

American Indian Public Charter School II
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 171 12th St.
Oakland, CA , 94607-
4900

Principal: Natalie Glass, Director
of Schools

Phone: (510) 893-8701

Grade K-8
Span:

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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Natalie Glass, Director of Schools

Principal, American Indian Public Charter School II

About Our School

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelors degree in Psychology from San Francisco State University and my Masters degree from Alliant International University, San Diego. Throughout my years in education, I've had the opportunity to teach grades K-12 including public and private schools, county-operated court schools, and alternative education. I am extremely proud to have been a part of the AIMS community for the past 7 years now as a teacher of grades 1-3, Middle School Dean of Students, Middle School Head of Academics, Elementary Head of School, and now Director of Schools for K-12.

With substantial teaching experience, I pride myself in my ability to demonstrate compassion towards students while setting and maintaining clear, firm, and consistent professional boundaries.

My educational experiences have provided me with opportunities to work alongside a diverse population of educators and students. My educational philosophy is rooted in an unwavering belief that all children are capable of achieving when provided a positive and safe learning environment, strong and knowledgeable leadership, and a dedicated and focused educational team.

Ms. Axia Vang - Head of Academics (K-5th)

As Head of Academics at AIMS, I have had the opportunity to thrive as a kindergarten teacher for the past 6 years, holding a position as lead teacher and teacher on special assignments. These profound opportunities are an exemplary demonstration of my compassion to foster student success, academic excellence, school community, provide ongoing professional development and dedication to pedagogical methodologies.

My educational philosophy is profoundly focused in creating a nurturing and inclusive learning environment that caters to diverse learning where all students can be successful as 21st-century learners. Here at AIMS, we are an AIMSTRONG community with well-equipped teachers through professional development. Professional development provides a plethora of resources, tools, and strategies to support all teachers.

Zubida Bakheit, M.Ed. - Head of Academics (6th-8th)

I received my bachelor's in Finance and Economics and Masters in Secondary STEM Education. I began at AIPHS as an Intervention Aide for ELD/SPED & transitioned to AIMS Middle School where I taught and led 6th-8th Math /

Science. It's an honor to work with outstanding AIMS leaders, teachers, parents, and students to close the achievement gap and to serve our community with integrity.

Contact

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

Phone: [\(510\) 893-8701](tel:5108938701)

Email: natalie.glass@aimsk12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	AIMS K-12 College Prep Charter District
Phone Number	510-893-8701
Superintendent	Woods, Maya
Email Address	maya.woods-cadiz@aimsk12.org
Website	https://aimsk12.org/

School Contact Information (School Year 2023–24)

School Name	American Indian Public Charter School II
Street	171 12th St.
City, State, Zip	Oakland, CA , 94607-4900
Phone Number	(510) 893-8701
Principal	Natalie Glass, Director of Schools
Email Address	natalie.glass@aimsk12.org
Website	www.aimsk12.org
County-District-School (CDS) Code	01612590114363

Last updated: 1/15/24

School Description and Mission Statement (School Year 2023–24)



About AIMS K12 College Prep Charter District

Year Founded: 1996 (Oakland, CA)
Mascot: Golden Eagles
School Colors: Red, Athletic Gold, and Royal Blue*
Number of Students: 1300
Website: www.aimsk12.org
Email Address: Communications@aimsk12.org
District Address: 171 12th Street Oakland, CA 94607
Office Phone Number: (510) 893-8701
Superintendent: Maya Woods-Cadiz
Board President: Christopher Edington

AIMS K-12 History

Founded in 1996, AIMS K-12 began as a middle school (AIPCS) by Native American families looking to retain a cultural connection for their children. AIPCS was Oakland's second publicly-funded charter school. In 2006, AIPCS became the first Oakland public charter school in Oakland to win recognition as a National Blue-Ribbon School. Later that year, AIPCS expanded to include a high school (AIPHS), and, in 2012, AIMS K-12 expanded to include an elementary school. As AIMS K-12 grew, the student body became increasingly diverse and, in 2018, both our elementary and middle schools were recognized for nearly closing the achievement gap in African American students.

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.

AIMS Mission Statement

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

AIMS Credo

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

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

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

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

AIMS Values

Excellence - Commitment to excellence in all that we do.

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

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

Family and Community - Building of family and community.

Equity - Social awareness and justice that leads to action.

