

American Indian Public Charter II

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Mrs. Erin Oh
Head of Division K-1st

Mr. Christopher Ahmad
Head of Division 2nd-5th

Mr. Maurice Williams
Head of Division 6th-8th

Christopher Ahmad, 3rd-5th, Maurice Williams 6-8th

Principal, American Indian Public Charter II

About Our School

Mrs. Erin Oh - Head of Division Early Elementary (Grades K-1)

I began my teaching career at American Indian Model Schools as a middle school teacher, returning years later to support the academic transition to Common Core as a consultant and instructional coach. As Head of Division (K-1) I strive to build a program that is both developmentally appropriate and academically rigorous for the youngest learners at AIMS. A lifelong learner, I am currently serving in the Early Learner Network to align learning outcomes from preschool to 3rd grade in order to enhance student engagement and achievement.

Mr. Christopher Ahmad - Head of Division Intermediate Elementary (Grades 2nd-5th)

This will be my 6th year working at American Indian Model Schools (AIMS). I have taught grades 2, 3, and 4 at AIMS. I have been an administrator for the elementary school for 3 years. I hold a clear multiple subject teaching credential as well as an administrative services credential. I have a bachelor's degree in Political Science and Criminal Justice and a master's degree in Educational Leadership. I have taught other grades in other districts including 3rd and 4th grade. I was also an assistant director of a well-known afterschool program in the East Bay. I have been in education for quite a while and will continue to strive for excellence.

Mr. Maurice Williams, Head of Division Middle School (Grades 6th-8th)

Maurice Williams Jr. is the Head of Middle School and is in his 6th year as an educator at AIMS. From Oakland, CA, Mr. Williams earned his BA in History from Stillman College, in 2007, and earned his Master of Public Policy Degree from Pepperdine University, in 2010. In addition to earning his teaching credential, Mr. Williams has been in educational administration for three years. Mr. Williams is a firm advocate of combining classical education, culturally responsive pedagogy, and 21st Century Technology Skills within the classroom.

Contact

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

Phone: 510-893-8701
E-mail: tiffany.tung@aimschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Kyla Johnson-Trammell
E-mail Address	kyla.johnson@ousd.org
Web Site	http://www.ousd.org

School Contact Information (School Year 2018—19)	
School Name	American Indian Public Charter II
Street	171 12th St.
City, State, Zip	Oakland, Ca, 94607-4900
Phone Number	510-893-8701
Principal 6-8th	Christopher Ahmad, 3rd-5th, Maurice Williams
E-mail Address	tiffany.tung@aimschools.org
Web Site	www.aimschools.org
County-District-School (CDS) Code	01612590114363

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

An Introduction to AIMS

American Indian Model Schools focuses on the four tenets of 1) Family; 2) Accountability; 3) High Expectations; and 4) Free Market Capitalism (Hard work, effort and the freedom to succeed are key to students' success). This handbook serves as a road map for preparing your students to compete and be productive members in a global society.

AIMS School Slogan - "A School at Work"
2018-2019 School Year Theme - "Back to the Basics"

AIMS Mission Statement

American Indian Model Schools offers a rigorous program designed for academic excellence with the goal of closing the achievement gap while raising the bar. Our ultimate mission is to have all of our students be accepted to a four-year college or university.

AIPCS/AIPCS II Mission Statement

AIPCS & AIPCS II exists to prepare all students, especially those who have been traditionally underserved, to successfully enter AIPHS or another high performing high school.

AIMS Credo

The Family: We are a family at AIM Schools.
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 AIM Schools family.

AIMS Values

At AIMS we value:

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.

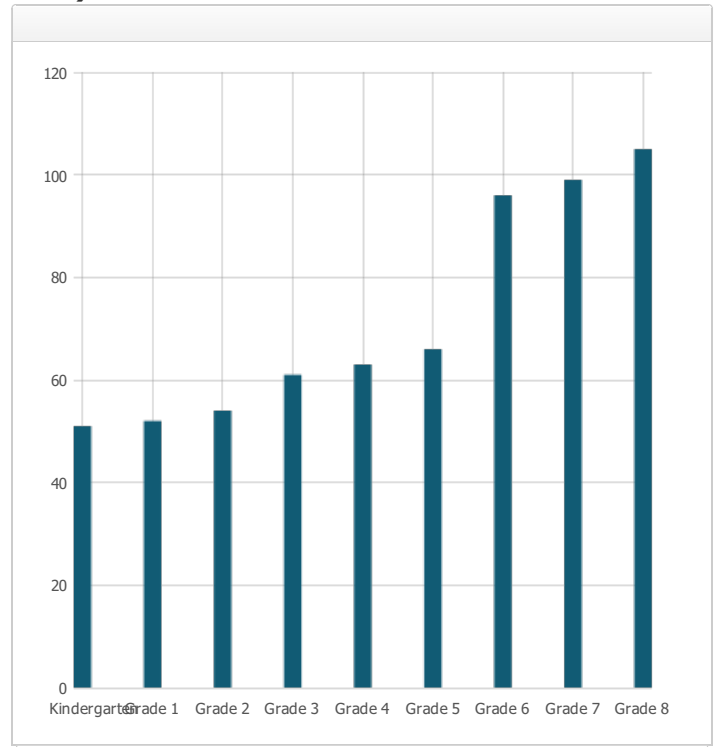
Our Core Values

1. We are a family at AIM Schools
2. When teachers, families and students follow and support the AIMS Model as written children are guaranteed to be prepared for college.
3. We create an extended family with administration, teachers, staff, students, family, and selected community. Students and staff are expected to clean and take care of the school property. Parents and family are expected to be a positive and supportive presence.
4. Teachers spend two years with their students in grades 1-2 and three years with their students in grades 3-5 and grades 6-8, teaching all core academic subjects. This creates an environment of strong academics and family culture.
5. Former AIM school students enrolled in college may be paid to work with our current students.
6. The AIMS community supports and guides all our students by engaging in restorative practices and alternatives to traditional discipline. The AIMS community does not give up on our students.
7. All current and former students are encouraged to sign up on the alumni page on the AIMS website.

Last updated: 2/1/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	51
Grade 1	52
Grade 2	54
Grade 3	61
Grade 4	63
Grade 5	66
Grade 6	96
Grade 7	99
Grade 8	105
Total Enrollment	647



Last updated: 1/31/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	28.3 %
American Indian or Alaska Native	0.3 %
Asian	54.7 %
Filipino	0.2 %
Hispanic or Latino	12.2 %
Native Hawaiian or Pacific Islander	%
White	2.6 %
Two or More Races	1.5 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	71.9 %
English Learners	28.3 %
Students with Disabilities	2.8 %
Foster Youth	%

