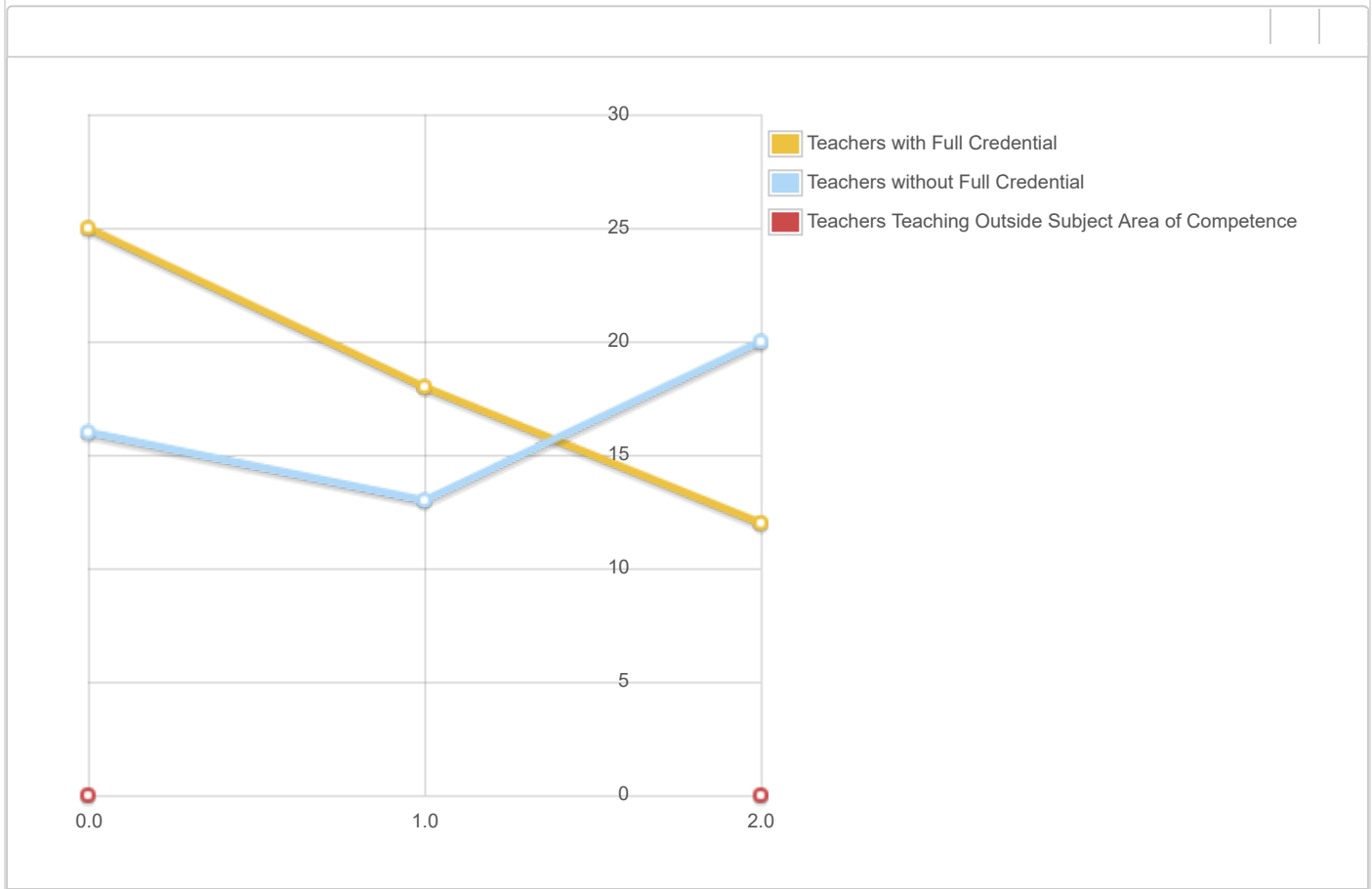
State Priority: Basic

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

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

Teacher Credentials

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



Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

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



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

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

Last updated: 1/8/2021

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;">Elementary</p> <p>ELA: Benchmark Advance, Learning Farm (online), NEWSELA (online)</p> <p style="text-align: center;">Middle School</p> <p>AIMS Middle School Students ELA curriculum is based on the ELA Common Core State Standards (CCSS) through novel study. Students read 4 classical novels during each grade level. With each reading all students will accomplish a typed 5-page essay from the four different types of essay writing as appropriate for the readings, these are expository, narrative, comparative and persuasive. In addition, supplemental curriculum Standards Plus is used for mastering grammar and language mechanics.</p> <p style="text-align: center;">K-5th</p> <p>Benchmark Advance - New, innovative, comprehensive English and Spanish Reading/Language Arts programs built to address key shifts in curriculum and instruction to meet the rigor and expectations of the new standards. Integrated reading, writing, speaking, and listening instruction is delivered in print and digital formats to meet the needs of districts implementing a reading collaborative, balanced approach, or workshop model.</p> <p style="text-align: center;">6th-8th</p> <p>Current Texts/Curriculum: 6th-8th Classical Novel based aligned with CCC for ELA.</p> <p style="text-align: center;">6th Grade:</p> <p>The Outsiders by S.E. Hinton, Call of the Wild by Jack London, Red Scarf Girl by Ji-Li Jiang, The Giver by Lois Lowry</p> <p style="text-align: center;">7th Grade:</p> <p>Anne Frank: Diary of a Young Girl by Anne Frank, Animal Farm by George Orwell, A Midsummer Night's Dream by William Shakespeare, Fahrenheit 451 by Ray Bradbury</p> <p style="text-align: center;">8th Grade:</p> <p>To Kill a Mockingbird by Harper Lee, Across Five Aprils by Irene Hunt, Narrative of the Life of Frederick Douglass by Frederick Douglass, Night by Elie Wiesel.</p> <p style="text-align: center;">Supplemental Resources: Standards Plus Quail</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p style="text-align: center;">Elementary</p> <p>Math: GO MATH! by Houghton Mifflin, Khan Academy (online), Learning Farm (online)</p> <p style="text-align: center;">Middle School</p> <p>AIMS MS offers extended instructional time, 90 minutes each day of school, to all students. We use GO Math curriculum from HMH, Math for 6th grade, accelerated Math for 7th grade, and Algebra 1 for 8th grade. Our math curriculum is also supplemented by ALEKS based on the Common Core State Standards for math. ALEKS is an online, personalized platform for learning Math that allows for intervention, supplemental, and enrichment learning opportunities.</p> <p style="text-align: center;">K-5th</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade K. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 1. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 2. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 3. