

American Indian Public High School

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.



Tareyton Russ, Head of School

Principal, American Indian Public High School

About Our School

I was born and raised in Los Angeles California. My parents moved from New Orleans Louisiana in order to provide better educational opportunities for their children. I graduated from the University of Southern California (USC). After attending USC I attended Cal State University Dominguez Hills, where I earned a Masters in Negotiations and Conflict Management. Later, I attended San Francisco State University and earned a Masters Degree in Educational Administration, as well as Teaching and Administrative credentials. I was named among the Who's Who of American Educators in 1998. To distinguish myself I aim to leave a legacy of major contributors in my path. I hope for these students to be well prepared to embark upon future endeavors with tenacity. One of my goals is to arm every student in preparation to graduate from AIMS as global citizens, with the tools to provide a major contribution to their respective communities.

Contact

American Indian Public High School
746 Grand Ave.
Oakland, CA 94607-2714

Phone: 510-220-5044
E-mail: marisol.magana@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 High School
Street	746 Grand Ave.
City, State, Zip	Oakland, Ca, 94607-2714
Phone Number	510-220-5044
Principal	Tareyton Russ, Head of School
E-mail Address	marisol.magana@aimschools.org
Web Site	www.aimschools.org
County-District-School (CDS) Code	01612590111856

Last updated: 2/1/2019

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

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.

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

We are a family at AIM Schools

When teachers, families and students follow and support the AIMS Model as written children are guaranteed to be prepared for college.

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.

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.

Former AIM school students enrolled in college may be paid to work with our current students.

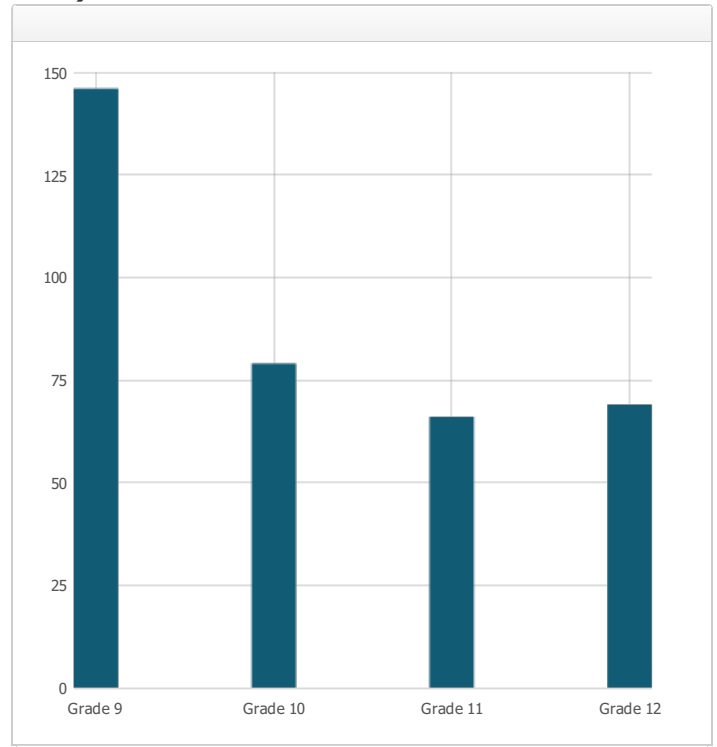
The AIMS community supports and guides all our students by engaging in restorative practices and alternatives to traditional discipline. The AIMS community does not give up on our students.

All current and former students are encouraged to sign up on the alumni page on the AIMS website.

Last updated: 1/31/2019

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

Grade Level	Number of Students
Grade 9	146
Grade 10	79
Grade 11	66
Grade 12	69
Total Enrollment	360



Last updated: 1/31/2019

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

Student Group	Percent of Total Enrollment
Black or African American	20.6 %
American Indian or Alaska Native	%
Asian	56.7 %
Filipino	1.4 %
Hispanic or Latino	16.4 %
Native Hawaiian or Pacific Islander	0.3 %
White	4.2 %
Two or More Races	0.6 %
Other	-0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.3 %
English Learners	13.9 %
Students with Disabilities	4.7 %
Foster Youth	%