A. Conditions of Learning

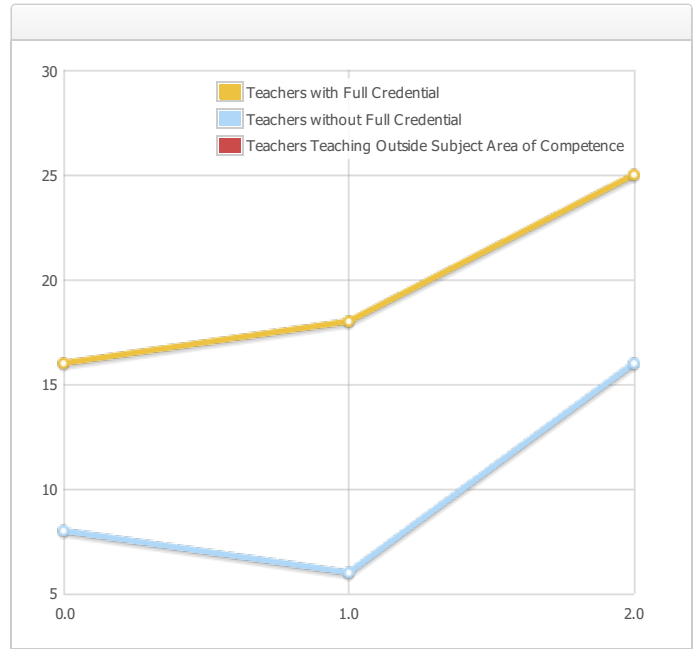
State Priority: Basic

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 Credentials

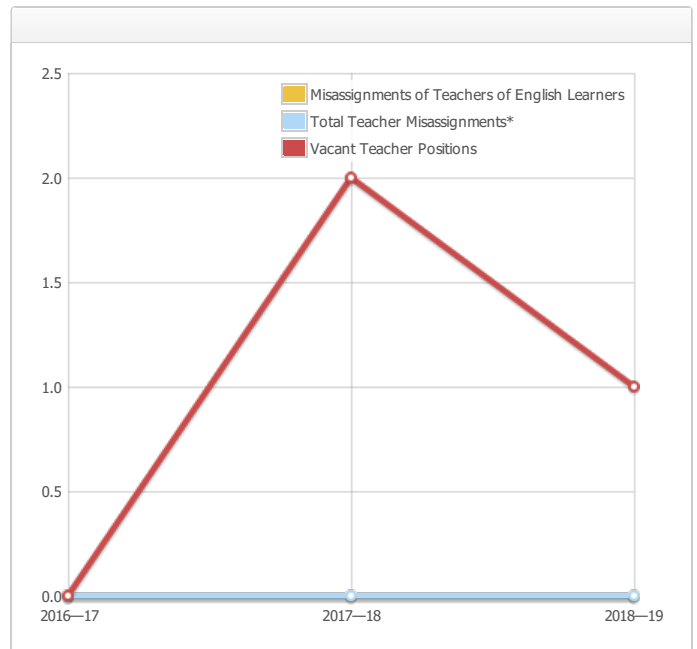
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	18	25	
Without Full Credential	8	6	16	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>K-1st (Adopted in 2017)</p> <p>Being a Reader, Being a Writer, and Making Meaning (all from the Center for Collaborative Literacy)</p> <p>2nd-5th (Adopted in 2018)</p> <p>Benchmark Advance</p> <p>Raz Kids</p> <p>6th-8th</p> <p>Current Texts/Curriculum: Engage NY (NYSED), Journeys (Houghton Mifflin)</p> <p>Supplemental Resources: HPCSD Academic Vocabulary, Sentence Composing for Elementary School (Heinemann), Story Grammar for Elementary School (Heinemann), Sentence Composing for Middle School (Heinemann), Raz-Kids</p> <p>Texts to Pilot: Lucy Calkins Units of Study, Wheatley Portfolio (Great Minds)</p>	Yes	0.0 %
Mathematics	<p>K-1st</p> <p>Go Math (HMH); supplemented with Engage NY Adopted in 2018</p> <p>2nd-5th</p> <p>Go Math (HMH)</p> <p>6th-8th</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 6. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Accelerated Grade 7. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p> <p>Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Algebra I. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015.</p> <p>Khan Academy</p>	Yes	0.0 %
Science	<p>K-1st (Adopted in 2017)</p> <p>MARE (Lawrence Hall of Science)</p> <p>2nd-5th (Adopted in 2017)</p> <p>Delta Education's Foss Science Kits</p> <p>6th-8th</p> <p>Physical Science, Earth Science, and Life Science.</p>	Yes	0.0 %
History-Social Science	<p>K-1st</p> <p>Social Studies Alive!</p> <p>2nd-8th</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>	Yes	0.0 %

Foreign Language		Yes	0.0 %
<p style="text-align: center;">K-1st (Adopted 2018-2019)</p> <p style="text-align: center;">Teacher curated, but based on Big Chinese Workbook for Little Hands (Yang Yang)</p> <p style="text-align: center;">2nd-8th</p> <p style="text-align: center;">Mandarin (Adopted 2018-2019)</p> <p style="text-align: center;">Liu, Y., Yao, T., Bi, N., Ge, L., and Shi, Y. Integrated Chinese (4th Edition). Boston: Cheng & Tsui Company, Inc., 2017</p> <p style="text-align: center;">Spanish (Adopted 2018-2019)</p> <p style="text-align: center;">iAVANCEMOS! (Level One). Austin: Holt McDougal, 2010.</p>			
Health	<p>Online materials/supplemental resources are utilized to inform students' of awareness and wellness.</p> <p style="text-align: center;">Wellness</p> <p style="text-align: center;">Committee will be created to benefit a healthier school environment.</p> <p style="text-align: center;">www.schools.healthiergeneration.org</p> <p style="text-align: center;">www.ama-assn.org</p> <p style="text-align: center;">www.actionforhealthykids.org</p> <p style="text-align: center;">AIMS Wellness Policy</p>	Yes	0.0 %
Visual and Performing Arts	<p style="text-align: center;">6th - 8th</p> <p style="text-align: center;">Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2019

School Facility Conditions and Planned Improvements

General

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

Our facility committee has been working continuously throughout the year to ensure that we have a clean and safe facility. 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 an 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.

Recently Completed Facility Improvements

Our school received Prop 39- energy savings grant. With this grant, installed a cool roof, new furnace, HVAC upgrades, and new LED lights. All these upgrades are providing energy savings.

Last updated: 2/1/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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 2019

Overall Rating	Good
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Last updated: 2/1/2019

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	64.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	69.0%	66.0%	28.0%	29.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/1/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	495	490	98.99%	63.80%
Male	277	273	98.56%	60.29%
Female	218	217	99.54%	68.20%
Black or African American	140	139	99.29%	52.52%
American Indian or Alaska Native	--	--	--	
Asian	269	268	99.63%	75.37%
Filipino	--	--	--	
Hispanic or Latino	64	63	98.44%	49.21%
Native Hawaiian or Pacific Islander				
White	13	13	100.00%	15.38%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	352	349	99.15%	62.07%
English Learners	256	254	99.22%	54.94%
Students with Disabilities	18	17	94.44%	11.76%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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 CAAs divided by the total number of students who participated in both assessments.

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

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: 2/1/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	495	488	98.59%	66.39%
Male	277	273	98.56%	67.77%
Female	218	215	98.62%	64.65%
Black or African American	140	139	99.29%	47.48%
American Indian or Alaska Native	--	--	--	
Asian	269	268	99.63%	83.21%
Filipino	--	--	--	
Hispanic or Latino	64	61	95.31%	45.90%
Native Hawaiian or Pacific Islander				
White	13	13	100.00%	30.77%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	352	346	98.30%	65.90%
English Learners	256	254	99.22%	63.78%
Students with Disabilities	18	16	88.89%	18.75%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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 CAAs divided by the total number of students who participated in both assessments.

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

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: 2/1/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated on both assessments.

Last updated: 2/1/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	16.2%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.6%	38.2%	--
7	21.7%	32.6%	8.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

American Indian Public Charter School II encourages families to play an active role in their child's education. We have an open-door visitation policy and encourage families to visit during the instructional day to see their children at work. We ask that parents bring students to school on time and fully prepared for each school day.

1. A parent can serve on our Governance Board, School Site Council (SSC), or Family Advisory Council (FAC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DLAC).

2. Wellness Committee which allows families to support with developing a healthier school environment, create the vision and goals for local healthy schools program, advocate for school health programs and policies within the school community, provide feedback to school district regarding process implementation of the local wellness policy.

3. We disseminate school information and through online communication (Parent Square). An annual survey is provided to parents to determine the information they need from school. We involve parents to hold workshops and meetings on issues of interest to within the community and assist outreach efforts of Parent/Teacher Association, develop ongoing relationships with the community to share information about the school and identify community resources, provide information and resources that can help parents to support their children's learning at home.

4. Parents can volunteer to help with decorations for school events, traffic duty support, coverage with watching students during lunch, prepare and or donate food for annual Harvest Festival Celebration, Winter Holiday Celebration, and 8th-grade graduation.

5. Parents are encouraged to be active at home by assuring that their child is completing all assigned work, communicating with homeroom teachers of their child, and by making sure that their child leaves home for school on time.

6. Parents can also volunteer to chaperone field trips.

AIPCS II Guarantee:

We encourage families to follow our model and we guarantee their children will be prepared to graduate from college.

In an effort to support AIM Schools, the Family Advisory Committee (FAC) meets monthly to hear and discuss family concerns and organize family volunteer efforts for AIM Schools. The Family Advisory Committee acts as a liaison between families and the schools' along with the administrative team, sharing their voice at monthly AIM Schools' Governance Board meetings.

