

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

Address:	746 Grand Ave. Oakland, CA , 94610	Principal:	Maurice Williams, Head of School
Phone:	5102205044	Grade Span:	9-12

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

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

DataQuest

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

California School Dashboard

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

About This School

Maurice Williams, Head of School

Principal, AIMS College Prep High

About Our School

Mr. Maurice Williams is from Oakland, California and is a graduate of Oakland Public Schools. Head of School, Maurice Williams, Jr. has nearly 10 years in education experience, and is in his ninth year as a member of the AIMS K12 Charter District. He has taught at AIMS Elementary, Middle, and High Schools, served as Dean of Middle School, Head of Middle Schools, High School Head of Division, and Head of High School. Head of School Williams has a Bachelor of Arts from Stillman College (HBCU) and his Master of Public Policy from Pepperdine University.

Contact

AIMS College Prep High
746 Grand Ave.
Oakland, CA 94610

Phone: [5102205044](tel:5102205044)

Email: maurice.williams@aimsk12.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	AIMS K-12 College Prep
Phone Number	5108938701
Superintendent	Woods, Maya
Email Address	maya.woods-cadiz@aimsk12.org
Website	http://www.aimsk12.org

School Contact Information (School Year 2021—2022)

School Name	AIMS College Prep High
Street	746 Grand Ave.
City, State, Zip	Oakland, CA , 94610
Phone Number	5102205044
Principal	Maurice Williams, Head of School
Email Address	maurice.williams@aimsk12.org
Website	http://www.aimsk12.org
County-District-School (CDS) Code	01612590111856

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

About AIMS HS

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

Year Founded: 2006 (Oakland, CA)

Mascot: Golden Eagles

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

Number of Students: 450

Website: www.aimsk12.org

Email Address: highschool@aimsk12.org

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

Office Phone Number: (510) 220-5044

Head of School: Maurice Williams, MPP

Superintendent: Maya Woods-Cadiz, M.Ed.

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

AIMS HS History

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

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

Mission Statement

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

AIMS Credo

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

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

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

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

AIMS Values

Excellence - Commitment to excellence in all that we do.

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

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

Family and Community - Building of family and community.

Equity - Social awareness and justice that leads to action.

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

AIMSTRONG

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

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

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

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

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

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

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

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

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

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

AIMS Model

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

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

? Every student has opportunities to learn individually and in groups.

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

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

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

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

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

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

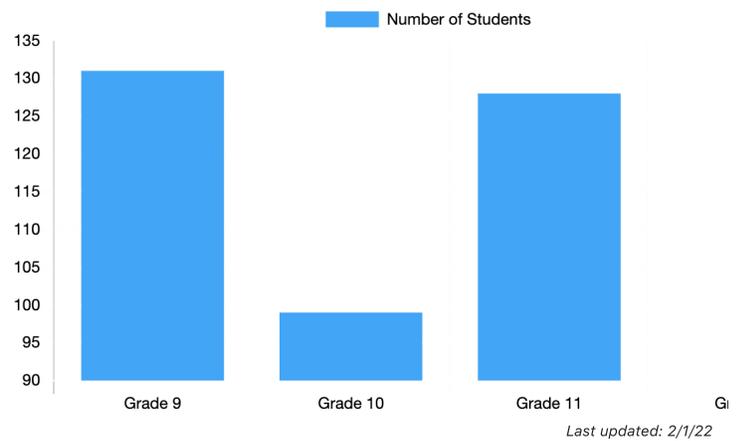
? At AIMS, we accept and respect each other regardless of race, religion, or orientation.

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

Last updated: 2/1/22

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

Grade Level	Number of Students
Grade 9	131
Grade 10	99
Grade 11	128
Grade 12	90
Total Enrollment	448



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

Student Group	Percent of Total Enrollment
Female	46.40%
Male	53.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	49.60%
Black or African American	26.20%
Filipino	0.90%
Hispanic or Latino	16.80%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.70%
White	5.20%