A. Conditions of Learning

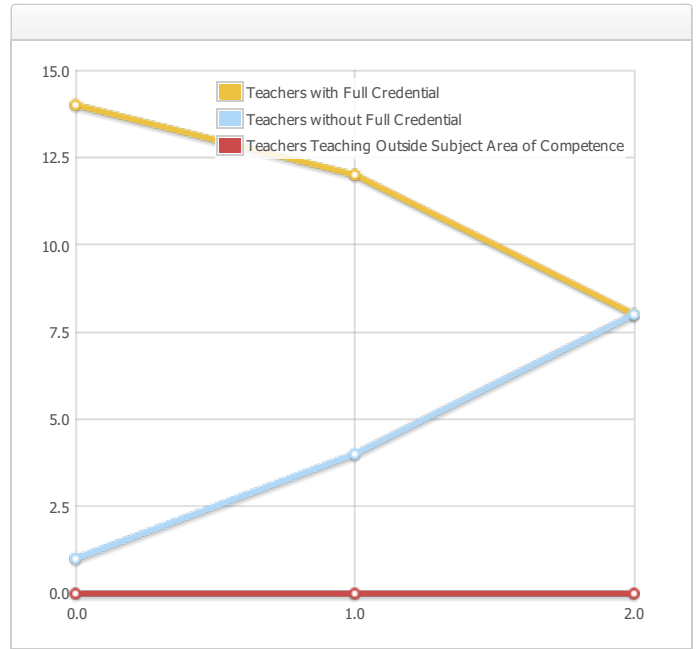
State Priority: Basic

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

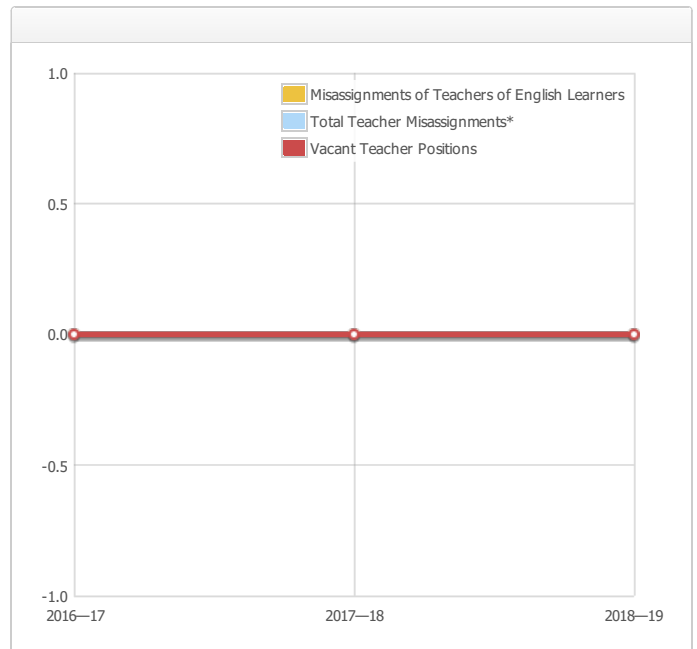
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	14	12	8	
Without Full Credential	1	4	8	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



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	0	0



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	2017 AP English Language and Composition Exam Prep Book Literature: An Introduction to Reading and Writing (5th Compact Edition) Literature: The Human Experience (11th Edition) AP English Literature and Composition Exam (2017) Literature: An Introduction to Reading and Writing (5th Compact Edition) AP Edition-Writing America: Language and Composition in Context Writing America: Language and Composition in Context AP® Edition 1e, 2014 Literature: The Human Experience: Reading and Writing 12 edition Teacher's Manual to Accompany Writing America Language and Composition in Context AP Edition Cracking the AP English Language & Composition Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College Test Preparation) Cracking the AP English Language & Literature Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College Test Preparation)	Yes	0.0 %
Mathematics	Geometry: Big Ideas, A Common Core Curriculum (Cengage) Precalculus with Limits: A Graphing Approach (Cengage) Precalculus with Limits: A Graphing Approach workbook (Cengage) Precalculus with Limits: Note Taking Guide AP Calculus 14th edition: 6 Practice tests AB & BC & CD Intro to Statistics & Data Analysis AP Edition 3rd Edition Calculus, 11e, AP Teacher's Resource Guide Calculus, 11e, Student AP test Prep workbook (AP® Edition) Calc Student Edition and 1-year online access to WebAssign Barron's AP Calculus 14th edition: (5 practice tests in AB & BC) Cracking the AP Statistics Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation)	Yes	0.0 %
Science	Conceptual Physics (Tenth Edition) Biology: The Principles of Life 2nd Edition 2013 Principles of Life Second Edition for AP Course Teacher's Edition College Physics (AP® Edition) 11th Edition Chemistry (AP® Edition) 10th Edition Teacher Edition, Zumdahl, Chemistry, AP, 10e Advance Level Chemistry Lab Investigations (Lab Kits) Modern Chemistry University Physics with Modern Physics- Second Edition Cracking the AP Biology Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Cracking the AP Chemistry Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Cracking the AP Physics C Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Cracking the AP Physics 1 Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Bundle: Exploring Environmental Science for AP®, 1st Student Edition + MindTap (1-year access) Miller/Spoolman 1st Edition [K12, 2019] 9781337858151 Exploring Environmental Science AP®, Teacher's Resource Guide Miller/Spoolman 1st Edition [K12, 2019] 9781337705691 Exploring Environmental Science AP®, Teacher Edition Miller 1st Edition [K12, 2019] 9781337706070 Fast Track to a 5 Test Prep for AP® Exploring Environmental Science Miller 1st Edition [K12, 2019] 9781337705745	Yes	0.0 %
History-Social Science	Worlds Together, Worlds Apart, AP Ed. with Ebook and Inquisitive The American Pageant 16th Ed (Cengage) Krugman's Economics for AP® 2nd Edition Teacher's Edition of Economics for AP® Traditions & Encounters: A Global Perspective on the Past Vol 2 Cracking the AP U.S. History Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Cracking the AP Macroeconomics Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation) Cracking the AP World History Exam, 2018 Edition: Proven Techniques to Help You Score a 5 (College test Preparation)	Yes	0.0 %