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

AIMSTRONG

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. The AIMSTRONG acronym describes the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for 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 you possess 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.

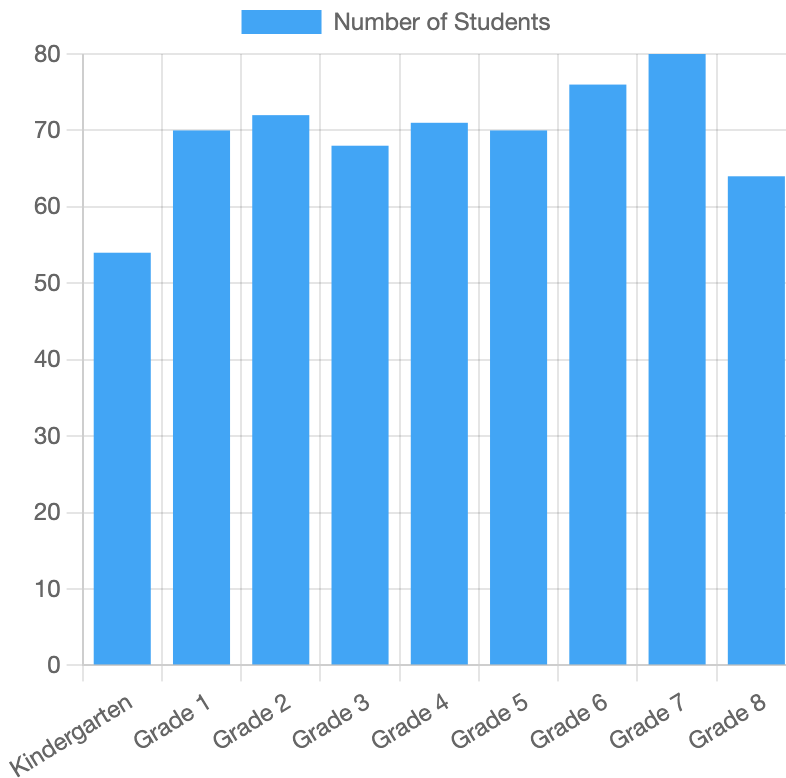
Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

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.

Last updated: 1/12/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	54
Grade 1	70
Grade 2	72
Grade 3	68
Grade 4	71
Grade 5	70
Grade 6	76
Grade 7	80
Grade 8	64
Total Enrollment	625



Last updated: 1/12/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	51.20%	English Learners	29.90%
Male	48.80%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.30%	Migrant	0.00%
Asian	38.60%	Socioeconomically Disadvantaged	69.00%
Black or African American	45.10%	Students with Disabilities	4.60%
Filipino	0.60%		
Hispanic or Latino	8.80%		
Native Hawaiian or Pacific Islander	0.30%		
Two or More Races	1.90%		
White	3.50%		

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	13.62%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.60	4.55%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	26.40	72.60%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	3.30	9.21%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	36.40	100.00%	2598.40	100.00%	274759.10	100.00%

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	13.62	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.60	4.55	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	26.40	72.60	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	3.30	9.21	240.60	9.26	18854.30	6.86
Total Teaching Positions	36.40	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/11/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.30	13.02%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.60	2.56%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	19.10	74.07%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	3.84%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	1.60	6.43%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	25.80	100.00%	2573.20	100.00%	279044.80	100.00%

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	13.62	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.60	4.55	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	26.40	72.60	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	3.30	9.21	240.60	9.26	18854.30	6.86
Total Teaching Positions	36.40	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/11/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	3.90	6.10
Misassignments	22.40	12.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	26.40	19.10

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.90
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.90

Table 9: Credentialed Teachers Assigned Out-of-Field

(considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	N/A
Local Assignment Options	0.00	N/A
Total Out-of-Field Teachers	0.00	N/A

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	64.20%	60.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	67.20%	34.5%

Table 10: Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	64.20	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	64.20	N/A