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

A. Conditions of Learning

State Priority: Basic

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

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English Composition 9: Students will be taught the crafting of structures, integration of grammar and literary concepts, comprehension of reasoning, and the use of sufficient evidence through formal writing. Pre-AP Novel List: Black Boy; Bless Me, Ultima; The Adventures of Huckleberry Finn; Lord of the Flies; Romeo and Juliet; The Catcher in the Rye; The Color Purple; The Grapes of Wrath</p> <p>English Composition 10: Students are exposed to a variety of literary and informational texts in order to construct coherent writing pieces that help to develop their own position and perspective on a variety of topics. This course expands upon proficiencies in the fundamentals of reading and writing with a focus on comprehension and mastery of syntax, grammar, punctuation, capitalization, spelling, and usage in written communication. Pre-AP Novel List: A Raisin in the Sun; Wuthering Heights; Macbeth; Brave New World; The Great Gatsby; The Kite Runner; The Odyssey; Joy Luck Club</p> <p>AP English Language and Composition: AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as students explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. AP Novel List: Crime and Punishment; East of Eden; Great Expectations; 1984; Jane Eyre; Merchant of Venice; Moby Dick; The Scarlet Letter; Their Eyes Were Watching God; The Awakening</p> <p>AP English Literature and Composition: AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as students explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. AP Novel List: The Jungle; A Portrait of the Artist; Frankenstein; Heart of Darkness; Invisible Man; Light in August; King Lear; One Hundred Years of Solitude; Beloved; Catch 22</p> <p>ELD 1A/B: This course is for beginning ELs with Emerging Level. Students develop their speaking, listening, reading, and writing skills. ELD A will focus on Oral Language. ELD B will focus on Written Language. In this second part of ELD, the Emerging/Expanding level students will build on the concepts learned in ELD A to become a better reader, speaker, and writer in English by reading stories from a range of writers. Students will also expand their knowledge of English grammar. Adopted Curriculum: Edge A: Reading, Writing, & Language Curriculum; Rosetta Stone</p> <p>ELD 2: This course is designed for low Expanding ELs as a bridge from ELD to mainstream English. The curriculum for ELD is aligned with the CCSS ELA standards and framework and prepares students for AP testing. Heavy emphasis is given to literature of various genres and writing. Adopted Curriculum: Edge B: Reading, Writing, & Language Curriculum; Rosetta Stone</p> <p>ELD Writing 11: This course is for students who are expanding to the low bridging level of English language development. Students continue to improve their language development with a focus on reading and writing and speaking and listening. The curriculum for the integrated course is aligned with CCSS ELA standards and framework and prepares students for mainstream English. Students should be able to read at a Lexile level of 900 and be able to write a properly structured and coherent essay at mainstream-English level. Adopted Curriculum: Edge C: Reading, Writing, & Language Curriculum; Rosetta Stone</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Algebra I: This course will help students learn fundamental algebraic skills such as: operations, algebraic expressions, solving equations, graphing, linear, quadratic, and exponential functions, probability and statistics, and geometric connections. Adopted Curriculum: Algebra I with CalcChat & CalcView, Student Edition (Cengage)</p> <p>Geometry: This course requires students to focus on logical proof and critical thinking when solving problems or evaluating arguments. This course provides the necessary mathematical tools for complex reasoning and solving problems in the sciences, technology, engineering, and many skilled trades and professions. Adopted Curriculum: Geometry: Big Ideas, A Common Core Curriculum (Cengage)</p> <p>Algebra II: This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. Adopted Curriculum: Big Ideas Math Algebra 2: A Common Core Curriculum</p> <p>Pre Calculus: This class is important for any students planning to take Calculus. It is a comprehensive course that incorporates algebra, geometry, and functions and prepares students for AP Calculus. Adopted Curriculum: Precalculus with Limits: A Graphing Approach (Cengage)</p> <p>AP Calculus: Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as students explore concepts like change, limits, and the analysis of functions. Adopted Curriculum: Calculus, 11e (Cengage)</p> <p>AP Statistics: The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as students build conceptual understanding. Students cultivate their understanding of biology through inquiry-based investigations as students explore topics like evolution, energetics, information storage and transfer, and system interactions. Adopted Curriculum: Intro to Statistics & Data Analysis AP Edition 6th Edition (Cengage)</p>	Yes	0%
Science	<p>AP Environmental Science: The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Adopted Curriculum: Exploring Environmental Science for AP</p> <p>AP Biology: AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as students explore topics like evolution, energetics, information storage and transfer, and system interactions. Adopted Curriculum: Campbell Biology 12th Edition, AP Edition 2021 (Pearson)</p> <p>AP Chemistry: AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as students explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. Adopted Curriculum: Chemistry (AP® Edition) 10th Edition</p> <p>AP Physics 1: AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as students explore concepts like systems, fields, force interactions, change, conservation, and waves. Adopted Curriculum: College Physics (AP® Edition) 11th Edition</p> <p>AP Computer Science: Students cultivate their understanding of coding through analyzing, writing, and testing code as students explore concepts like modularity, variables, and control structures. Adopted Curriculum: Edhesive</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>AP Environmental Science: The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Adopted Curriculum: Exploring Environmental Science for AP</p> <p>AP Biology: AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as students explore topics like evolution, energetics, information storage and transfer, and system interactions. Adopted Curriculum: Campbell Biology 12th Edition, AP Edition 2021 (Pearson)</p> <p>AP Chemistry: AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as students explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. Adopted Curriculum: Chemistry (AP® Edition) 10th Edition</p> <p>AP Physics 1: AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as students explore concepts like systems, fields, force interactions, change, conservation, and waves. Adopted Curriculum: College Physics (AP® Edition) 11th Edition</p> <p>AP Computer Science: Students cultivate their understanding of coding through analyzing, writing, and testing code as students explore concepts like modularity, variables, and control structures. Adopted Curriculum: Edhesive</p>	Yes	0%
Foreign Language	<p>Mandarin I: 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 II: 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>AP Mandarin: This AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Adopted Curriculum: Integrated Chinese, Volume 2</p> <p>Spanish I: 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 II: 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>AP Spanish (Beginning In 2021): AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as students explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Adopted Curriculum: TBD</p>	Yes	0%
Health	N/A	Yes	0%
Visual and Performing Arts	<p>2017-2018 Purchased Texts History of Modern Art, Arnason, Mansfield 7th Edition</p> <p>2018-2019 Purchased Texts Mel Bay Julio S. Sageras Guitar Lessons ISBN-10: 0786627239 Alfred's Essentials of Music Theory ISBN: 0882848976</p>	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/1/22

