AIMS College Prep High

2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	746 Grand Ave. Oakland, CA , 94607-2714	**Principal:**	Natalie Glass, Director of Schools
Phone:	(510) 893-8701	**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 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, AIMS College Prep High

About Our School ――――――――――――

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelor's degree in Psychology from San Francisco State University and my Master's 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.

Chaniel Clark - Head of Academics (9th-12th)

As a dedicated educator with a profound passion for diversity and a commitment to supporting students from varied cultural backgrounds and experiences, I bring more than a decade of service in education and student support, including a position of Dean of Students at AIMS MS. My educational journey commenced with the acquisition of a B.A. in Visual Communications, and I further enriched my knowledge through educational opportunities from the Harvard School of Business in Leading School Strategy and Innovation, as well as Leading Change in Education. Currently, I am actively engaged in the pursuit of my Masters in Education, driven by the desire to deepen my understanding and broaden my impact in the field.

My role at AIMS College Prep High School has been transformative, focusing the result has been a commendable 100% graduation rate, guiding students towards prestigious 100% acceptance to 4-year institutions. This success underscores my unwavering commitment to diversity and access, reflecting a passion that is evident in my advocacy for representation within educational spaces.

My educational philosophy includes recognizing the transformative power of education, particularly in terms of college access, I firmly believe that it has the potential to be life-changing for families and communities. Providing equitable

opportunities for all students, regardless of their background, contributes not only to individual success but also to the enrichment and empowerment of our communities. This reflects my belief in the intersectionality of education, social justice, and community well-being. I embrace the opportunity to contribute not only to the academic realm but also to the broader narrative of social impact and positive change. This multifaceted journey encapsulates my enduring commitment to excellence, advocacy, and the continuous pursuit of personal and professional growth in the service of education and community upliftment.

Contact

AIMS College Prep High
746 Grand Ave.
Oakland, CA 94607-2714

Phone: (510) 893-8701
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	AIMS College Prep High
Street	746 Grand Ave.
City, State, Zip	Oakland, CA , 94607-2714
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	01612590111856

Last updated: 1/14/24

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: 1/11/24

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

Grade Level	Number of Students
Grade 9	123
Grade 10	125
Grade 11	95
Grade 12	90
Total Enrollment	433
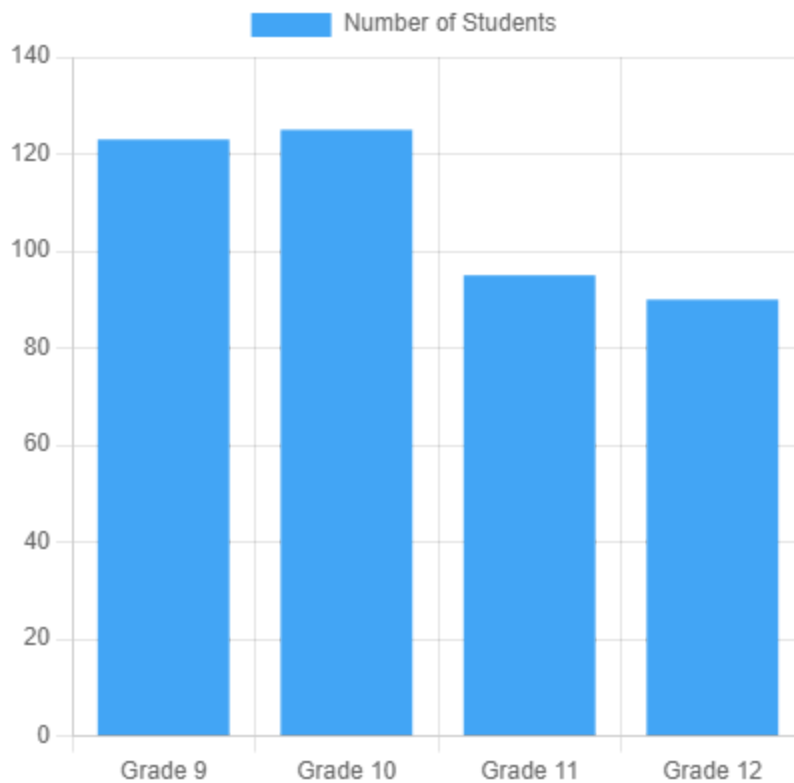
Last updated: 1/9/24

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

Student Group	Percent of Total Enrollment
Female	48.50%
Male	51.50%
Non-Binary	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	21.20%
Foster Youth	0.20%
Homeless	0.00%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.00%
Asian	37.60%
Black or African American	35.10%
Filipino	0.20%
Hispanic or Latino	18.00%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	2.50%
White	5.10%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disadvantaged	79.70%
Students with Disabilities	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)	6.10	37.04%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.80	59.40%	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	0.50	3.50%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	16.50	100.00%	2598.40	100.00%	274759.10	100.00%

This data is being pulled from the 2021-2022 school year after we returned from COVID-19 closures. In 21-22, AIMS College Prep High School had 0 "out-of-field" teachers, 10% intern, and 33% "ineffective" teachers.