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>K-5th</p> <p>Benchmark Advance- Benchmark Advance - New, innovative, comprehensive English and Spanish Reading/Language Arts programs built to address key shifts in curriculum and instruction to meet the rigor and expectations of the new standards. Integrated reading, writing, speaking, and listening instruction is delivered in print and digital formats to meet the needs of districts implementing a reading collaborative, balanced approach, or workshop model.</p> <p>6th Grade:</p> <p>A Bone from a Dry Sea by Peter Dickenson</p> <p>Siddhartha by Hermann Hesse</p> <p>The Outsiders by S.E. Hinton,</p> <p>Red Scarf Girl by Ji-Li Jiang,</p> <p>7th Grade:</p> <p>A Proud Taste of Scarlet and Miniver by E.L. Konigsburg</p> <p>Anne Frank: Diary of a Young Girl by Anne Frank,</p> <p>Bad Boy by Walter Dean Myers</p> <p>A Midsummer Night’s Dream by William Shakespeare,</p> <p>Fahrenheit 451 by Ray Bradbury</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>8th Grade:</p> <p>Johnny Tremain by Esther Forbes</p> <p>Narrative of the Life of Frederick Douglass by Frederick Douglass</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>Night by Elie Wiesel.</p> <p>Supplemental Resources: IXL: Comprehensive K-12 Personalized Learning</p> <p>?</p>		
Mathematics	<p>California Go Math: Grade K: [Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 1. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 2. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 3. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger,</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 4. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 5. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>Grade 6 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>?Grade 7 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 8: Common Core Algebra 1</p> <p>Larson 1st Edition [K12, 2022] 9781647274849</p>		
Science	<p>Delta Education Foss Science Investigations Guide The Investigations Guide is the core instructional tool for teachers and provides them with the support and strategies to successfully facilitate FOSS investigations. Teacher Resources Teacher Resources guides teachers in the instructional design behind FOSS Next</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Generation. This valuable tool includes chapters on assessment, science note booking, science-centered language development, and more along with all teaching masters. Equipment Kits Each FOSS Next Generation module features an equipment kit with all the necessary materials to complete each investigation and enough consumable materials for three class uses. Technology FOSS Next Generation offers a variety of integrated technology resources for teachers and students through the FOSS web including digital teacher support, interactive simulations and virtual investigations, and other additional resources. FOSS Science Resources Book FOSS Science Resources is a book of original readings, called articles, developed to accompany each module. Students read the articles in the book covering specific concepts as they progress through the module's investigations.</p> <p>CA Inspire Science Grade 6- Earth & Space Science CA Inspire Science Grade 7 - Life Science CA Inspire Science Grade 8 - Physical Science</p>		
History-Social Science	<p>Flynn, Kathy. 180 Days of Social Studies for Kindergarten: Practice, Assess, Diagnose. Shell Educational Pub., 2018.</p> <p>Flynn, Kathy. 180 Days of Social</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Studies for First Grade: Practice, Assess, Diagnose. Shell Educational Pub., 2018.</p> <p>McNamara, Terri. 180 Days of Social Studies for Second Grade: Practice, Assess, Diagnose. Shell Education, 2018.</p> <p>McNamara, Terri. 180 Days of Social Studies for Third Grade: Practice, Assess, Diagnose. Shell Education, 2018.</p> <p>Tomlinson, M., Wassmer, G., & Margaret, W. (2018). 180 Days of social studies for fourth grade: practice, assess, diagnose. Huntington Beach, CA: Shell Education.</p> <p>Cotton, C., Elliott, P., & Joye, M. (2018). 180 Days of social studies for fifth grade: practice, assess, diagnose. Huntington Beach, CA: Shell Education.</p> <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher’s Curriculum Institute, 2017</p> <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher’s Curriculum Institute, 2019</p> <p>History Alive: The United States Through Industrialism. Rancho Cordova: Teacher’s Curriculum Institute, 2017</p>		
Foreign Language	<p>Mandarin (Adopted 2018-2019)</p> <p>Liu, Y., Yao, T., Bi, N., Ge, L., and Shi. Y. Integrated Chinese (4th Edition). Boston: Cheng & Tsui Company, Inc., 2017</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Spanish (Adopted 2018-2019) ¡AVANCEMOS! (Level One). Austin: Holt McDougal, 2010. IXL Comprehensive K-12 Personalized Learning		
Health	Online materials/supplemental resources are utilized to inform students' of awareness and wellness. Wellness Committee will be created to benefit a healthier school environment. www.schools.healthiergeneration.org www.ama-assn.org www.actionforhealthykids.org		0
Visual and Performing Arts	<p>Graphic Design: Communicating through Graphic Design, 2nd Edition, Kevin Gatta and Claire Mowbray Golding</p> <p>Art: A Community Connection, Student Book 1ST ED Marilyn G. Stewart and Eldon Katter</p> <p>Music: Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/15/24

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. 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 issues.