School Facility Conditions and Planned Improvements

General

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

Maintenance and Repairs

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

Cleaning

During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. After school, Custodial staff work to maintain a clean campus daily. During reopening, CDE guidelines were followed for safe in-person learning. Students are placed in stable cohorts, facilities are checked, sanitized and maintained throughout the day . The school created a partnership with an on-site janitorial company to provide additional daily cleaning, sanitization and maintenance services.

Last updated: 1/14/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 1/14/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- SARC Reporting in the 2020–2021 School Year Only**
 Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/15/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): Scholastic Reading Inventory

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	113	106	93	7	61
Female	57	54	94	6	59
Male	55	52	94	6	63
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	54	52	96	4	69
Black or African American	32	31	96	4	35
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	19	18	94	6	77
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	7	5	71	29	80
English Learners	5	4	80	20	25
Foster Youth		N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	82	76	92	8	67
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	3	3	100	0	33

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

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

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

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/1/22

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

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

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 2/1/22

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

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

Last updated: 2/1/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

AIMS HS encourages families to play an active role in their child's education.

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).

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.

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.

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.

Family Community Liaison

Employment / Volunteer Opportunities

Parentsquare Communications

2 Parent Conference Staff Development Days Per Year

Ongoing SST Parent Meetings

Our parent coordinator disseminates school information and through online communication (Parent Square). Interested Families are encouraged to contact Vanessa Oden, AIMS K12 District Parent and Community Liaison at vanessa.oden@aimsk12.org

