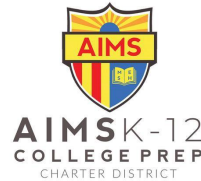


# AIMS College Prep High School California School Dashboard Local Indicators 2022-2023



# 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 HS - Priority 1

## Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 13.69%\*
- 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 the 2022-23, 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. 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.

\*This is an estimate - CalSAAS reporting is not yet available for calculation

# AIMS HS - Priority 2

## Priority 2 - Implementation of State Academic Standards: Met

The focus for this academic school year was to address the learning deficits from the years of the pandemic and virtual learning. Our goals included learning about students and their proficiency at the start of the year, monitoring all students with quarterly benchmarks, introducing data to the teachers, and having teachers learn how to make plans using this data.

Every year, we get a lot of students that are new to our district from various schools. To address any learning gaps that might have occurred during the pandemic, all students took a prerequisite skills test the very first day of school. The results of these assessments helped teachers and administrators pinpoint the students that were struggling the most. From the first day forward, the school community helped to develop individualized performance improvement plans to help each student to become proficient.

Throughout the year, benchmark assessments were given quarterly. There were a total of 8 benchmarks that assessed reading, writing, language, and mathematics. Teachers were able to track the progress of each student, their entire class, and their peers at the same grade level. With our new data program, Unified Insights, every student at the school had an individualized student profile with a history of past academic scores, as well as their current proficiency. Teachers were able to see relationships between academic grades, assessments, behavior details, and attendance. With this data, teachers were trained on how to create these individualized learning plans by creating experiences tailored to the students' needs.

# AIMS HS - Priority 3

## Building Relationships between Schools Staff & Families

**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 - Narrative

## Building Relationships between Schools Staff & Families Narrative

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

We endeavor to build strong relationships between staff and families. When students are first enrolled in school we begin with a formal meeting between staff and families. Every year we host a student orientation and Back to School Night where families are introduced to staff and teachers. We utilize Parentsquare to communicate announcements and events to parents. Throughout the school year we host various events that celebrate culture, sports, and academics where families can attend as part of our AIMS community.

- 2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

We believe in the importance of partnering with parents and for student education. We maintain the strength of these relationships through transparent communication. We will focus on the consistency of our communication with families by providing memos, timely updates, and town hall meetings where families can address concerns and where we all can discuss strategies for supporting and building our community.

- 3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

We will improve engagement by strengthening our relationship community partners, and building bonds with families through our special education and counseling departments.



# 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 - Narrative

## Building Partnerships for Student Outcomes Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

AIMS provides all students access to courses to meet and exceed UC / CSU A-G state standards. We have a team of academic counselors and a College Bound Kids Coordinator who provide guidance and support to students. Teachers provide mandatory tutoring hours and Saturday School is hosted twice monthly for student needing additional academic support. Lastly we utilize Unified Insights, a platform where every student at the school has an individualized student profile with a history of past academic scores, as well as their current proficiency.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

We employ a small team of academic counselors but are looking to expand our current counseling team in order to provide more individualized support to students. Increased professional development for teachers on differentiating within the classroom, training on providing adequate support for students participating in our english language learners, and special education programs.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

We provide consistent communication with families through parent meetings with administrators, counselors, weekly memos, and town hall meetings.

# 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 3 - Narrative

## Seeking Input for Decision Making Narrative

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

AIMS HS SSC is a group of parent, student, teachers, and classified staff representatives that aid in decision making. We regularly solicit feedback through polls, surveys and adapt processes based on that feedback noting it is essential for continuous improvement.

- 2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

We are focusing on transparent and consistent communication that will allow for greater insight and input from stakeholders for decision making by increasing representation in the SSC.

- 3. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

[Respond here]

# 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 grade 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. 77.43%**

**2: I feel I am part of this school. 70.21%**

**3: Teachers and other grown-ups at school care about me. 77.43%**

### 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. 77%**

**2: This school has a supportive learning environment for my child. 86.15%**

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.

AIMS education specialists are using the SIS: PowerSchool to track and follow the academic progress of students with disabilities to ensure that they have access to and are enrolled in a broad course of study.

**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. AIMS HS partners with Peralta Colleges to offer concurrent enrollment for its students through our AIMS U College Pathways program. Students take pathways courses, beginning in their sophomore year.

Students identified as EL attend all mainstream classes with classroom teachers who have attained their English Learner Authorization and have received professional development in designated and integrated ELD instructional strategies. Emerging level EL students do also receive pull-out intervention, however this intervention time is limited to 30 minutes and does not interfere with core subjects in the students' mainstream course of study.

Students with disabilities receiving special education services are supported by their education specialists across a broad course of study that incorporates collaboration between the general and special educators to ensure that appropriate specialized supports are being used during instruction of multiple subject areas for all students. Universal design for learning strategies and practices are shared and modeled to accommodate different learning modalities and encourage student engagement across subject areas.

# 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.**

AIMS provides all students access to courses to meet and exceed UC / CSU A-G state standards.

A potential barrier preventing the LEA from providing access to a broad course of study for all students, might be the consideration of students receiving special education services outside of the general education class. However, students receiving support services outside of the general education setting are done so only after careful review with the IEP team determining the least restrictive environment for students to receive educational benefit. Presently, students with disabilities participate in the general education setting no less than 90%, during which they are in the regular class, extracurricular activities and non academic activities. Therefore, AIMS provides all students access to a broad course of study to meet and exceed 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, the AIMS U College Pathways program 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.

In previous years, Newcomer students attended separate core classes for ELA and were not integrated into the same broad course of study as non-Newcomer students. Now our LEA ensures that all EL students, including Newcomers, are enrolled in and have access to all of the same broad course of study as our non-EL students.

LCAP goals have been created that call for review and monitoring of the English language arts and mathematics CAASPP testing scores of students with disabilities, across K-12 grades.