Under legal authority by the Commission on Teacher Credentialing (CTC) in the State of California, in cases where a valid credential was not held to enable teacher(s) to provide core instruction, a Provisional Intern or Short-Term Staff Permit met State Assignment Monitoring standards. While acceptable and routine practice in staffing under teacher

shortage conditions, these Permits do not satisfy Federal ESSA requirements resulting in teachers being reported as not meeting the "clear" standard.

Table 7: 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)	6.10	37.04	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.80	59.40	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	0.50	3.50	240.60	9.26	18854.30	6.86
Total Teaching Positions	16.5	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: 1/12/24

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)	4.50	44.31%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.90	9.71%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.30	42.45%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.30	3.24%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	10.20	100.00%	2573.20	100.00%	279044.80	100.00%

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Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.80	59.40	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	0.50	3.50	240.60	9.26	18854.30	6.86
Total Teaching Positions	16.5	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: 1/12/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	1.80
Misassignments	9.80	2.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	9.80	4.30

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Last updated: 11/2/23

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)	62.10%	36.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	38.00%	0%

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)	62.10	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)	38.00	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: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	9th Grade - Foundations of Language and Literature (Bedford, Freeman, & Worth, 2018) 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 10th Grade - Everything's An Argument with Readings (Bedford, Freeman, & Worth, 2022) Novel List: A Raisin in the Sun; Wuthering Heights; Macbeth; Brave New World; The Great Gatsby; The Kite Runner; The Odyssey; Joy Luck Club 11th Grade - Ideas in Argument Building Skills and Understanding for the AP® English Language Course (Bedford, Freeman, & Worth, 2022) Novel List: Crime and Punishment; East of Eden; Great Expectations; 1984; Jane Eyre; Merchant of Venice; Moby Dick; The		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Scarlet Letter; Their Eyes Were Watching God; The Awakening 12th Grade - Literature & Composition Essential Voices, Essential Skills for the AP® Course (Bedford, Freeman, & Worth, 2022) 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 ?		
Mathematics	Common Core Algebra 1 with CalcChat & CalcView (Big Ideas Learning) Common Core Geometry with CalcChat & CalcView (National Geographic Learning) Big Ideas Math Algebra 2: A Common Core Curriculum(Big Ideas Learning) Precalculus with Limits: A Graphing Approach (Cengage) Calculus, 11e (Cengage) Introduction to Statistics and Data Analysis Hardcover		0
Science	The Living Earth, 2nd Edition (BioZone) Exploring Environmental		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Science for AP Campbell Biology, 12th Edition California Inspire Chemistry, California Edition (McGraw Hill) AP Computer Science A by Project STEM.		
History-Social Science	World Civilizations: The Global Experience, Since 1200 AP* Edition, 8th Edition Human Geography for the AP® Course The American Pageant 16th Ed (Cengage) Harrison, American Democracy Now,7e		0
Foreign Language	Integrated Chinese, Volume 1 (Cheng & Tsui) Integrated Chinese, Volume 2 (Cheng & Tsui) Integrated Chinese, Volume 2 (Cheng & Tsui) T'es branché 1 (EMC Publishing) T'es branché 2 (EMC Publishing)		0
Health			0
Visual and Performing Arts	Teacher generated curriculum based upon the		0

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

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

Last updated: 1/11/24

School Facility Conditions and Planned Improvements

General

AIMS HS is locate on the Lakeview campus under Prop 39, agreement with OUSD. 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.