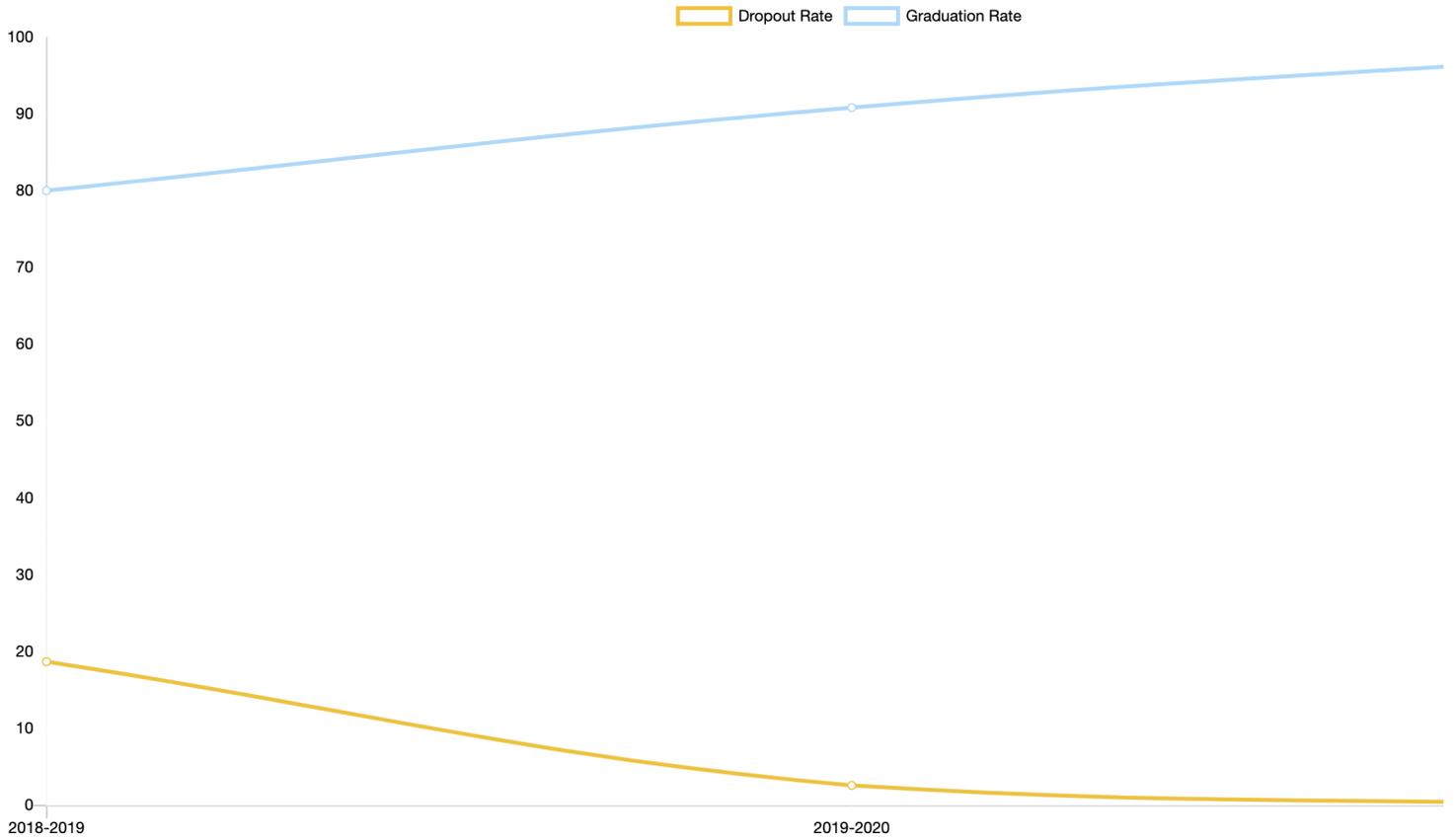
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	18.70%	2.60%	0.00%	12.60%	11.20%	11.30%	9.00%	8.90%	9.40%
Graduation Rate	80.00%	90.80%	97.90%	76.50%	76.50%	77.10%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	96	94	97.9
Female	42	42	100.0
Male	54	52	96.3
Non-Binary	0	0	0.0
American Indian or Alaska Native	57	57	96.3
Asian	0	0	0.00
Black or African American	21	21	100.0
Filipino	--	--	--
Hispanic or Latino	12	11	91.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	13	13	100.0
Foster Youth	0	0	0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	79	78	98.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	463	455	31	6.8
Female	215	211	14	6.6
Male	248	244	17	7.0
American Indian or Alaska Native	231	225	12	7.0
Asian	0	0	0	0.0
Black or African American	119	119	5	4.2
Filipino	4	4	1	25.0
Hispanic or Latino	76	76	5	6.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	3	0	0.0
White	24	23	5	21.7
English Learners	85	82	11	13.4
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	334	327	24	7.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	18	18	1	5.6

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	5.14%	0.00%	4.40%	0.03%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.09%	0.00%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.70%	3.64%	2.45%
Expulsions	0.00%	0.07%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 1/14/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

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: 2/1/22

D. Other SARC information

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

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	5	12	2
Math	25.00	2	14	
Science	26.00	2	8	
Social Science	26.00	2	12	1

