

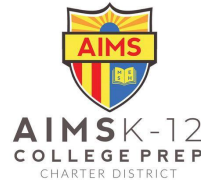
California School Dashboard Local Indicators 2020-2021



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CA Dashboard

What Is the California School Dashboard?

The California School Dashboard (or the Dashboard) is an online tool that shows parents and communities how schools and districts are performing on test scores, graduation rates, and other measures of student success. These multiple measures of success reflect California's new accountability system, which is based on the ten priority areas of the Local Control Funding Formula (LCFF) available at <http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>.

Local Indicators

Local indicators are a part of a seamless accountability system that:

- Reflects the emphasis on 'local control'
- Enables LEAs to measure its progress using local data
- Provides valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges
- Informs the Local Control and Accountability Plan (LCAP) planning process

Local Indicators

Priority 1:

- **Basic Services and Conditions**

- Teacher misassignment

- Student access to instructional material

- Conditions of school facilities

Priority 2:

- Implementation of State Academic Standards

Priority 3:

- Parent Engagement

Priority 6:

- School Climate

Priority 7:

- Access to a Broad Course of Study

AIMS MS - Priority 1

Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 25%
- Student access to instructional material - 100%
- Conditions of school facilities - Good

Teacher credentialing continues to be a priority. Several teachers who are in need of clearing their preliminary credential participated in the induction program, a cost for which the school pays.

During the distance learning due to pandemic, we ensure all of our students have access to standards-aligned instructional materials including technology devices and internet access for use at home.

During reopening, CDE guidelines were followed for safe in-person learning. Students are placed in stable cohorts, facilities are checked, sanitized and maintained throughout the day . The school created a partnership with an on-site janitorial company to provide additional daily cleaning, sanitization and maintenance services. This provides students a COVID-19 safe, healthy and inviting learning environment where they are protected from physical and emotional harm and is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop and that allow them to succeed even in difficult circumstances. We believe safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

AIMS MS - Priority 2

Priority 2 - Implementation of State Academic Standards: Met

The district conducted several needs assessments in order to determine the most appropriate strategies for distance learning. Teachers were provided with additional technology resources and internet access to implement the Academic Standards in virtual settings. Teachers were provided professional development required for implementation of State Academic standards in distance learning settings.

The district conducted several needs assessments in order to determine proper ELA curriculum and teacher training required to build vertical alignment between K-12; the ultimate goal is college-readiness. Schools determined a need for more higher order thinking materials to support a college-ready literacy program. Teachers began to receive training on building higher order thinking literacy protocols to build upon a robust reading comprehension program.

The district conducted additional needs assessments in order to determine better ways to utilize the existing HMH Go Math curriculum. Teachers required additional training in emphasizing Common Core approaches to math in order to supplement the curriculum effectively. Teachers received this training. Professional development towards Next Generation Science Standards implementation began with help from Lawrence Hall of Science. Students were also able to use science kits from Foss Science for a more hands-on experience. Teachers began familiarizing themselves with DBQ for Social Science. Mandarin and Spanish were both offered for students in the middle school.

In addition, the school applied for Measure G1 which allow students to be provided innovative courses that cover visual and performing arts. We envision a program that will offer a unique combination of rigorous curriculum and artistic immersion.

AIMS MS - Priority 3

Priority 3 - Parent Engagement: Met Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 5 - Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

AIMS MS - Priority 3

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 5 - Full Implementation and sustainability

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 5 - Full implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 5 - Full implementation and Sustainability

AIMS MS - Priority 3

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 3 - Initial Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 3 - Initial Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 3 - Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 3 - Initial Implementation

AIMS MS - Priority 6

Priority 6 - School Climate: Met

We conducted an annual survey to get results on school climate. The survey was given to 6th-8th families. Below are the results for families.