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.

Planned Improvements
 During the summer we will continue with our general maintenance, painting and deep cleaning. We have applied and received AB-841 Cal-Shape stimulus grant program to make improvements to our ventilation system.

Last updated: 1/15/24

School Facility Good Repair Status

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.

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 2024

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 2024

Overall Rating	Exemplary
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Last updated: 1/15/24

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 [CAA] 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. CAA 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:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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 completed state-administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

AIPCS II

Subject	School 2022-2023	District 2022-2023	State 2022-2023	School 2021-22	District 2021-22	State 2021-22
English Language Arts/Literacy Grades 3-8 and 11	60.91%	33.06%	46.66%	61%	35%	47%
Mathematics (grades 3-8 and 11)	59.32	25.42%	34.62%	57%	25%	33%

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts / Literacy (grades 3-8 and 11)	61%	61%	35%	34%	47%	46%
Mathematics (grades 3-8 and 11)	57%	59%	25%	26%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/12/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022-23)**

ELA	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
2022-2023	All Students	445	441	99%	1%	60.91%
	Female	229	227	99%	1%	65.20%
	Male	216	214	99%	1%	56.33%

American Indian or Alaska Native	0	0	0	0	N/A
Asian	178	176	99%	1%	71.59%
Black or African American	190	189	99%	1%	59.57%
Filipino	0	0	0	0	N/A
Hispanic or Latino	39	38	97%	3%	42.11%
Native Hawaiian or Pacific Islander	0	0	0	0	N/A
Two or More Races	12	12	100%	0%	50%
White	20	20	100%	0%	20%
English Learners	112	111	99%	1%	33.64%
Foster Youth	0	0	0	0	N/A
Homeless	0	0	0	0	N/A
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	321	318	99%	1%	60.56%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	14	13	93%	7%	38.46%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	445	441	99.10%	0.90%	60.91%
Female	229	227	99.13%	0.87%	65.20%
Male	216	214	99.07%	0.93%	56.34%
American Indian or Alaska Native	--	--	--	--	--
Asian	178	176	98.88%	1.12%	71.59%
Black or African American	190	189	99.47%	0.53%	59.57%
Filipino	--	--	--	--	--
Hispanic or Latino	39	38	97.44%	2.56%	42.11%
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00%	0.00%	50.00%
White	20	20	100.00%	0.00%	20.00%
English Learners	112	111	99.11%	0.89%	33.64%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	329	326	99.09%	0.91%	60.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	14	93.33%	6.67%	42.86%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Math

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	445	440	99%	1%	59.32%
	Female	229	227	99%	1%	59.91%
	Male	216	213	99%	1%	58.69%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	178	175	99%	1%	78.28%
	Black or African American	190	189	99%	1%	55.56%
	Filipino	0	0	0	0	N/A
	Hispanic or Latino	39	39	100%	0%	17.95%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	12	12	100%	0%	25%
	White	20	19	95%	5%	31.58%
	English Learners	112	110	98%	2%	39.40%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	321	318	99%	1%	57.86%
	Students Receiving Migrant Education Services	0	0	0	0	N/A

Students with Disabilities 14 14 100% 0% 50%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	445	440	98.88%	1.12%	59.32%
Female	229	227	99.13%	0.87%	59.91%
Male	216	213	98.61%	1.39%	58.69%
American Indian or Alaska Native	--	--	--	--	--
Asian	178	175	98.31%	1.69%	78.29%
Black or African American	190	189	99.47%	0.53%	55.56%
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00%	0.00%	17.95%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	25.00%
White	20	19	95.00%	5.00%	31.58%
English Learners	112	110	98.21%	1.79%	40.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	329	326	99.09%	0.91%	57.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	46.67%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

**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 2022-2023	District 2022-2023	State 2022- 2023	School 2021-22	District 2021-22	State 2021-22
Science	37.59%	21.01%	30.29%	19%	19%	29%

Subject	School 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
Science (grades 5, 8, and high school)	35.11%	37.59%	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Science