State Priority: Pupil Engagement

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

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

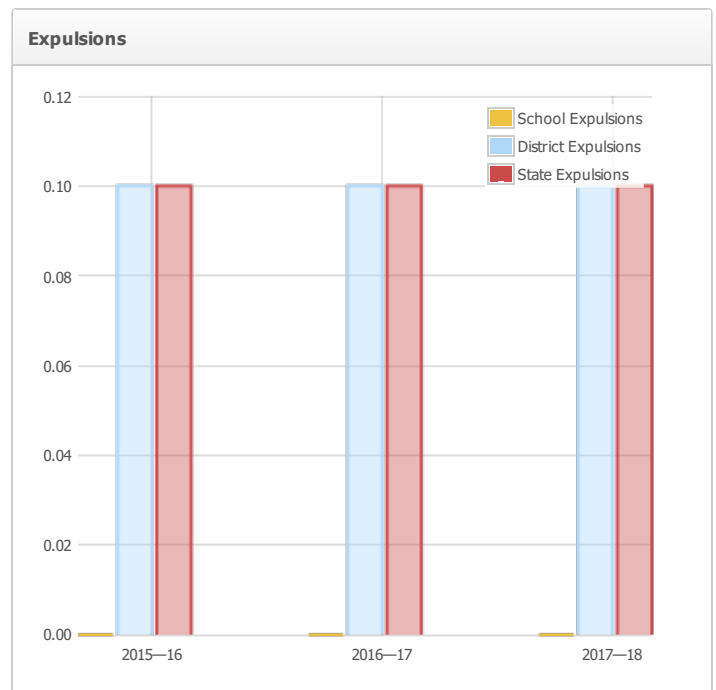
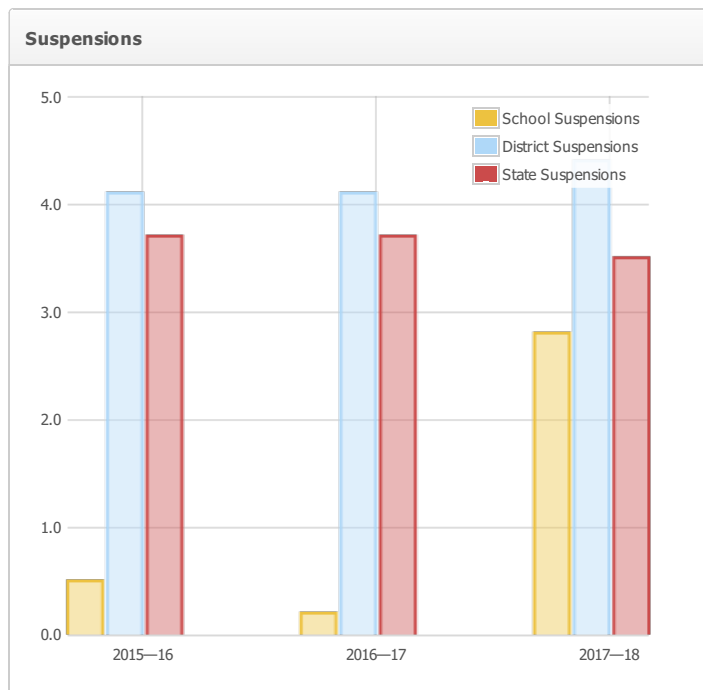
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.5%	0.2%	2.8%	4.1%	4.1%	4.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 2/1/2019

School Safety Plan (School Year 2018—19)

SAFE SCHOOL PLAN

American Indian Public Charter School
 American Indian Public Charter School II

"A School at Work"

171 12th Street
 Oakland, CA 94607
 Phone: (510) 893 - 8701
 Fax: (510) 893 - 0345

12th Street Campus

Safe School Plan

Table of Contents

Preface p. 3
Safe School Plan Committee p. 4
Safe School Plan Goals p.5
Earthquake Emergency Procedures p. 7
Lockdown Procedures p.9
Fire Evacuation Procedures p. 11
Bully Prevention and Response Policy p. 18
Mandated Reporting of Child Abuse p. 24
Student Contract p. 27
Student Consequences p. 32
Suspension and Expulsion Policies p. 35
Local Complaint Procedures p. 48
Uniform Complaint Procedures p. 50
Aim Schools Employee Policy p. 55
AIPCS/AIPCS II Charter Policies p. 57
Family Handbook Policies p. 59
Staff Handbook Safety and Liability Policies p. 63
Field Trips p. 64
Pick Up and Drop Off Procedures p. 66
Family Educational Rights and Privacy Act (FERPA) p. 68

PREFACE

The School Safety Plan is designed to be used as a school resource for ensuring the creation of a safe and orderly environment for students, family, and faculty at AIPCS/AIPCS II, including an integral component of crisis preparedness and response. The School Safety Plan is also designed to meet the requirements for the annual Safety Plan process under Senate Bill 187 and the National Incident Management System. This document must be updated as necessary to meet site, district and community needs.

Following any emergency, notify the Head of Division: 510-893-8701.

STAFF AND STUDENT TRAINING STATEMENT

The staff has been trained on the contents of this plan during the annual staff training session in August. Classroom teachers train students during the first week of school. Students are aware of their individual responsibilities in implementing this plan.

IMPLEMENTATION OF PLAN

The plan has been distributed to all departments and is available to all staff, students, parents, and the community to review.

SAFE SCHOOL PLAN COMMITTEE

The Safe School Plan Committee is responsible for developing the Safe School Plan. The Safe School Plan Committee consists of the following members:

Erin Oh, Head of Division K-2nd

Christopher Ahmad, Head of Division 3rd-5th

Maurice Williams, Head of Division 6th-8th

Marisol Magana, District Data, Accountability, & Operations Director

Tiffany Tung, District Data, Accountability & Operations Manager

Alexander Lee, AIPCS/AIPCS II Administrator Assistant & Technology

The Safe School Plan Committee may also consult and collaborate with representatives from law enforcement and emergency services personnel as well as other members of the school or community to gain valuable insight in updating the Safe School Plan. The School Safe Plan will be updated each year by March 1.

SAFE SCHOOL PLAN GOALS

Expansion

AIPCS joined campuses with AIPCS II at 12th street location. Enrollment for the 2018-2019 school year is at about 959 total students for both AIPCS and AIPCS II.

AIPCS/AIPCS II does not have a parking lot for families. Some students walk to school or take public transportation. A majority of families pick up and drop off their students at AIPCS/AIPCS II. With nearly 800 students attending school at 171 12th street, pick-up and drop-off policies must be revised to accommodate this expansion and keep students safe.

Goal #1: Revise Pick-Up and Drop Off Policy

The revised pick-up and drop off policy is included on page 62. This policy will be included in the family handbook and communicated to families during the summer and at Back to School Night. In order to maintain student safety, it is important that families, students, and staff understand their individual responsibilities as outlined in the pick-up and drop off policies. Staff will be trained on their responsibilities and classroom teachers will be required to review pick-up and drop off policies with students on the first day of school. These policies will be revisited and revised as necessary during the school year.

Family Culture

Family culture is an integral part of the American Indian Model. Students loop with their classmates and teacher in self-contained classrooms. Former AIM School students enrolled in college come back and tutor currently enrolled students. In addition, we have high school students that come and tutor students in AIPCS/AIPCS II. Students and staff are expected to clean and take care of school property.

We are a family at AIMS. Accordingly, we expect students to handle disagreements and conflicts collegially. All AIM students have the right to learn in a safe place, be treated with respect, and receive the help and support of caring adults. Whenever possible, AIMS responds to major conflicts by facilitating in-school-suspensions where students receive academic assignments and pursue resolutions to conflict. In extreme cases, however, AIMS will facilitate out of school suspensions.

Goal #2: Create a Response Policy to Confrontational Parents

Goal #3: Installing Security Cameras and Security Gates and Alarm System

Goal #4: Create a Response Policy to Parents who do not pick their children on time

Goal #5: Annual Trainings for Staff (Active Shooter, Lockdown, Earthquake, CPR First Aid)

Goal #6: Create a protocol to determine evacuations and other emergencies

Goal #7: Quarterly updates of Parent/Guardian contact information

Goal #8: Create a policy for Earthquake safety bags

Goal #9: Create a training protocol for all front desk personnel

Goal #10: Create internal codes for responses

EARTHQUAKE EMERGENCY PROCEDURES

AIPCS/AIPCS II will conduct and log quarterly earthquake drills. Teachers will review these emergency procedures with students. The office will have an emergency supply kit and every classroom will have a first aid kit.

IN THE CLASSROOM OR OFFICE

In the event of an earthquake or earthquake drill, teachers, students, and staff should do the following:

At the first indication of ground movement, you should drop to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground.

You should seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position.

You should hold onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes and your back to the windows. You should remain in the drop position until ground movement ends.

Teachers should count aloud to 60. Earthquakes rarely last longer than 60 seconds and counting is calming.

If the teacher is injured, two student monitors should have designated authority to give instructions.

Be prepared to DROP, COVER, and HOLD during aftershocks. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area,

IN OTHER AREAS OF THE SCHOOL

At the first sign of an earthquake or during an earthquake drill, occupants should:

Drop to the ground. Move away from windows, shelves, and heavy objects that may fall.

Take cover under a table or desk, or in a corner or doorway

In halls, stairways, and other areas where no cover is available, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

Stay inside. Usually the most dangerous place is outside where building debris may fall. Exit only after shaking has stopped.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

AFTER AN EARTHQUAKE

After an earthquake, building evacuation should occur as soon as possible due to possibility of aftershocks, fires, and explosions. Students should evacuate the building in single file when instructed by the teacher or monitor. Teachers should do the following:

Instruct students to evacuate when all shaking has stopped.

Lead class to the designated assembly area (see Assembly Map for Fire Drills)

Be prepared to choose alternative escape routes in case of fire or exit blockage.

Take class lists, walkies and first aid kits

Give first aid if necessary.

After evacuation, teachers and students should NOT reenter the building for any reason unless instructed to do so by the head of schools or emergency response team.

If walking to or from school, do not run. Stay in the open. If the student is going to school, continue to the school. If the student is going home, he/she should continue to go home. While in a vehicle, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris.

LOCKDOWN PROCEDURES

AIPCS/AIPCS II will conduct and log two lockdown drills per academic year.