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 4. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 5.. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p> <p style="text-align: center;">6th-8th</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 6. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Accelerated Grade 7. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Algebra I. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p style="text-align: center;">Elementary</p> <p style="text-align: center;">Science: Delta Education Foss Science, Learning Farm (online)</p> <p style="text-align: center;">Middle School</p> <p>AIMS MS uses discipline specific Science Curriculum from McGrawhill, Inspire Science. Earth & Space Science in 6th grade, life science in 7th grade, and physical science in 8th grade. Inspire Science is a hands-on curriculum. The inquiry based instruction helps students to focus on studying concepts related to science. The purpose of our science program is to prepare students for high school science curriculum by using strategies aligned with the Common Core State Standards and the Next Generation Science Standards.</p> <p style="text-align: center;">K-5th</p> <p style="text-align: center;">Delta Education Foss Science Investigations Guide</p> <p>The Investigations Guide is the core instructional tool for teachers and provides them with the support and strategies to successfully facilitate FOSS investigations.</p> <p style="text-align: center;">Teacher Resources</p> <p>Teacher Resources guides teachers in the instructional design behind FOSS Next Generation. This valuable tool includes chapters on assessment, science notebooking, science-centered language development, and more along with all teaching masters.</p> <p style="text-align: center;">Equipment Kits</p> <p>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.</p> <p style="text-align: center;">Technology</p> <p>FOSS Next Generation offers a variety of integrated technology resources for teachers and students through the FOSSweb including digital teacher support, interactive simulations and virtual investigations, and other additional resources.</p> <p style="text-align: center;">FOSS Science Resources Book</p> <p>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 style="text-align: center;">6th-8th</p> <p>CA Inspire Science Grade 8 - Physical Science: McGraw Hill Education CA Inspire Science Grade 7 - Life Science: McGraw Hill Education CA Inspire Science Grade 6- Earth & Space Science: McGraw Hill Education</p>	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	<p style="text-align: center;">Elementary</p> <p>History/Social Studies: 180 Days of Social Studies, NEWSELA (online)</p> <p style="text-align: center;">Middle School</p> <p>AIMS MS uses CCSS aligned TCI History Alive! curriculum. Ancient Civilization in 6th grade, Modern World in 7th grade and US History in 8th grade. Variety of inquiry based instructional strategies are used along with hands-on projects in class as part of students' learning.</p> <p style="text-align: center;">K-5th</p> <p>Flynn, Kathy. 180 Days of Social Studies for Kindergarten: Practice, Assess, Diagnose. Shell Educational Pub., 2018.</p> <p>Flynn, Kathy. 180 Days of Social 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 style="text-align: center;">6th-8th</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>	Yes	0.00 %