Family Survey (Strongly agree or agree responses)

1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 92.3%

2: This school has a supportive learning environment for my child. 98.0%

Providing students a healthy and inviting learning environment where they are protected from physical and emotional harm is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop that allow them to succeed even in difficult circumstances. Safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

AIMS MS- Priority 7

Priority 7- Access to a Broad Course of Study: Met

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

At AIMS MS, all students were enrolled in the following courses:

- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- World Languages Courses (Mandarin/Spanish)
- Visual & Performing Art courses (Art/Graphic Design/Music)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

During the 2020-21 academic school year, all Middle School students were enrolled in the following courses both in distance & hybrid learning settings. :

- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- World Languages Courses (Mandarin/Spanish)
- Visual & Performing Art courses (Art/Graphic Design/Music)
-

This is ensured by enrollment as well as consistent progress monitoring. Students who required additional support in core subjects, through pull-out support (in stable cohorts and/or zoom breakout rooms), received services from instructional aids. Students with exceptional needs, as mandated by their IEP or 504, will still have access to general education classrooms based on standard compliance with IEPs. Additionally, students who are English learners either received push-in and/or pull-out services so that they could access coursework in the general education classroom. Newcomer ELs have designated ELD class.

AIMS MS- Priority 7

Priority 7- Access to a Broad Course of Study: Met

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

During the 2020-21 academic school year, there were several unprecedented challenges due to Covid-19 pandemic that prevented a greater access to a broad course of study for all students, particularly as it pertained to implementing the instructions virtually via zoom and the online platforms. Students as well as teachers have difficulties with slow internet connections at time, power outage and issues with online platforms that we used.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

During the 2020-21 school year, Covid-19 pandemic forced us to make several changes throughout the year. At the beginning of the school year, we were in 100% distance learning, that required us to modify our master schedules, intervention support plans as well as implementation of Physical Education and Visual & Performing Art courses. Our teachers has to add additional focus on Students' social emotional well being. Then towards the end of the school year, we reopened school and turned into hybrid learning. Shifting to hybrid learning required us another phase of changes in master schedules, intervention support plans, students safety for in-person learning. We also have resistance from teachers to return to work from school. Some teachers did not return and we faced shortage of teachers and staff.

AIPCS II (AIMS ES)- Priority 1

Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 33.00%
- Student access to instructional material - 100%
- Conditions of school facilities - Good.

Teacher credentialing continues to be a priority. Several teachers who are in need of clearing their preliminary credential participated in the induction program from the Sacramento County Office of Education, a cost for which our school pays.

We ensure all of our students have access to standards-aligned instructional materials for use at home and school. For the first time ever, we entered into a hybrid model because of the global pandemic. We were able to make sure that students who were learning virtually were able to get the same access to the curriculum as those who were in school. We were able to take our main ELA and math textbooks/curriculum and purchase the digital version of them. We also had books and material distribution days. Students would come at different times of the year and collect the books and supplies they needed for the upcoming year. 100% of our students had full access to all of the materials whether they were virtual or in person.

Facilities are checked and maintained throughout the year. The school created a partnership with an onsite janitorial company to provide daily cleaning and maintenance services. This provided students with a healthy and inviting learning environment where they were protected from physical and emotional harm and is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop and that allow them to succeed even in difficult circumstances. We believe safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

With the Pandemic, we had to take extra precautions cleaning and thorough disinfecting of the classrooms and building. Classrooms were disinfected with a professional-grade defogger machine each night. Desks, office tables, and lunch tables were disinfected after each use. Extra time went into wiping door handles, cleaning elevators, and maintaining a clean building. New desks were purchased to maintain correct social distancing as well. Overall, a lot of time and effort went into the cleaning, maintenance, and disinfecting of the building.

AIPCS II (AIMS ES)- Priority 2

Priority 2 - Implementation of State Academic Standards: Met

Our school made several purchases of new curriculum that were all aligned to the California Common Core State Standards, NGSS Science Standards, as well as the Social Studies standards. This curriculum provided teachers with a thorough pacing guide to make sure all of the standards were covered during the year.

Teachers were also given a tool to use to track the standards that were taught each day. Teachers were given a new list of standards to cover every 6 weeks. After, a benchmark was given to all students to determine which standards were met.