Last updated: 1/23/24

School Facility Good Repair Status

General

AIMS HS is locate on the Lakeview campus under Prop 39, agreement with OUSD. 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	Good

Last updated: 1/14/24

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

AIMS HS

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	67.03%	33.06%	46.66%	43%	35%	47%
Mathematics (grades 3-8 and 11)	58.24	25.42%	34.62%	37%	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)	43%	67%	35%	33%	47%	46%
Mathematics (grades 3-8 and 11)	37%	58%	25%	25%	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: 1/11/24

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	93	92	99	1	67
	Female	56	55	98	2	65.46
	Male	37	37	100	0	69.45
	American Indian or Alaska Native	0	0	0	0	N/A

Asian	37	37	100	0	83.78
Black or African American	30	30	100	0	63.34
Filipino	0	0	0	0	N/A
Hispanic or Latino	18	17	94	6	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	N/A
Two or More Races	0	0	0	0	N/A
White	5	5	100	0	N/A (5 or fewer)
English Learners	10	10	100	0	N/A (Fewer than 11)
Foster Youth	0	0	0	0	N/A
Homeless	0	0	0	0	N/A
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	73	73	100	0	69.87
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	92	98.92%	1.08%	67.03%
Female	56	55	98.21%	1.79%	65.45%
Male	37	37	100.00%	0.00%	69.44%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	37	37	100.00%	0.00%	83.78%
Black or African American	30	30	100.00%	0.00%	63.33%
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44%	5.56%	47.06%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	74	73	98.65%	1.35%	69.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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: 1/11/24

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	93	91	98	2	58.24
	Female	56	54	96	4	66.67
	Male	37	37	100	0	45.95
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	37	37	100	0	89.19
	Black or African American	30	30	100	0	43.34
	Filipino	0	0	0	0	N/A
	Hispanic or Latino	18	17	94	6	35.3
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	0	0	0	0	N/A
	White	5	4	80	20	N/A (5 or fewer)
	English Learners	10	9	90	10	N/A (Fewer than 11)
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	73	72	99	1	62.5
	Students Receiving Migrant Education	0	0	0	0	N/A

Services					
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	93	91	97.85%	2.15%	58.24%
Female	56	54	96.43%	3.57%	66.67%
Male	37	37	100.00%	0.00%	45.95%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	37	37	100.00%	0.00%	89.19%
Black or African American	30	30	100.00%	0.00%	43.33%
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44%	5.56%	35.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	74	72	97.30%	2.70%	62.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with 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: 1/11/24

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	N/A (did not take)	21.01%	30.29%	31%	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)	30.77%		19.36%	21.01%	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
AIMS HS did not test in CAST	All Students	93	0	0	100	N/A
	Female	56	0	0	100	N/A
	Male	37	0	0	100	N/A
	American Indian or Alaska Native	0	0	0	100	N/A
	Asian	37	0	0	100	N/A
	Black or African American	30	0	0	100	N/A
	Filipino	0	0	0	100	N/A
	Hispanic or Latino	18	0	0	100	N/A
	Native Hawaiian or Pacific Islander	0	0	0	100	N/A
	Two or More Races	0	0	0	100	N/A
	White	5	0	0	100	N/A
	English Learners	10	0	0	100	N/A
	Foster Youth	0	0	0	100	N/A
	Homeless	0	0	0	100	N/A
	Military	0	0	0	100	N/A
	Socioeconomically Disadvantaged	73	0	0	100	N/A
	Students Receiving Migrant Education Services	0	0	0	100	N/A
	Students with Disabilities	0	0	0	100	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	0	0%	100%	0%
Female	56	0	0%	100%	
Male	57	0	0%	100%	

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	0	0	0%	0%	
Asian	38	0	0%	100%	
Black or African American	32	0	0%	100%	0%
Filipino	0	0	0%	0%	
Hispanic or Latino	19	0	0%	100%	
Native Hawaiian or Pacific Islander	0	0	0%	0%	
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	0	0%	100%	
Foster Youth	0	0	0%	100%	
Homeless	0	0	0%	100%	
Military	0	0	0%	100%	
Socioeconomically Disadvantaged	71	0	0%	100%	
Students Receiving Migrant Education Services	0	0	0%	100%	
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: 1/11/24

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

N/A

Last updated: 1/11/24

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

N/A

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: 1/11/24

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.38%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	99.14%

Last updated: 1/11/24

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 1: Aerobic Capacity	Component 2: Trunk Extensor Strength and Flexibility	Component 3: Sit and Reach Flexibility	Component 4: Abdominal Strength and Endurance (curl up)	Component 5: Upper Body Strength and Endurance (Push Up)
9	94%	94%	94%	94%	85.10%

Grade	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
9	94%	94%	94%	94%	94%