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	<p style="text-align: center;">Middle School</p> <p>PE/Health: This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. The course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Health topics discussed are nutrition, mental/emotional health, relationships/social skills, drugs, alcohol, tobacco, HIV/AIDS, and sex education, including sexually transmitted infections. Adopted Curriculum: Teacher generated curriculum based upon the California State Physical Fitness & Health Standards.</p> <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. www.schools.healthiergeneration.org www.ama-assn.org www.actionforhealthykids.org</p>		0.00 %
Visual and Performing Arts	<p style="text-align: center;">Middle School</p> <p>Intro to Music: This is a course for 6th graders designed for young students to become acclimated with the basic foundations of instrumental ensemble playing. This course also gives the 6th grader an added element of rhythmic movement, note recognition and beat patterns they will use when advancing into more challenging music classes in the 7th and 8th grade. Instruments learned in this class vary from stringed instruments to band instruments.</p> <p>Band: This is a course for 7th graders designed for students to learn brass, woodwind or percussion instruments. This course is dependent on the student's ensemble capabilities and their desire to play music in their 7th and 8th grade year. Students in this course will be required to play at performances that showcase their talents throughout the year. Instruments include strings and band instruments.</p> <p>Violin: This is a course for 8th graders designed to advance basic skills acquired in previous music courses. These students have demonstrated an ability to play an instrument within an ensemble and a desire to improve their skills. This course will introduce young musicians to more challenging rhythms, articulations, music concepts and theory. Students in this course will be required to play at performances that showcase their talents throughout the year. Instrument for this course is the violin.</p>	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.</p> <p>Intro to Art: This an introduction course for 6th graders and classes are founded on the elements of art and principles of design. Both classes begin with penmanship practice to develop their penmanship skills, to open and engage the right side of the brain, the creative side, and to strengthen the fine motor skills. With this initial practice, students then have greater facility at working with their dry and wet media in creating original works of art. Sixth and seventh grade students will create their own color wheel, learning how to blend primary colors to make secondary and tertiary colors, as well as working with tone, shade and tint to create a monochromatic color scheme. Students will create their own Op Art designs individually, then they will share their work with each other and work collaboratively in creating a group Op Art design.</p> <p>Art: Seventh grade students will develop their own "Tangle" designs, with combinations of dots, lines, simple curves, S-curves and orbs. These simple shapes are the "Elemental Strokes" and then create an original work of art that incorporates these designs into the shape of an animal's body. Students will learn pencil techniques of hatching, cross hatching, contour and cross contour lines to apply to still life drawings. Art students will collaborate with the Musical Theater and Performing Arts to create a set design for the winter and spring performances. We follow the California Common Core Standards for Visual Arts.</p> <p>Graphic Design: This is a course for 8th graders to learn basic design principles and software. During the course of this course, they will learn color theory, composition, typography and how to best communicate their ideas visually. In addition, they will learn to effectively use Illustrator, PhotoShop, InDesign and Premiere in our state of the art computer lab featuring iMac computers. They will work alone and in teams to create original digital art pieces. In addition to regular skill builders, students will each create a personal logo, a poster and two video projects. They will learn how to critically look at examples of design and constructively comment on their classmates' work. We follow the California Common Core Standards for Media Arts.</p>		