If it is determined that a lockdown is necessary to maintain the health and safety of students and staff, an announcement will be made to alert of potential danger. The lockdown code is "Lockdown" and it will be announced through the walkie talkie on channel 4. All-Clear signal will be announced through the walkie talkie to students and staff.

After receiving a lock down notification:

1. Teachers are to:

- a. Quickly glance outside the room and direct students or staff members from the hall into the classroom immediately.
- b. Close and lock classroom doors. The front door will be locked by an administrator.
- c. Place students against the wall so that students are not visible to an intruder looking through the door or windows.
- d. Locate and hold on to the roll book to account for students if an evacuation becomes necessary.
- e. Turn out the lights.
- f. Keep students quiet and maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- g. Have cell phone and/or laptops accessible to receive announcements/updates from administration and police officers.
- h. Keep all students in the classroom until an "All Clear" has been announced through the walkie talkies.

2. Students should know:

- a. To remain calm and to immediately follow all directives of classroom teachers or administrators.
- b. To go to the room nearest their location in the hallway.
- c. That no one will be able to leave the room for any reason.
- d. That silence must be maintained (students cannot use cell phones).
- e. To make sure they are marked present if an evacuation occurs.
- f. To not leave the classroom until directed to do so by the classroom teacher, administrator, or police officer.

Staff should also note the following:

Administrators will use walkie talkies and cell phones to communicate to teachers and staff. Other clerical staff will deliver messages as needed and work with Head of School and Police Services.

Upon notification of a lockdown, physical education teachers will keep students off-site and remain at their off-site PE location until they receive an All-Clear via cell phone text, walkie talkie or direct call.

If teachers or students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet until hearing an All-Clear signal

Anyone in the hallway should move to the closest classroom immediately.

Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown.

If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll for all students present in class. Missing students or staff should be reported to administration or law enforcement officer immediately. When the emergency is over, a coded "all clear" will be announced (2 horn blows).

Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

FIRE EVACUATION PROCEDURES

AIPCS/AIPCS II will conduct and log monthly fire drills using the procedures outlined below. AIPCS/AIPCS II will also conduct quarterly fire alarm system tests, an annual fire inspection, and maintain a 5-year certification on the sprinkler system. Fire extinguishers are checked monthly.

Teachers

BEFORE DRILL OR EMERGENCY

Note locations of fire extinguishers throughout the school.

Review these exit procedures with your class and clearly explain your expectations.

Designate two students who can be relied on to give instructions in case a teacher is injured during a fire.

Designate one student to lead your class to the assigned assembly point. Teachers will be the last one out of the classrooms, so it is important that your student leader knows exactly where he/she is going -- walk the student leader through the steps before the drill.

If students are not in the classroom when fire alarm sounds, instruct students to immediately exit to the class' designated assembly point, join their class, and

check in with the teacher.

DURING DRILL OR EMERGENCY

Take your grade book, class list, fire drill procedures, and evacuation maps with you.

Upon hearing the alarm, instruct your students to quickly leave the building in a single file, orderly line. Running causes panic and is not allowed.

Students must be SILENT.

Use of elevators during an emergency is prohibited.

Teachers leave the classroom last. Close the door and turn off your lights. Administrators will view this as a signal that your classroom is evacuated successfully and completely.

If using the stairwells, classes must descend in single file. Overtaking other classes or individuals is not permitted.

Teachers and students should follow the exit route in a calm and orderly fashion to their assigned assembly point (see attached for designated assembly locations).

Teachers need to line up and exit their classes according to the attached assembly point location map and floor plan.

Once at the assembly point, count students and take roll to ensure that every student is present.

Inform the Head of Division or members of the Fire or Police Department if any students are missing. Do this by holding up your class's emergency attendance sign. Hold up the green sign to indicate that all of your students are accounted for and safe. Hold up the red sign if you are missing any students.

No one is to re-enter the building until told to do so by the Fire Service or the Head of School. Wait for an "All Clear" signal to be given by a member of the Fire or Police Department or Head of School.

Students cannot leave campus unless they are with an emergency services worker and have notified their teachers and the Head of School of their departure.

No student is to leave campus with guardians until the "All Clear" signal is given by a member of the Fire or Police Department.

Once the "All Clear" signal is given, teachers must keep tabs on the whereabouts of their students. Make note of students who leave campus with their guardians.

Oakland Fire Department Fire Station #2

822 Alice Street

Oakland, CA 94607

Emergency: (510) 444-1616

Non-Emergency: (510) 444-3322

1st Floor Staff

Prop open the stairwell door and the two front doors quickly.

Assist in hurrying the students out the front door in an orderly manner.

Meet classes at 12th Street assembly location and provide first aid as appropriate

2nd Floor Staff

Clear the restrooms, classrooms, and common areas on 2nd floor.

Meet students at Madison Street assembly point and check in with teachers regarding attendance

Provide first aid as appropriate

Report missing persons to a member of the Fire or Police Department and Head of School immediately.

3rd Floor Staff

Clear restrooms, classrooms, and common areas on the 3rd floor.

Meet classes at 11th Street assembly point and provide first aid as appropriate

Head of Division

Verify that 1st-3rd floor staff protocols have been followed and then support teachers outside with evacuation.

Bully Prevention and Response Policy

Definition

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bully Prevention

All AIM students have the right to learn in a safe place, be treated with respect, and receive the help and support of caring adults. School staff and families play a large role in preventing bullying. They can:

Help kids understand bullying. Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.

Keep the lines of communication open. Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.

Encourage kids to do what they love. Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behavior.

Model how to treat others with kindness and respect.

Teachers should follow the American Indian Model to minimize bullying that occurs at the school.

Teachers should review clear behavior expectations with class on the first day of school. Operationally define what type of behavior is not acceptable.

Teachers should follow through by responding immediately to inappropriate behaviors. This will send a clear message to your class and create a culture that is not tolerating of bully-like behavior.

Teachers should take advantage of learning opportunities that occur in the classroom, and spend time talking to your students about issues related to tolerance.

Reporting a Concern

Anyone can report a bullying concern to a staff member at AIPCS/AIPCS II. Staff will then submit a written report to the office. Reports should include the following information:

The names of students who were bullied.

The names of students who bullied.

The date, time, and location of the bullying incident.

A description of what happened.

Role of AIPCS/AIPCS II Staff

Teachers should build a safe classroom environment and reinforce positive social interactions and inclusiveness while modeling respectful behavior. In order to promote a healthy and safe student environment, AIM staff will receive training on what bullying is, what the school's policies and rules are, and how to enforce these rules.

When adults respond quickly and consistently to bullying, they send the message that bullying is not acceptable. AIM staff should follow these steps to stop bullying on the spot:

Intervene immediately.

Separate the kids involved.

Make sure everyone is safe.

Submit a report to the Dean and talk about the next steps.

Upon learning of an alleged situation related to bullying, the AIPCS/AIPCS II Head of Division or designee will do the following:

Take immediate and appropriate action to investigate or otherwise determine what happened.

Interview targeted students, offending students, and witnesses, and maintain written documentation of the investigation.

As appropriate, communicate with families, targeted students, and offending students regarding steps taken to end the bullying.

Check in with targeted students to ensure that harassment has ceased.

Role of Family

Bullying can happen at school and at home. One of the most common forms of bullying in the home is cyberbullying, bullying that takes place using technology.

Parents should be aware of what kids are doing online. Talk with your kids about cyberbullying and other online issues regularly.

Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.

Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behavior, but do not rely solely on these tools.

Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.

Ask for their passwords, but tell them you'll only use them in case of emergency.

Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.

Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or cell phones if they confide in you about a problem they are having.

Establish rules about appropriate use of computers, cell phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.

Help your kids be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.

In order to respond appropriately and to prevent bullying, it is important for all AIPCS/AIPCS II staff to understand what bullying is and the many forms it comes in. The following information is meant to be used during a staff training on bully prevention and response.

Types of Bullying

There are three types of bullying:

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Where and When Bullying Happens

Bullying can occur during or after school hours. While most reported bullying at schools happen in the school building, a significant percentage also happens in places like on the playground or while students are at PE. It can also happen while travelling to or from school, in the youth's neighborhood, or on the Internet.

Frequency of Bullying

There are two sources of federally collected data on youth bullying:

The 2011 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that, nationwide, 20% of students in grades 9–12 experienced bullying.

The 2008–2009 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, 28% of students in grades 6–12 experienced bullying.

Federal Laws

Although no federal law directly addresses bullying, in some cases, bullying overlaps with discriminatory harassment when it is based on race, national origin, color, sex, age, disability, or religion. When bullying and harassment overlap, federally-funded schools have an obligation to resolve the harassment.