With the Pandemic came new online learning platforms. Teachers were able to align the standards from their textbooks, standards tracking tools, and lesson plans, to the standards on these online platforms. They were able to further reinforce what was taught in class with the help of the online learning platforms.

Measure G also allowed students to be provided with innovative courses that cover visual and performing arts. This grant allowed our school district to have the opportunity to excel academically and to also have the access to musical and artistic enrichment.

AIPCS II (AIMS ES)- Priority 3

Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation:

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

AIPCS II (AIMS ES)- Priority 3

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

AIPCS II (AIMS ES)- Priority 3

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4- Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 - Full Implementation

AIPCS II (AIMS ES)- Priority 6

Priority 6 - School Climate: Met

We conducted an annual survey to get results on school climate. The survey is given to K-8th students/families. Below are the results for students and families.

Student Survey Results (Strongly agree or agree responses)

1: At school I am able to do my work without worrying about my physical and/or emotional safety. 85.4%

2: I feel I am part of this school. 92.1%

3: Teachers and other grown-ups at school care about me. 96.1%

Family Survey (Strongly agree or agree responses)

1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 84.6%

2: This school has a supportive learning environment for my child. 91.2%

Providing students a healthy and inviting learning environment where they are protected from physical and emotional harm is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop that allow them to succeed even in difficult circumstances. Safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

AIPCS II (AIMS ES)- Priority 7

Priority 7- Access to a Broad Course of Study: Met

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

All students were enrolled in the following courses:

- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- World Languages Courses (Mandarin/Spanish)
- Visual & Performing Art courses (Art/Graphic Design/Music)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

During the 2020-21 academic school year, all students were enrolled in the following courses both in distance & hybrid learning settings. :

- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- World Languages Courses (Mandarin/Spanish)
- Visual & Performing Art courses (Art/Graphic Design/Music)

This is ensured by enrollment as well as consistent progress monitoring. Students who required additional support in core subjects, through pull-out support (in stable cohorts and/or zoom breakout rooms), received services from instructional aides. Students with exceptional needs, as mandated by their IEP or 504, will still have access to general education classrooms based on standard compliance with IEPs. Additionally, students who are English learners either received push-in and/or pull-out services so that they could access coursework in the general education classroom. Newcomer ELs had designated ELD class at the middle school level.

AIPCS II (AIMS ES)- Priority 7

Priority 7- Access to a Broad Course of Study: Met

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

There were no barriers to accessing the course materials. We did everything we could to ensure that students had access to everything. Every single student had their own laptop, connecting to the internet through hotspots, all curriculum material and books.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Taking our core curriculum and transferring it to digital material had a big impact on the implementation of our program. We were able to get textbook lessons directly to students without them having the actual textbooks. All of the core curricula had an online component that teachers were trained to use.

AIMS HS - Priority 1

Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 30%
- Student access to instructional material - 100%
- Conditions of school facilities - Good

The majority of AIMS HS teachers are credentialed and teach in their corresponding subject in every classroom. Teachers who are not yet credentialed are enrolled in university credential or intern programs.

AIMS HS has up-to-date AP-aligned textbooks/curriculum, AP test prep books, and novels based upon Lexile reading scores, AP frequency, and diversity. Efforts are underway to enhance science classrooms to become more technology and lab ready.

During reopening for 2021-22, state and county health guidelines were strictly followed for safe in-person learning. Students are placed in stable cohorts, masks for students and staff are required and provided, and facilities are checked, sanitized and maintained throughout the day. The school has partnered with an on-site janitorial company to provide additional daily cleaning, nightly spraying, and sanitization and maintenance services. Hand sanitizer dispensers and air purifiers are placed throughout the building and in each classroom. Air conditioners and solar blinds were installed in the classrooms to enhance the learning environment.

This provides students a COVID-19 safe, healthy and inviting learning environment where they are protected from physical and emotional harm. This is essential to the mission of our schools.