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/8/2021

School Facility Conditions and Planned Improvements

General

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

Maintenance and Repairs

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

Cleaning

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

Recently Completed Facility Improvements

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

Last updated: 1/8/2021

School Facility Good Repair Status

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

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

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

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

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

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/8/2021

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

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

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

Last updated: 1/8/2021

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

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

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

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

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

Last updated: 1/8/2021

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

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

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

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

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

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

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

6. Parents can also volunteer to chaperone field trips.

AIMS ES:

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

Last updated: 1/8/2021

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

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

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

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

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

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

**State
2019–2020**

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

Last updated: 1/8/2021

School Safety Plan (School Year 2020–2021)

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

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

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

Last updated: 1/8/2021

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

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

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

Number of Classes * 33+ * Number of classes indicates how many classes fall into each size category (a range of total students per class).
 ** "Other" category is for multi-grade level classes.

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

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

Number of Classes * 33+ * Number of classes indicates how many classes fall into each size category (a range of total students per class).
 ** "Other" category is for multi-grade level classes.

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

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

**Number of Classes *
33+**

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

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

Last updated: 1/8/2021

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

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

**Number of Classes *
33+**

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

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

Subject	English	Mathematics	Science	Social Science
Average Class Size	27.00	27.00	27.00	27.00
Number of Classes * 1-22	0	0	0	0
Number of Classes * 23-32	5	5	5	5
	1	1	1	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
Average Class Size	24.00	27.00	27.00	27.00
Number of Classes * 1-22	0	0	0	0
Number of Classes * 23-32	4	4	4	4
	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.

Last updated: 1/8/2021

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

Title	Ratio
Pupils to Academic Counselor*	1

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

Last updated: 1/8/2021

Student Support Services Staff (School Year 2019–2020)

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

Number of FTE* Assigned to School

Other 0.10

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

Last updated: 1/8/2021

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

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

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

Last updated: 1/15/2021

Types of Services Funded (Fiscal Year 2019–2020)

After School Tutoring/Saturday School

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

AIMS K-8 Extended School Year

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

Techbridge Engineering Club:

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

Title I & 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.

Afterschool Program

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

National School Lunch Program

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

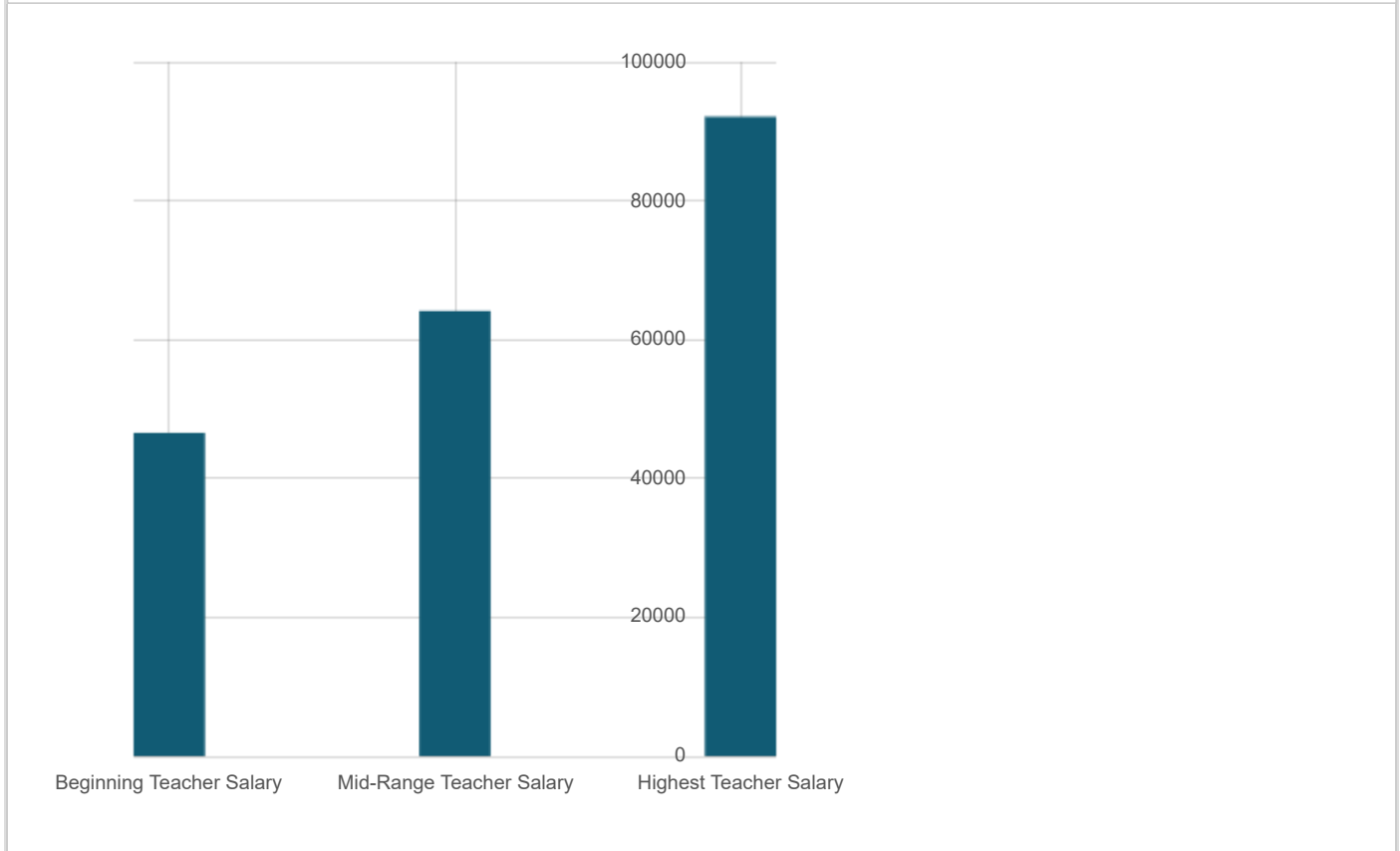
Last updated: 1/8/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