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020—2021)

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

Last updated: 2/1/22

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

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

Title	Ratio
Pupils to Academic Counselor*	446.0

Last updated: 12/31/99

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.33
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.30

Last updated: 12/31/99

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12407.00	\$1900.00	\$10507.00	\$61931.00
District	N/A	N/A	--	\$68321.00
Percent Difference – School Site and District	N/A	N/A	--	-9.80%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	21.77%	-31.01%

Last updated: 2/1/22

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

Types of Services Funded (Fiscal Year 2020–2021)

Academic Counseling / College Bound Kids: AIMS HS Academic counselors provide academic counseling, support student retention, matriculation, A-G+ completion rates, and college readiness and attainment

College Application / AP & SAT Exam Scholarships: As a matter of equity, AIMS HS will pay for 3-4 college applications per student to ensure our mission of 100% college/university acceptance rates. AIMS HS also pays for all student AP and SAT Exams.

AIMS Student Tutors: Student Tutors and will help AIMS HS students during Academic Saturday School and as needed. Summer school credit recovery will also be for students that earn a C- or below in core classes. These actions will better help mitigate student learning loss

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

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

Student Government Association: Student Government Association provides opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS HS Sanctioned auxiliary Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment.

AIMS U College Pathways Program: The AIMS U College Pathways programs provides students with dual-enrollment Peralta Community College opportunities in the Pre-Business, Pre-Design/Engineering, Pre-Law, and Pre-Medical Fields. AIMS will support all HS students in the AIMS U College Pathways program by purchasing their dual-enrollment textbooks.

Freshman Advisory Class: To help mitigate learning loss, all incoming freshmen will take a required semester-long advisory class to help bolster their study-skills, such as time-management, note-taking, citing sources, and organization.

Socioemotional Counselor: The AIMS District Socioemotional Counselor provides mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students - particularly with extra care towards student mental health.

AIMS Athletic Department: The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition. In addition to its 9 existing sports (Cross Country, Boys and Girls Volleyball, Boys and Girls Soccer, Boys and Girls Volleyball, Badminton, and Swimming) the AIMS athletics department will be expanded to include cheerleading and a pep band.

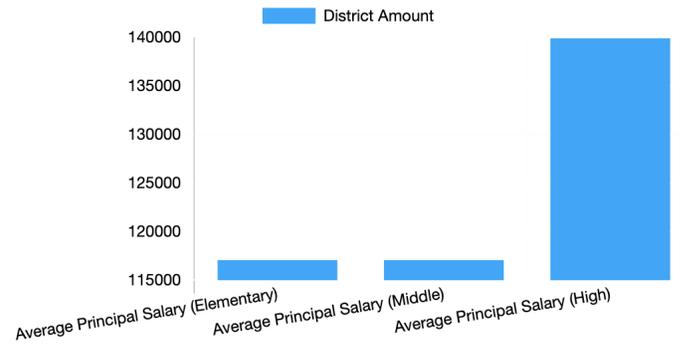
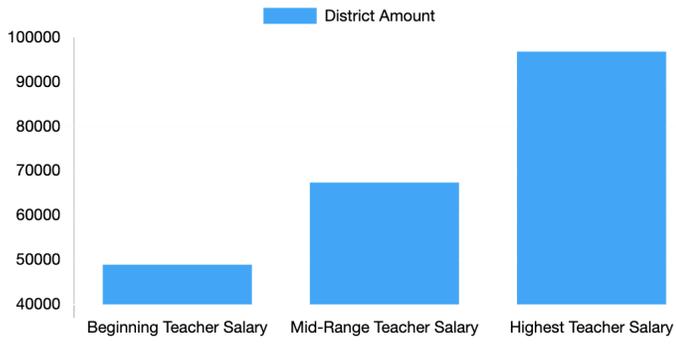
Positive Behavior Intervention Supports (PBIS): AIMS HS provides the Positive Behavior Intervention Support (PBIS) program and incentives to provide access to social/emotional curriculum, and encourage positive behavior through student rewards. Together, with restorative justice practices, PBIS will help increase student attendance, maintain a low suspension rate, and promote a safe and positive learning environment.

Last updated: 2/1/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

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

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 100.00%

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	3
Social Science	4
Total AP Courses Offered*	14.00%

Last updated: 2/1/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	41	33	36