No matter what label is used (e.g., bullying, hazing, teasing), schools are obligated by these laws to address conduct that is:
Severe, pervasive or persistent

Creates a hostile environment at school. That is, it is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school

Based on a student's race, color, national origin, sex, disability, or religion*

Although the US Department of Education, under Title VI of the Civil Rights Act of 1964 does not directly cover religion, often religious based harassment is based on shared ancestry of ethnic characteristics which is covered. The US Department of Justice has jurisdiction over religion under Title IV of the Civil Rights Act of 1964.

Federal laws do not presently prohibit discrimination based solely on sexual orientation, but they protect all students, including students who are LGBT or perceived to be LGBT, from sex-based harassment.

MANDATED REPORTING OF CHILD ABUSE

All AIPCS/AIPCS II staff are trained on their responsibilities as mandated reporters. After that training, staff sign a Statement Acknowledging Requirements to Report Suspected Child Abuse (see page 24).

Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person; the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury); and the physical or emotional neglect of a child or abuse in out-of-home care.

Child Abuse

Injury inflicted by another person

Sexual abuse

Neglect of child's physical, health, and emotional needs

Unusual and willful cruelty; unjustifiable punishment

Unlawful corporal punishment

Not Considered Child Abuse

Mutual affray between minors

Injury caused by reasonable and necessary force used by a peace officer

To quell a disturbance threatening injury to a person or damage to property

To prevent physical injury to another person or damage to property

For the purposes of self-defense

To obtain weapons or other dangerous objects within the control of a child

To apprehend an escape

Mandated Child Abuse Reporting

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, Penal Code 11164. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report: the telephone call must be made immediately or as soon as possible AND a written report must be sent within 36 hours of the telephone call to Child Protection Services.

Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly acknowledge a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

Contact Information:
Alameda County Child Abuse Prevention Council
Verbal Report, Call: 510-259-1800
Written Report, Fax: 510-780-8620

To access the written report form SS8572: http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

To access directions for the written report form SS8572:
http://oag.ca.gov/sites/all/files/pdfs/childabuse/8572_instruct.pdf

Additional information about mandated reporting can be obtained here:
<http://www.alamedasocialservices.org/public/community/partners/accapc/about.cfm>

Statement Acknowledging
Requirements to Report Suspected Child Abuse

The California Penal Code prohibits sexual abuse, sexual assault, sexual exploitation, child neglect, the infliction of cruel or inhumane corporal punishment, and unjustifiable physical pain or mental suffering on a child. In addition, the Penal Code prohibits allowing or causing a child to be placed in a situation that endangers a child's health or person.

Section 11166 of the Penal Code requires any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse report the known or suspected instance of child abuse to a child protective agency. The report must be sent to the child protective agency within 36 hours of receiving the information concerning the incident.

"Child Care Custodian" includes all persons who interact directly on a regular basis with pupils, including teachers, administrators, pupil service employees, paraprofessionals and volunteers. "Health practitioner" includes nurses, physicians, psychologists, and family and child counselors.

As an employee of AIM Schools, your employment position falls within the definition of Section 11166 of the California Penal Code. Therefore, you are mandated to comply with the child abuse reporting requirement as stated above.

I, _____ have read and understood the requirements of Section 11166 of the California Penal Code as outlined above and will comply with those provisions.

Signature Date

AIMS DRESS CODE AND STUDENT CONTRACT

OVERVIEW

In order to help ensure the creation of a safe and orderly environment conducive to learning, students at AIM Schools are required to follow the AIMS Dress Code Policy as well as Student Contract. Both policies are communicated to families during the summer before the start of school. Teachers review the dress code and contract with students on the first day of class. All students and guardians indicate their understanding of and commitment to these policies through signature. Students who do not follow these policies are subject to the schools' disciplinary procedures.

AIMS STUDENT CONTRACT

These rules and regulations must be followed at American Indian Model Schools K-8th Grades:

RESPECT SELF

1. Students must attend school each day on time. This includes summer school for K – 8th grades and summer intensive programs like SAIL. This may also include CTY, ATDP, or any other program suggested by the school.

2. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.

3. An absence is defined as missing two or more hours of school.
4. 3rd – 8th grade student absences must be made up during Saturday School.
5. 3rd – 8th grade students who are tardy five times during the semester must attend Saturday School.
6. 3rd – 8th grade students who receive two detentions in one week must attend Restorative Justice Saturday School.
7. An absence from Saturday School must be made up by attending two Saturday Schools.
8. Students will complete all homework and classwork given by the teacher.
9. Students who are absent must submit their missing work and collect new homework on the day of their absence.
10. Students will not use drugs, alcohol, smoke, or chew gum.
11. Students cannot have personal electronic devices (i.e. cell phones, pagers, Game Boys, iPods, etc.) from the time they leave home for school to the time they return home from school. If any of these items are visible or go off in their possession, they will be confiscated.
12. Students must follow the school's dress code.
13. Students who receive a C- or lower in math or language arts may be retained.

RESPECT OTHERS

1. Students will not use foul language, put-downs, or fighting.
2. Students will raise their hands to be heard and will not interrupt others.
3. Students will follow staff and teachers' directions.

RESPECT FACILITY

1. Students must bring their own lunch if they do not wish to participate in the school lunch program. Parents cannot bring a student's lunch. Students may not have fast food. Students must abide by the AIMS Healthy Student Policy.
2. Students cannot leave school grounds or campus.
3. Students are not entitled to phone privileges.
4. Students cannot loiter on school grounds before or after school.

5. Students may not leave school during school hours without a parent/guardian signing them out.
6. If a student misses school for an appointment, proof of the appointment must be submitted to the office.
7. Students will follow all pick-up/drop-off safety procedures set forth by the school.
8. Visitors must check in at the front office.

Those who choose not to follow these rules will be subject to the school's disciplinary policies up to and including suspension and expulsion. The school will not meet to debate these policies.

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

STUDENT CONSEQUENCES

AIM Schools incorporate a culture of high expectations for students. The following consequences are included in the Staff Handbook and are used to protect the safety of students, families and staff, and help ensure an environment conducive to learning.

DETENTION

Detention is used as a deterrent for misbehavior for students in grades 3rd - 8th grade. Detention lasts for one hour after school on Mondays - Thursdays. During detention, students work on detention form and once they complete the form they work on their homework without talking.

Detention slips go home with students on the day of the offense and are returned the following school day. Teachers assign detentions to their students AND to other teacher's students. Teachers do not negotiate detentions or allow students to reschedule. Teachers must be clear and concise when notating reasons for detention.

The next page illustrates a sample detention slip.

SATURDAY SCHOOL

Saturday school is held twice a month and serves as a deterrent for misbehavior as well as an opportunity for teachers/tutors to offer academic support to students who are behind. Students who miss a day of school or who have received two or more detentions in a single week are assigned Academic or Restorative Justice Saturday school. An absence from Saturday school results in two Saturday schools.

Administrators facilitate Saturday school, and teachers are encouraged to attend Saturday school and tutor students. Classroom teachers assign organized packets of work for students to work on during Saturday school. Saturday school lasts from 8:00AM to 12:00PM. Students silently work on their work packets the entire time.

RESTORATIVE JUSTICE

American Indian Model Schools practices restorative justice. This model is to help prevent bullying and other types of misbehavior. Restorative justice is practiced throughout the school and teachers are trained on how to deal with certain situations. Students attend our own AIMS Restorative Justice Saturday School. They have RJ circles where they share their story of why they are there and create a plan on what to do to prevent their misbehavior the next time. Students also give back to the community by cleaning up the local parks, cleaning up graffiti, feeding the homeless, and reading to the elderly. The aim is to help the students right their wrongs. Student data and attendance for RJ Saturday school is tracked to assess progress and growth.

DETENTION SLIP

Date: _____

Teacher: _____

Today, I had the following behavior/academic problem(s) with _____. Please speak with your child about his or her infraction and the importance of following all school rules.

___ Not returning homework(_____) ___ Food/Drink/Gum/Candy

___ Defiant behavior toward adults ___ Out of seat without permission

___ Negative attitude/foul language ___ Talking in class/detention

___ Dress code violation (_____) ___ Not following directions

___ Speaking out of turn in class ___ Disrespect of property

___ Tardy (Time arrived:_____) ___ Missing classroom materials

___ Drop-off/Pick-up violation ___ Not organized/messy desk

___ Not returning signed: memo detention slip progress report report card

As a result, your child must serve 60 minutes of after-school detention on _____. Please note the date on your calendar and make the necessary arrangements. I appreciate your help and support.

Please sign and return this form to your student. It is due back the next school day.

Student's Signature Parent's Signature

Punishment will be doubled if your child does not return with this signed detention slip or fails to attend detention on the specified date. Detention dates will not be rescheduled. If you have a question, please see the student contract.

Those who choose not to follow the dress code policy or student contract will be subject to the school's disciplinary policies up to and including suspension and expulsion. The school will not meet to debate these policies.

American Indian Model Schools guarantee: Follow our model and your child will be prepared to graduate from college.