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: 1/11/24

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

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

Indicator	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
Dropout Rate	0%	0.8%	1.1%	11.3%	14.4%	11.7%	9.4%	7.8%	8.2%
Graduation Rate	97.9%	96.7%	95.7%	77.1%	78.8%	79.3%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
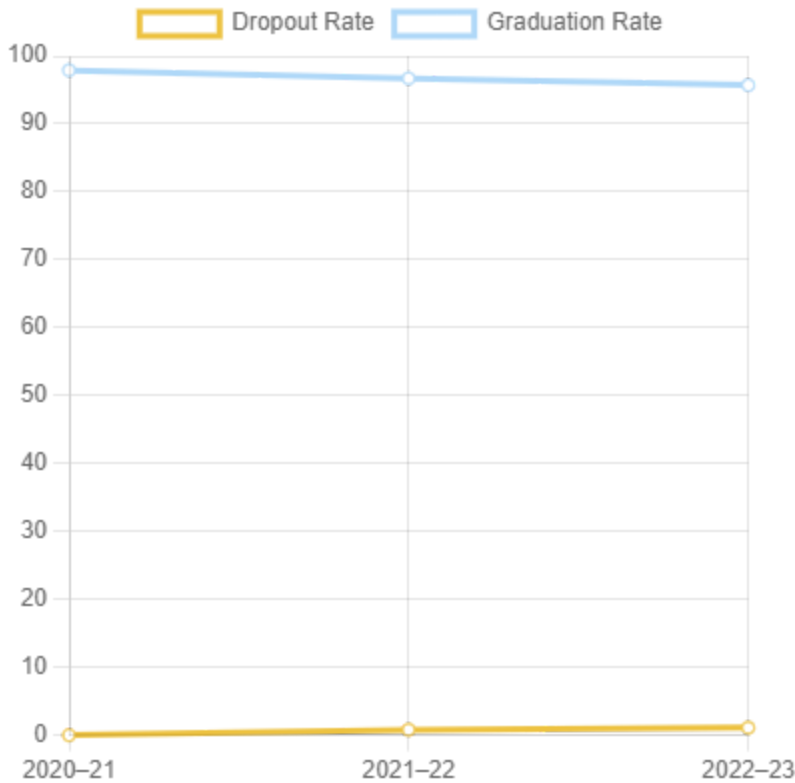
Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	92	88	95.7%
Female	36	33	91.7%
Male	56	55	98.2%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	35	35	100.0%
Black or African American	31	29	93.5%
Filipino	0	0	0.00%
Hispanic or Latino	20	19	95.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	23	22	95.7%
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	79	75	94.9%
Students Receiving Migrant Education Services	0.0	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.

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

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	450	446	87	19.5%
Female	222	219	48	21.9%
Male	228	227	39	17.2%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	167	165	11	6.7%
Black or African American	159	159	31	19.5%
Filipino	2	1	0	0.0%
Hispanic or Latino	84	84	24	28.6%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	12	12	4	33.3%
White	23	23	15	65.2%
English Learners	95	95	22	23.2%
Foster Youth	1	1	1	100.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	360	358	69	19.3%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	19	19	6	31.6%

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: 1/9/24

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%	4.07%	2.22%	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: 1/11/24

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.22%	0.00%
Female	2.25%	0.00%
Male	2.19%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.20%	0.00%
Black or African American	2.52%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.38%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.33%	0.00%
White	4.35%	0.00%
English Learners	1.05%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.26%	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: 1/9/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIMS College Prep High School site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIMS High School is a closed campus, and all visitors must register in the school's main office. The school holds regularly scheduled fire, earthquake, and lockdown drills. AIMS High School's comprehensive safety plan is reviewed with staff annually and was most recently updated in 2023.

Last updated: 1/26/24

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 (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	23.00	8	9	4
Mathematics	27.00	3	9	4
Science	29.00	3	7	5
Social Science	26.00	6	11	3

* 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	22.00	4	6	1
Mathematics	24.00	6	5	1
Science	27.00	2	6	1
Social Science	27.00	3	13	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 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	22.00	2	2	1
Mathematics	21.00	6	4	1
Science	28.00	0	3	1
Social Science	26.00	2	1	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.

Last updated: 1/9/24

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* 450: 3

Title	Ratio
Pupils to Academic Counselor*	145

* 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: 1/26/24

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)	3.5
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	0.1 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)	2.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.33
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	1.30

* 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: 1/26/24

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	$15297.00	$5128.00	$10169.00	$61822.00
District	N/A	N/A	--	$70572.00
Percent Difference – School Site and District	N/A	N/A	--	-13.21%
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	28.83%	-35.82%

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

Last updated: 1/22/24

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 then assign students to tutoring groups. The tutors and resource teachers frequently collaborate with and provide ongoing updates to classroom teachers to support the students' academic needs. Some teachers even offer free tutoring for students during Saturday school. Tutoring is an integral part of the AIMS and ensures that students receive the academic assistance needed to be successful at AIMS.