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	142	141	99%	1%	37.59%
	Female	75	75	100%	0%	44%
	Male	67	66	99%	1%	30.31%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	56	55	98%	2%	58.18%
	Black or African American	63	63	100%	0%	25.39%
	Filipino	0	0	0	0	N/A
	Hispanic or Latino	14	14	100%	0%	14.29%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	0	0	0	0	N/A
	White	4	4	100%	0%	N/A (3 or fewer)
	English Learners	35	35	100%	0%	17.14%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	105	104	99%	1%	33.65%
	Students Receiving Migrant Education Services	0	0	0	0	N/A
	Students with Disabilities	0	0	0	0	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	141	99.30%	0.70%	37.59%
Female	75	75	100.00%	0.00%	44.00%
Male	67	66	98.51%	1.49%	30.30%
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	56	55	98.21%	1.79%	58.18%
Black or African American	63	63	100.00%	0.00%	25.40%
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00%	0.00%	14.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	35	100.00%	0.00%	17.14%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	108	107	99.07%	0.93%	34.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

Career Technical Education (CTE) Programs (School Year 2022–23)



Last updated: 1/12/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/12/24

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

California Physical Fitness Test Results (School Year 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98.7	100	100	100	100
7	96	96	96	96	96
9	N/A	N/A	N/A	N/A	N/A

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

AIMS K-12 College Prep Charter District encourages its families to play an active role in their child's education and to get involved in our schools. There are a variety of ways parents can become involved at AIMS.

Service

Parents can serve as volunteers for events such as picture day, book fairs, family events, and community workdays.

Parents also can serve, representing AIMS in local school advocacy, action advocacy, sharing their parent voice concerning issues that parents face on local platforms.

Parents have had the opportunity to meet local candidates for office and to ask questions at political forums.

Starting in January 2024 we will be there will be an award for AIMS Parent of the Month, based on their going above and beyond their contributions to the School community.

Leadership

Parents and families have had opportunities to run for office on our AIMS parent committees and have the chance to share their concerns through Google surveys, parent forums, town hall meetings with administration, and a variety of councils and committees.

Some of these councils and committees include:

DELAC (District English Language Advisory Committee)

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

AIMS Parent United

To sign up and for more information, please contact Maryetta Golden, Community Liaison at maryetta.golden@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;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	681	674	115	17.1%
Female	352	347	61	17.6%
Male	329	327	54	16.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	1	50.0%
Asian	255	253	18	7.1%
Black or African American	308	306	44	14.4%
Filipino	4	4	1	25.0%
Hispanic or Latino	58	57	26	45.6%
Native Hawaiian or Pacific Islander	2	2	2	100.0%
Two or More Races	13	13	3	23.1%
White	31	29	18	62.1%
English Learners	217	216	38	17.6%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	496	493	96	19.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	34	34	11	32.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.30%	0.88%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.88%	0.00%
Female	1.42%	0.00%
Male	0.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.78%	0.00%
Black or African American	0.65%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.45%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.46%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.01%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIPCS II site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIPCS II is a closed campus; all visitors must register in the office. Fire, Earthquake, and Lockdown drills are held and reviewed throughout the school year in addition to reviewing and updating the disaster plan annually.

Last updated: 1/11/24

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 (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		3	
1	22.00		3	
2	26.00		3	
3	26.00		3	
4	24.00		3	
5	30.00		3	3
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00		3	
1	23.00		3	
2	24.00		3	
3	24.00		3	
4	24.00		3	
5	26.00		3	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00	0	3	0
1	23.00	3	3	0
2	24.00	5	3	0
3	23.00	3	3	0
4	24.00	0	3	0
5	23.00	0	3	0
6	25.00	0	3	0
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00	2	1	2
Mathematics	36.00	1	1	2
Science	36.00	1	1	2
Social Science	36.00	1	1	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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	1	2	0
Mathematics	27.00	1	2	0
Science	27.00	1	2	0
Social Science	27.00	1	2	0

* 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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	1	2	0
Mathematics	27.00	1	2	0
Science	27.00	1	2	0
Social Science	27.00	1	2	0

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

Last updated: 1/11/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
-------	-------

Pupils to Academic Counselor* 650:1

Title	Ratio
Pupils to Academic Counselor*	325

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

Last updated: 1/15/24

Student Support Services Staff (School Year 2022–23)

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25 from OUSD
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5 from OUSD
Resource Specialist (non-teaching)	1
Other	0

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

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

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

Last updated: 1/15/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated:

Types of Services Funded (Fiscal Year 2022–23)

?After School Tutoring/Saturday School

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

?Title I & Title III

Through Title I and Title III funding, we are able to offer 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 (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school.