K-2 Office Discipline Referral Form

Student _____ IEP: Y or N Date _____

Grade: K 1 2 Time of Incident: _____

Referred by _____

Location of Incident: (please check)

- Restroom Library Classroom Hallway Special event (field trip/assembly)
- Pickup area PE Lunchroom Other _____

REASON(S) FOR THE REFERRAL: (Please attach narrative of the incident if necessary.)

SAFETY

Minor:

- Physical contact

Major:

- Physical aggression/assault
- Bullying/harassment
- Danger to self or others
- Weapons
- Other _____

RESPECT

Minor:

- Defiance/disrespect/non-compliance
- Inappropriate verbal language
- Disruption

Major:

- Disrespect/non-compliance
- Disruption
- Verbal assault/threat
- Damage or destruction of property
- Inappropriate language
- Other _____

RESPONSIBILITY

Minor:

- Property misuse
- Other _____

Major:

- Schoolwork/homework
- Incomplete
- Technology violation
- Possession of illegal school objects
- Other _____

POSSIBLE MOTIVATION:

- Attention from peers(s) Avoid work
- Attention from adult(s) Obtain item
- Avoid peer(s) Don't know
- Avoid adult(s) Other _____

OTHERS INVOLVED:

- None Substitute
- Peers Unknown
- Staff Other: _____
- Teacher

TEACHER ACTION TAKEN PRIOR TO REFERRAL:

- Changed student's seat
- Consulted Dean
- Sent previous report home

- Conferred privately with student
- Initiated SST
- Time out in the classroom
- Telephoned parent/guardian

Other (Please specify)

TYPE OF DISCIPLINE ASSIGNED BY ADMINISTRATOR:

- Counselor referral
- In school suspension
(_____ days)
- Agency referral
- In-school detention
- Time out in office
- Loss of privilege
- Conference with student
- RJ Saturday School
- Parent contact
- Individual instruction
- Sent home
- Other: _____

Parent Contacted: (Check one) Call Mail Message Email Conference

COMMENTS: (Use back if needed)

Teacher's Signature: _____ Dean's Signature: _____

OTHER METHODS

While detention and Saturday school serve as the main consequence systems at AIM Schools, the following additional consequences are also included in the staff handbook and are used to help maintain a safe learning environment:

Taking away a student's desk

Sending a student to another teacher's classroom

Separation during lunch

Written letters of apology

Teachers may not do anything that puts the health and safety of a student, or the reputation of the school, in jeopardy. Students may not sit on the floor or face corners of the wall.

CONFISCATION

To ensure safety of student property in the event of confiscation (cell phones, i-pods, etc...), staff will adhere to the following procedures:

During first instances of confiscation: notify parent and dean. Return item to the student at the end of the school day.

In subsequent instances of confiscation, fill out a Confiscated Items Form and give to the dean inside of a Ziplock bag. Dean will notify parent to pick up the item as soon as possible.

The confiscated item will be placed in a Ziplock bag with the student's name inside the bag. The Ziplock bag will be placed in a locked box.

Any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds. Parents will be notified by administration immediately. Disciplinary consequences will be followed in a manner consistent with California law and education code.

SUSPENSION AND EXPULSION POLICY

All three AIM Schools will adhere to the following procedures with regard to student suspension and expulsion. Though California Educational Code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it does dictate that all schools operate within certain parameters. Those parameters are outlined in this document.

It should be noted that it is the intent of the Legislature that alternatives to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. Procedures for handling truancy are outlined in AIM Schools' attendance and truancy policies. Ultimately, a School Attendance Review Board may be created to address these situations.

IMPORTANT NOTES

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIM Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil for the commission of the offenses outlined in Education Code 48900.8.

The Head of School will, when necessary according to Education Code 48902, make the appropriate notification to the local law enforcement agency.

Whenever a situation arises that is not specifically addressed by these policies, California Education Code will be followed, as interpreted by the Superintendent or Head of School.

AIM Schools will notify the District within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of residence to notify them of the terms of the expulsion.

SUSPENSION

ADMINISTRATIVE INTERVENTION AND INVESTIGATION OF PUPIL OFFENSE

Students who commit a zero-tolerance offense (see List One below) or whose conduct falls under Education Code 48900 (see List Two below) should be

referred to the Superintendent or Head of School's office. If a teacher observes an offense that falls under subdivision (k), the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school's discipline policies to bring about proper student conduct.

California Education Code is very clear about which offenses are eligible for suspension. These codes are outlined below in Suspension and Expulsion Procedures - Education Code and are enumerated in Section 48900 of California Education Code. To determine whether or not an offense meets these guidelines the Superintendent or Head of School will meet with the pupil and school employee who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. If an "emergency situation" exists, as defined in 48911 (c), the pupil may be excluded from this meeting.

The procedures that follow are only applicable if it is determined that the student committed an offense which is eligible for suspension or expulsion.

IF A ZERO-TOLERANCE OFFENSE IS NOT IDENTIFIED

The Superintendent or Head of School will determine if the student has committed a "zero-tolerance offense."

If a zero-tolerance offense is not identified, as a matter of policy, and where allowed by law, AIM Schools will consider suspension a punishment of last resort. We believe this was the intent of the legislature when they wrote, "Suspension shall be imposed only when other means of correction fail to bring about proper conduct." Therefore, our schools will first consider other disciplinary avenues before suspending or expelling a student. Our schools will adhere to the following procedures to determine the best approach to ensuring proper student conduct.

The Superintendent and Head of Schools are afforded a great deal of discretion by the legislature and by AIMS Board in determining appropriate punishments when a zero-tolerance offense is not identified. Regardless of the punishment, if a suspension-eligible offense is committed, written notification will be sent home to the student's parents or guardians. If the Superintendent or Head of School determines that suspension is not appropriate, the school's discipline policy will be followed. This may or may not include community service on school grounds, as outlined in Education Code 48900.6. Even if suspension is deemed appropriate, the Superintendent or Head of School may opt for supervised classroom suspension as outlined in Education Code 48911.1.

If the Superintendent or Head of School determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

A school employee shall report the suspension of the pupil, including the cause therefore to AIMS Board.

A parent conference will be scheduled to discuss the matter with the Superintendent or Head of School. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this time, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days to complete all assignments and tests missed during suspension. The administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation.

IF A ZERO-TOLERANCE OFFENSE IS IDENTIFIED

The Superintendent or Head of School will determine if the student has committed a "zero-tolerance offense." These include the following two lists of offenses:

List One

List Two

- Causing serious physical injury to another person, except in self-defense
- Possessing, selling, or otherwise furnishing a firearm
- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Brandishing a knife at another person
- Unlawful possession of a controlled substance
- Unlawfully selling a controlled substance
- Robbery or extortion
- Committing or attempting to commit a sexual assault
- Assault or battery upon any school employee
- Possession of an explosive

If a zero-tolerance offense from List One has been committed, the Superintendent or Head of School shall recommend the expulsion of the pupil unless the

Superintendent or Head of School finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List Two has been committed, the Superintendent or Head of School shall immediately suspend, pursuant to Education Code Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

EXPULSION

WHEN ADMINISTRATION MAY RECOMMEND EXPULSION

If a pupil has committed a suspension-eligible offense, then the Superintendent or Head of School has the authority to recommend expulsion. As a matter of policy, expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

If a zero-tolerance offense from List One (see suspension procedures) has been committed, the Superintendent or Head of School shall recommend the expulsion of the pupil unless the Superintendent or Head of School finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List Two (see suspension procedures) has been committed, the Superintendent or Head of School shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

EXPULSION HEARINGS AND PROCESS

The Superintendent decides whether or not to recommend expulsion to AIMS Board.

Within 30 school days of recommending expulsion, AIMS Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of AIMS Board.

Within 10 school days after the conclusion of the hearing, AIMS Board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed.

If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent of schools may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.

Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall comply with subdivision (b) of Education Code 48918.

AIMS Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the governing board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

The final action to expel a pupil shall be taken only by the governing board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian. It will comply with subdivision (j) of Education Code 48918.

AIMS Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

SUSPENDING AN EXPULSION ORDER

AIMS Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in AIMS Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

READMISSION

An expulsion order shall remain in effect until the Governance Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district, except that the governing board may set an earlier date for readmission on a case-by-case basis.

The governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

Any pupil who has been expelled and who seeks readmission, must submit a request to the Superintendent in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Governance Board have been met.

Upon completion of the readmission process, the governing board shall readmit the pupil, unless the governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school district. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

If the Governance Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil readmittance into the regular school district program.

**SUSPENSION AND EXPULSION PROCEDURES
RELEVANT EDUCATION CODE**

According to Education Code 48900, a "pupil" – any student at AIM Schools – may not be suspended from school or recommended for expulsion unless the Superintendent or the Head of School of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o) inclusive:

(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stolen or attempted to steal school property or private property.

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

The Superintendent or Head of School may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under the above section.