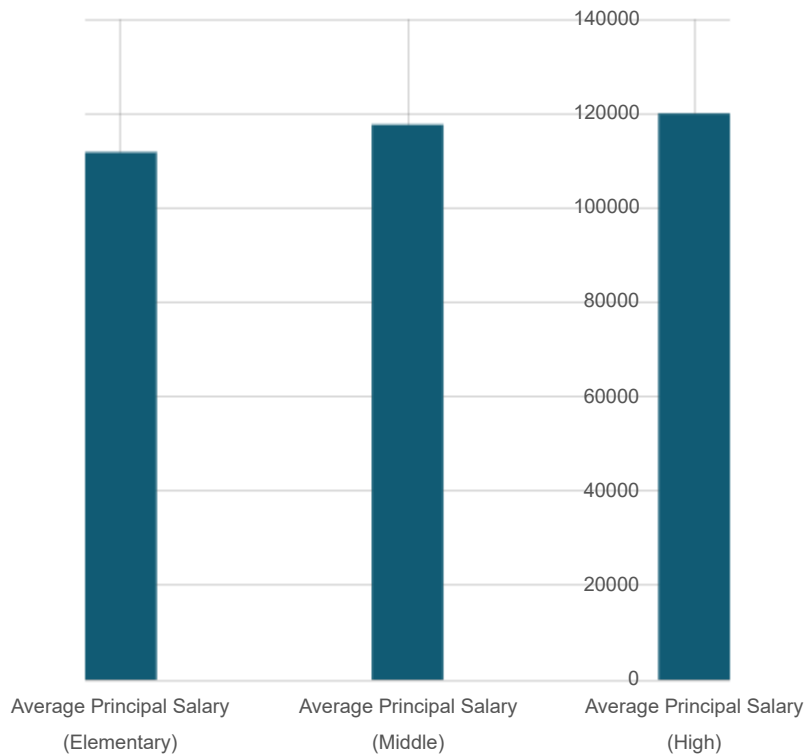
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,570	\$50,029
Mid-Range Teacher Salary	\$64,124	\$77,680
Highest Teacher Salary	\$92,096	\$102,143
Average Principal Salary (Elementary)	\$111,786	\$128,526
Average Principal Salary (Middle)	\$117,636	\$133,574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

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/8/2021

Professional Development

2020-2021

13 Full Day for 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	21	33

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

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