Safe schools are not just places with advanced security procedures. They are also places that help students develop and that allow them to succeed, even in difficult circumstances. We believe safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

AIMS HS - Priority 2

Priority 2 - Implementation of State Academic Standards: Met

The district conducted several needs assessments in order to determine an appropriate English curriculum and to determine the teacher training required to build vertical alignment across grades K-12, with the ultimate goal being college-readiness. AIMS HS determined a need for a greater number of higher-order thinking materials to support a college-ready literacy program.

To ensure that we are providing and achieving academic standards, AIMS HS has aligned its English curriculum with Common Core State Standards, including the AP novels most frequently referenced on AP exams, exemplars for writing and rubric use, assessment of quality ELD programming and planning for ELD K-12 initiative. In addition, AIMS HS offers supplemental academic programs such as ALEKS Math, Rosetta Stone, Scholastic Reading Inventory, Math Inventory, Learning Ally, and Quill (Writing).

New Reading and Math Strategies are incorporated into each classroom to establish schoolwide methods that are consistent in all classrooms to promote higher-order thinking.

We offer a robust AP curriculum framework to ensure students are prepared for college. Advanced placement courses provide our students the experience with college-level opportunities to ensure collegereadiness. New textbooks were purchased in alignment with updated AP standards to offer increased focus and rigor. Next Generation Science Standards (NGSS), State Visual and Performing Arts, and Physical Education standards are included as part of our core curriculum.

AIMS HS - Priority 3

Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 5 – Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 5 – Full Implementation and Sustainability

AIMS HS - Priority 3

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 3 – Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

AIMS HS - Priority 3

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

AIMS HS - Priority 6

Priority 6 - School Climate: Met

We conducted an annual survey to get results on school climate. The survey is given to 9th-12th students/families. Below are the results for students and families.

Student Survey (Strongly agree or agree responses)

1: At school I am able to do my work without worrying about my physical and/or emotional safety. 77.8%

2: I feel I am part of this school. 80.2%

3: Teachers and other grown-ups at school care about me. 84.5%

Family Survey (Strongly agree or agree responses)

1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 87.7%

2: This school has a supportive learning environment for my child. 91.4%

Providing students a healthy and inviting learning environment where they are protected from physical and emotional harm is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop that allow them to succeed even in difficult circumstances. Safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

AIMS HS- Priority 7

Priority 7- Access to a Broad Course of Study: Met

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

At AIMS HS, we have a strict course catalogue and listed within are all the course requirements for graduation at AIMS HS, including students' A-G standards to qualify for entry into CSU and UC campuses. Except for students with Individualized Educational Plans (IEP), AIMS HS graduation requirements are universal for all AIMS HS students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As a matter of equity, at AIMS HS, all students are enrolled in AP courses, beginning in their Freshman year. Over the course of a student's matriculation at AIMS HS, students will take at least 10-12 AP courses. AIMS HS pays for 100 percent of all AP and SAT/PSAT Examinations for our students. Freshmen students take an advisory course to help transition them into the rigors of high school and learn the importance of time management, note taking, and mental health / well-being. Additional required grade level courses include Design Thinking (Freshmen) Latin / Logic (Sophomores), SAT / AP Test Prep (Juniors), and College Planning (Seniors.) AIMS HS partners with Peralta Colleges to offer concurrent enrollment for its students through the Merritt College in a onsite program called College Pathways.

AIMS HS- Priority 7

Priority 7- Access to a Broad Course of Study: Met

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

There are no barriers preventing the LEA from providing access to a broad course of study for all students. AIMS provides all students access to courses to meet and exceed UC / CSU A-G state standards.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Implemented during the 2020-21 academic school year, AIMS HS is currently in the second year of its AIMS U College Pathways program, which allows AIMS Students the opportunity to take Pre-Business, Pre-Engineering / Design Media, Pre-Law, and Pre-Med Peralta Community College classes (Merritt, Laney College and Berkeley CC) while on campus at AIMS.

As part of the pathways program, AIMS HS students are enrolled in pathway programs, have the opportunity to earn between 18-24 UC and CSU transferable college credits, and potentially begin their college career with sophomore standing.