In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion if the Superintendent or Head of School determines any of the following items:

The pupil has committed sexual harassment as defined in Education Code Section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

The pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the Superintendent or Head of School of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

The Superintendent or Head of School of the school shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

Causing serious physical injury to another person, except in self-defense.
 Possession of any knife or other dangerous object of no reasonable use to the pupil.
 Unlawful possession of any controlled substance.
 Robbery or extortion.
 Assault or battery upon any school employee.

The Superintendent or Head of School of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
 Brandishing a knife at another person.
 Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 Possession of an explosive.

The governing board shall order a pupil expelled upon finding that the pupil committed one or more of the five acts listed above.

The governing board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the governing board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

The governing board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the governing board to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the county board of education required under Section 48919. Any appeal shall be filed within 30 days of the original vote of the governing board.

Overview

AIMS Board recognizes that the Board has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.

The school shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging discrimination based on age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from state and/or federal financial assistance.

The Board acknowledges and respects the experience and judgment of the schools' Superintendent and Head of Schools. As such, it has developed Local Complaint Procedures (LCP) to ensure that all complaints that do not fall under the UCP can be handled at the site level. The final authority for the handling of these complaints lies with the Superintendent.

Complaint Procedures

The following procedures shall be used to address all complaints that do not allege that the school has violated federal or state laws concerning regulations governing educational programs.

Step 1: FILING A COMPLAINT

All complaints shall be presented to the school's Head of School in writing.

If a complainant is unable to put a complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to file the complaint. (Title 5, CCR 4600)

If a complaint involves the school's Head of School of the school, the Superintendent or his designee, will receive and investigate the complaint.

Step 2: INVESTIGATING A COMPLAINT

Within fifteen school days, the school's Head of School (or other appropriate party as outlined above) will complete an investigation of the complaint. This investigation may include interviews with involved parties, consultation of student contract, other school policies, review of applicable educational code, and any other means necessary to resolve the complaint in an appropriate manner.

Step 3: RESOLUTION AND NOTICE OF RESOLUTION

Once the Head of School has determined the outcome, all parties will be notified by phone or in person. In addition, within 20 school days of receiving the initial complaint, the complainant will receive written notification of the outcome.

Step 4: PROCEDURES FOR APPEAL

The Superintendent or his designee has final authority in determining the outcome of complaints outlined in these procedures. If additional information becomes available, which was not included in the original complaint, the complainant may submit an additional complaint as outlined above.

If the complainant is not satisfied with the outcome of the investigation, he or she may send notice to AIMS Board secretary for the Board's review at the next regularly scheduled meeting.

UNIFORM COMPLAINT PROCEDURES

Overview

AIMS Board recognizes that the Board has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.

The school shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging discrimination based on age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The Superintendent or his designee shall distribute full information about these procedures.

The Board acknowledges and respects students' and employees' rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the entity of the complainant confidential except to the extent necessary to carry out the investigation.

The Superintendent shall ensure that employee(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The Superintendent shall ensure that the mediation results are consistent with state and federal laws and regulations.

Complaint Definition

A complaint is an allegation that is reduced to writing by a parent/guardian, student, employee, duly authorized representative or interested third party, public agency, or organization alleging that the American Indian Model (AIM) school (AIPCS, AIPHS, and AIPCS II) violated (did not comply with) a Federal, or State regulation, or engaged in unlawful discrimination in programs and activities directly funded by the state or in receipt of any financial assistance from the state or federal government.

Timeline for Filing Complaints

All complaints must be filed no later than six (6) months after the alleged occurrence, but may be extended not to exceed ninety (90) calendar days by the consent of the Superintendent or designee for good cause.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six (6) months from the date of when the alleged discrimination occurred, unless the timeline is extended for good cause as outlined above, or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Prohibition Against Retaliation

The Superintendent prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination or participating in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant. (Title 5, Section 4621 and 4630)

Steps for Filing a Complaint

Procedures: The following procedures shall be used to address all complaints that allege that the school has violated federal or state laws concerning regulations governing educational programs. Records will be maintained of each complaint as required for compliance with the California Code of Regulations.

Step 1: FILING A COMPLAINT

All complaints shall be presented to the Superintendent. The Superintendent will maintain a log of complaints receivable providing each with a code number and date stamp. If the Superintendent is the subject of the complaint, the complaint shall be presented to the Superintendent's designee.

If a complainant is unable to put a complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to file the complaint. (Title 5, CCR 4600)

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

For complaints regarding employees, except for sexual harassment or discrimination complaints, the appropriate manager/designee shall provide a copy of the written complaint to the employee against whom the complaint is directed. The employee(s) shall have the right to respond to the complaint and to recommend an appropriate course of action.

Step 2: MEDIATION

The Superintendent shall informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process. Before initiating the mediation of a discrimination complaint, the Superintendent shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the Superintendent shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (Title 5, CCR 4631)

Step 3: INVESTIGATION OF COMPLAINT

In cases of discrimination and/or sexual harassment, where the parties have declined mediation, the Superintendent shall hold an investigation meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and the school's representatives shall have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (Title 5, CCR 4631) To ensure that all pertinent facts are made available, the Superintendent may ask other individuals to attend this meeting and provide additional information.

In all other cases, the Superintendent, or his designee, shall confer with the complainant and the person against whom the complaint is made in an effort to resolve the complaint, unless mutually waived. Parties shall have the option of presenting evidence related to the complaint and of meeting together to discuss the complaint or question each other and may also question each other's witnesses. (Title 5, Section 4631)

In addition to accepting information from the parties to the complaint, the investigating official in all cases will review any relevant documents and question relevant witnesses before issuing the final written decision. Within 30 days of receiving the complaint, the Superintendent shall prepare and send to the complainant a written report of the school's investigation and decision, as described in Step 5, below.

Step 4: APPEAL TO AIMS BOARD

A complaint not satisfactorily resolved by the Superintendent's decision may be appealed to the AIMS Governance Board in writing by the complainant within five (5) calendar days of receipt of the Superintendent's response. The appeal form shall be filed with the AIPCS Board Secretary or her designee. The appeal can only include the allegations outlined in the initial complaint. New allegations cannot be included in the appeal.

Upon receiving the appropriately completed appeal form from the complainant, the Board or its designee shall:

Notify the employee(s) to whom the complainant was directed.

Investigate the appeal. This may include the following steps:

- Review the appeal filed by the complainant.
- Review documents from the initial investigator.
- Conduct additional interviews as necessary.
- Allow both parties to discuss the complaint, initial decision, or question each other, except for discrimination or sexual harassment complaints.

Respond in writing to the complainant within ten (10) calendar days after receipt of appeal, including a resolution.

Notify the employee(s) of the resolution.

Step 5: FINAL WRITTEN DECISION

A written report shall be sent to the complainant via certified or U.S. Mail within sixty (60) calendar days from receipt of the complaint. The report of the Board's decision shall be written in English and in the primary language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the Board shall arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:
The findings and disposition of the complaint, including corrective actions, if any. (Title 5, Section 4631)

The rationale for the above disposition. (Title 5, Section 4631)

Notice of the complainant's right to appeal the decision to the California Department of Education within fifteen (15) calendar days of receiving the District's decision and procedures to be followed for initiating such an appeal. (Title 5, Section 4631)

A detailed statement of all specific issues that were raised during the investigation and the extent to which these issues were resolved.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of the Board's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the Board's decision, the complainant may appeal in writing to the California Department of Education within fifteen (15) calendar days of receiving the Board's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (Title 5, Section 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the Board's decision and must include a copy of the locally filed complaint and the Board's decision. (Title 5, Section 4652)

AIM SCHOOLS EMPLOYEE POLICY

Prohibition of Harassment Policy

AIM Schools is committed to providing a workplace free of sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry age, medical condition, marital status, sexual orientation, or disability. This policy applies to all employee actions and relationships, regardless of position or gender. Please see the AIM Schools Uniform Complaint Procedures for details.

Definition of Sexual Harassment

Federal law defines sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexually suggestive nature when (1) submission to that conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; (3) that conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

All complaints of sexual harassment will be kept confidential and only those persons with a need to know of information or the identity of a complainant will receive such information. Individuals participating in a sexual harassment investigation will be advised that the matter is confidential and that retaliation in any form is prohibited.

Right to Privacy

Employees should be aware that desks, computers, emails, internet activity sheets, and other personal spaces provided by AIM Schools are property of AIM Schools and subject to search if necessary.

Confidential Information Regarding Students

All information relating to students including names, addresses, contact numbers, and progress information is confidential information and may not be shared with unauthorized parties. All records concerning pupils shall be kept strictly confidential and be maintained in separate files. Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the Head of School.

School Facilities

Employees are responsible for cleaning up after themselves. Make sure your students keep the classrooms clean at all times in AIM Schools' facilities.

Safety and Health

Each employee is expected to obey safety rules and to exercise caution in work activities. Any employee who notices a dangerous or potentially dangerous situation should report it to the Head of School immediately. Employees should not transport students unless it relates to a school function and has been approved by AIM Schools.