Title I & Tittle 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.
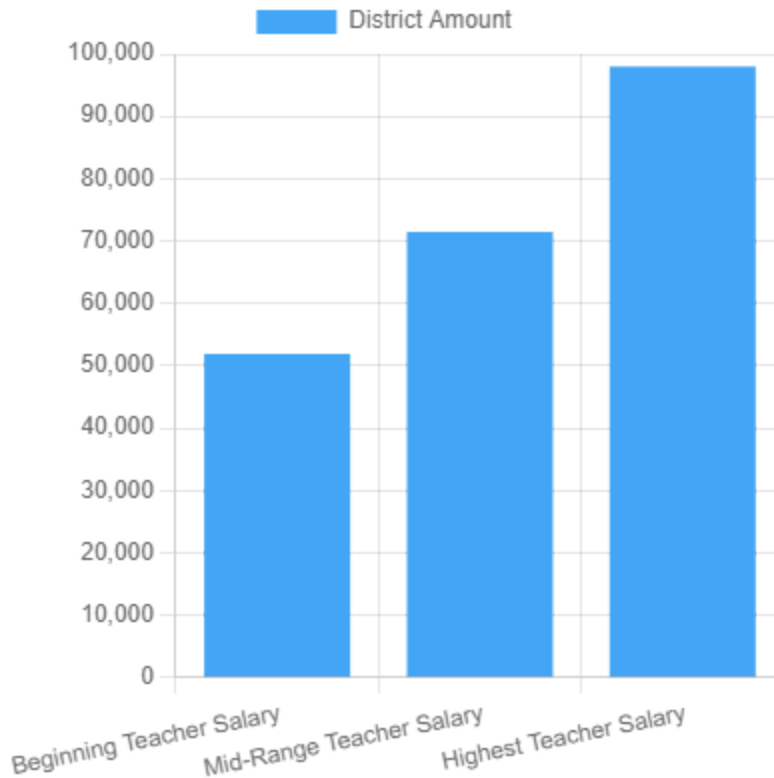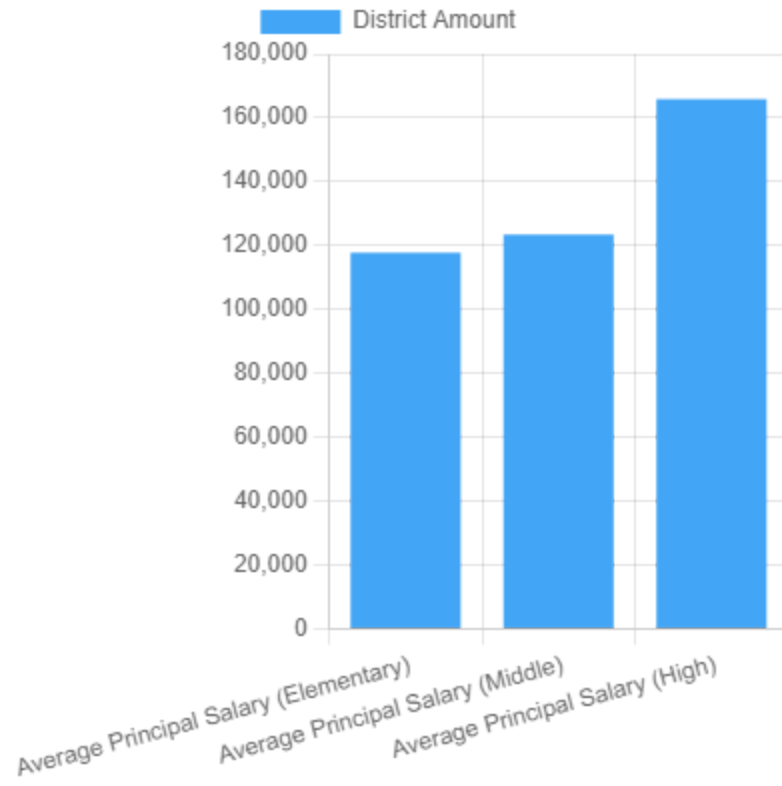
Last updated: 1/15/24

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
Average Principal Salary (Elementary)	$117779.00	$137703.47

Category	District Amount	State Average For Districts In Same Category
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: 1/9/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 100 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	2
Foreign Language	1
Mathematics	4
Science	4
Social Science	4
Total AP Courses Offered*	18

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

Last updated: 1/26/24

Professional Development

2023-2024

16 Full Day for Proffesional Development

20 Partial Days of Professional Devolopment that are conducted after minimum school day (Fridays)

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

Last updated: 1/11/24