?After School Program

AIPCS II partnered with Bay Area Community Resources (BACR) to provide after-school enrichment and academic support.

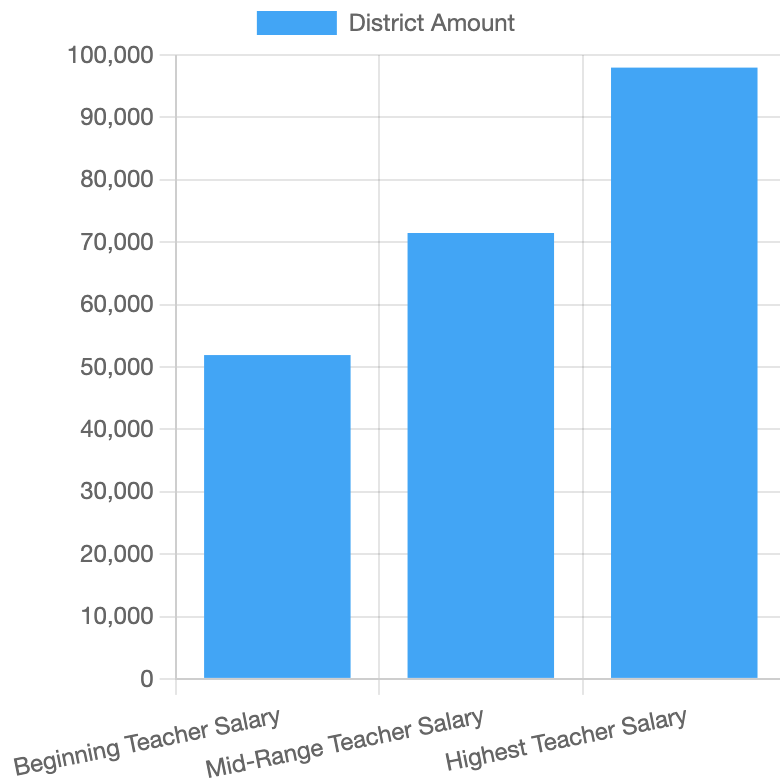
Last updated: 1/15/24

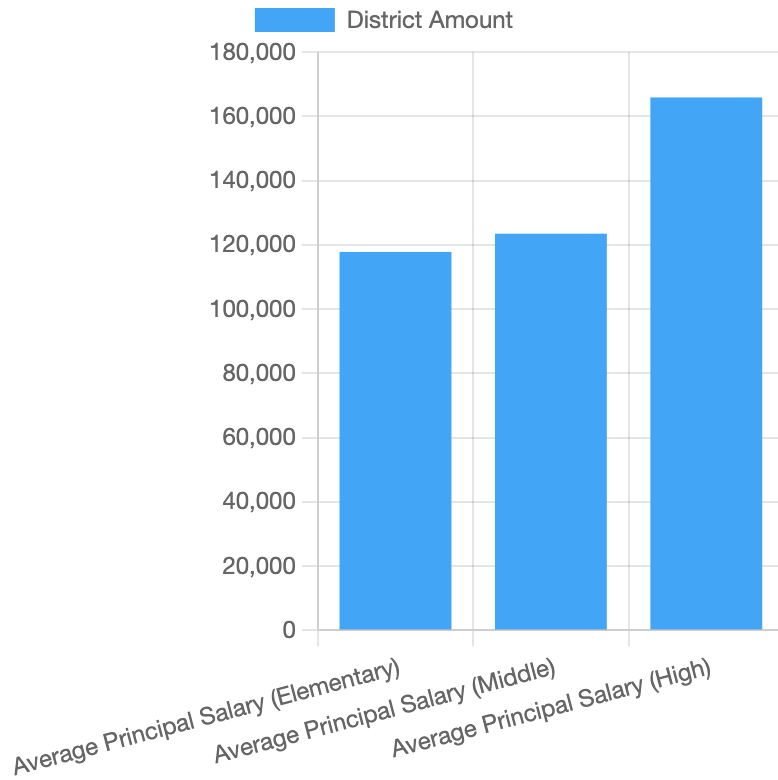
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84
Highest Teacher Salary	\$97980.00	\$109417.68

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$117779.00	\$137703.47
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

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





Last updated: 1/11/24

Professional Development

2023-2024

16 Full Days for Professional Development

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

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

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	33	36	36

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