Accident/Injury Reporting

When an incident occurs on school property, it should be reported immediately to the Head of School. An Incident Report should be completed as soon as possible.

Incident Reporting

When an incident occurs on school property, or while conducting school business off site, it should be reported on an Incident Report Form and submitted to the Head of School within 24 hours of the time of the incident. These forms are available at the front office.

AIPCS II CHARTER POLICIES

A healthy and safe environment is imperative to productive teaching and learning. AIMS has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff.

Procedures for Background Checks

Employees and contractors at AIPCS II will be required to submit to a criminal background check and furnish a criminal record summary as required by Educational Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit a Live Scan clearance for fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School will monitor compliance with this policy and report to the AIMS Board monthly. The Financial Administrator will monitor the fingerprinting and background clearance of the Head of School.

TB Testing

AIPCS II will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

CPR/First Aid Training

Employees at AIPCS/AIPCS II should be CPR/First Aid trained. The school's administration will ensure that a CPR/First Aid trained staff member is on duty during regular school hours.

Facility Safety

AIPCS II will comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The school agrees to maintain visitor policies and test fire extinguishers and alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The school will conduct fire drills in accordance with state law. AIPCS II will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763.

Drug Free/Smoke Free Environment

AIPCS II will maintain a drug, alcohol, and smoke-free environment.

Transportation

AIPCS II will not provide transportation of students to and from school. It is the responsibility of the students' families to provide transportation to AIPCS II, except as required by law for students with disabilities in accordance with a students' IEP. In these instances, transportation needs will be handled by the OUSD SELPA if the school operates as a public school of the District for special education purposes, but solely by AIPCS II in accordance with SELPA policy and the IDEIA if AIPCS II becomes an LEA and a member of the SELPA as intended by its charter.

Last updated: 2/1/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	1	
1	25.0		4	
2	24.0		4	
3	28.0		4	
4	31.0		4	
5	28.0		4	2
6	27.0		6	2
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	1	1
1	25.0		4	
2	27.0		4	
3	30.0		4	
4	32.0		2	2
5	27.0		6	
6	27.0	1	5	1
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		4	2
1	26.0		4	
2	27.0		4	
3	31.0		4	
4	32.0		2	2
5	64.0		2	3
6	32.0		4	2
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.

Last updated: 2/1/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics	27.0	2	4	1
Science				
Social Science				

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics	33.0	1	2	3
Science				
Social Science				

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics	34.0		4	2
Science				
Social Science				

* 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: 2/1/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.3	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	3.0	N/A

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

*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: 2/1/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10479.0	\$1243.0	\$9236.0	--
District	N/A	N/A	--	\$62742.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	25.8%	38.7%

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

American Indian Charter School II hired a full time English Language Teacher. The teacher provides support to our English Language Learners in small groups to improve their English speaking, reading and writing skills.

After School Tutoring/Saturday School

In 2016-2017 AIPCS II had intervention aides who provided instructional support to the Kindergarten through 8th grade students 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 American Indian Model and ensures that students receive the academic assistance needed to be successful at AIPCS II.

AIPCS II's Extended School Year

AIPCS II students attend an extended school year for three weeks between June and July. The extended school year serves as a starting point for the new school year. For many new students, the extended school year provides opportunity for students to acclimate to the American Indian Model and academic rigors associated with AIPCS II.

Johns Hopkins Center for Talented Youth (CTY)

The summer program focus at Johns Hopkins University's Center for Talented Youth (CTY) meshes perfectly with AIPCS II's own philosophy: rigorous academics. To qualify for the summer programs at CTY, students must earn qualifying scores on advanced tests like the SAT as early as 7th grade and score high enough to meet CTY's challenging standards. Over the past several years, AIPCS II has sent more students to CTY than all other Oakland schools combined. AIPCS II has one of the highest CTY participation rates of any school in the United States.

Techbridge:

Techbridge's hands-on science program for girls from 6th to 8th grade. Participating students met once a week to work on projects.

Title I & Title III

Through Title I and Title III funding we are able to offer program and services to student's 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.

Last updated: 2/1/2019

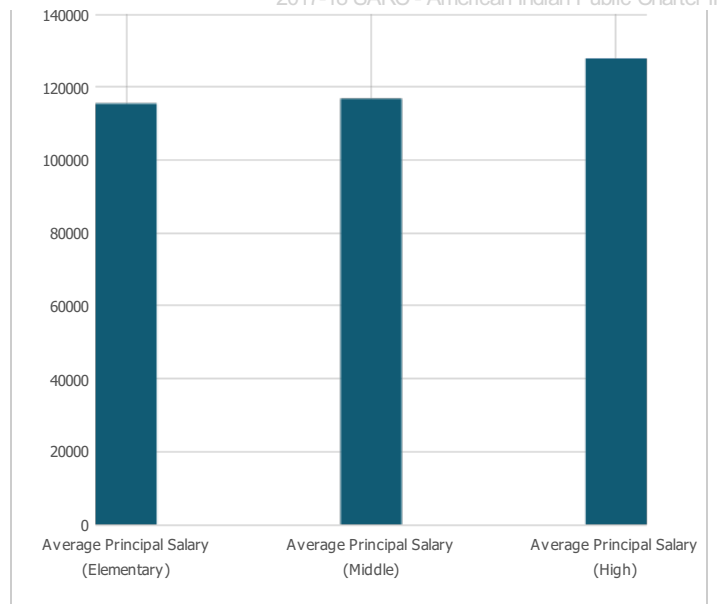
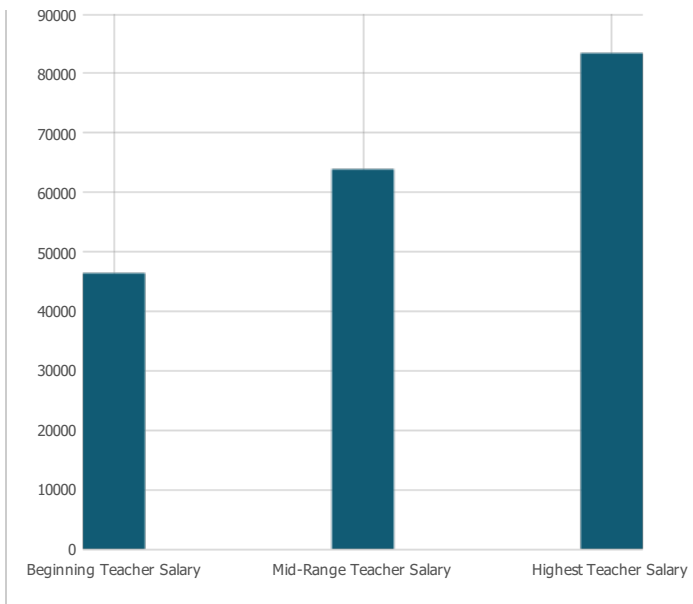
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,411	\$47,903
Mid-Range Teacher Salary	\$63,904	\$74,481
Highest Teacher Salary	\$83,437	\$98,269
Average Principal Salary (Elementary)	\$115,474	\$123,495
Average Principal Salary (Middle)	\$116,841	\$129,482
Average Principal Salary (High)	\$127,847	\$142,414
Superintendent Salary	\$297,052	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	10.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/1/2019

Professional Development

Each school year, our teachers have opportunities to participate in a variety of teacher workshops. In August, teachers participate in staff training workshops.

Weekly, teachers participate in teacher collaboration meetings which focus on topics ranging from test preparation to differentiated instruction.

Based on last year's evaluations, the school selected two rubric items from the College Ready Promise to be goals for teachers:

TCRP 1.5: Design assessments to ensure student mastery.

A) Selection and progression of formative assessments

B) Planned response to formative assessment data

and

TCRP 3.2 Facilitates Instructional Cycle

A) Executes lesson cycle

B) Cognitive level of student learning experience

These goals are delivered through Friday PD workshops and individual mentoring through deans, academic manager, and veteran teachers. Additionally, we are now using Illuminate to support TCRP goal 1.5b in giving teachers norm-referenced data in their formative assessments.

Grades 2nd-5th

The 2nd-5th has a set professional development schedule for the year. The professional development sessions are led by the principal, 4 lead teachers, and our restorative justice coordinator. Each week we have a different topic that is led by a different person. Here are some topics that were covered:

- test taking strategies
- reading comprehension strategies
- building community in your classroom
- tier 1 restorative justice
- Working with ELL students
- How to administer SRI tests and get LEXILE levels
- How to create benchmark tests
- How to communicate with parents using ClassDojo
- Breaking down reading passages
- Answering questions by using the question in the answer

We also have Staff Development Days:

We often have guests come out and lead training for teachers - These have included a list of topics such as:

- Disaster Preparedness
- Foss Science Module Training
- Restorative Justice
- Diversity training

Last updated: 2/1/2019