AP Human Geography: The Cultural Landscape 9th Ed.
 AP Government: Government in America AP Edition
 ISBN-13: 9780132566933
 Instructional Resources for SGA/Leadership Curriculum

Foreign Language	<p>Integrated Chinese, Volume 1, Textbook (Hardcover, Simplified) Integrated Chinese, Volume 1, workbook (Paperback, Simplified) Integrated Chinese, Volume 1, Teacher Resources, eBook (Digital Only, Simplified) Integrated Chinese, Volume 2, Textbook - Available July 2017 (Hardcover, Simplified) Integrated Chinese, Volume 2, workbook - Available July 2017 (Paperback, Simplified) Integrated Chinese, Volume 2, Teacher's Resources, eBook Barron's AP Chinese Language & Culture MP3 CD 2nd Edition iAvanceemos! Student Edition Level 1 iAvanceemos! Teacher's Edition Level 1 iAvanceemos! Cuaderno: Practica por niveles (Student workbook) with Review Bookmarks Level 1 iAvanceemos! Student Edition Level 2 iAvanceemos! Teacher's Edition Level 2 iAvanceemos! Cuaderno: Practica por niveles (Student workbook) with Review Bookmarks Level 2</p>		0.0 %
Health	<p>Online materials/supplemental resources are utilized to inform students' of awareness and wellness.</p> <p>Wellness committee works for a healthier school environment. www.schools.healthiergeneration.org www.ama-assn.org www.actionforhealthykids.org</p>	Yes	0.0 %
Visual and Performing Arts	<p>2017-2018 Purchased Texts History of Modern Art, Arnason, Mansfield 7th Edition</p> <p>Mel Bay Julio S. Sageras Guitar Lessons ISBN-10: 0786627239 Alfred's Essentials of Music Theory ISBN: 0882848976</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

AIPHS is located on the Lakeview campus in a Prop 39 facility. Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. The school grounds, Restrooms, and building are in excellent conditions. Any repairs or problems are given immediate attention. 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. Throughout the day as well as after school, custodial staff work to maintain a clean campus on a daily basis. 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 and 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 of an issue. We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight about the conditions of our facility

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	Fair	Bug/rodent treatment has been conducted and ongoing to ensure overall cleanliness.
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	Fair	Rubber tiles need replacing.

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)	64.0%	54.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	64.0%	43.0%	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	65	65	100.00%	53.85%
Male	33	33	100.00%	54.55%
Female	32	32	100.00%	53.13%
Black or African American	17	17	100.00%	23.53%
American Indian or Alaska Native				
Asian	37	37	100.00%	72.97%
Filipino	--	--	--	
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	31	31	100.00%	54.84%
English Learners	14	14	100.00%	21.43%
Students with Disabilities	--	--	--	
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	65	65	100.00%	43.08%
Male	33	33	100.00%	45.45%
Female	32	32	100.00%	40.63%
Black or African American	17	17	100.00%	5.88%
American Indian or Alaska Native				
Asian	37	37	100.00%	70.27%
Filipino	--	--	--	
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	31	31	100.00%	45.16%
English Learners	14	14	100.00%	28.57%
Students with Disabilities	--	--	--	
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

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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	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	96.4%

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
9	11.3%	20.3%	52.6%

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 High School 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.

AIPHS 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

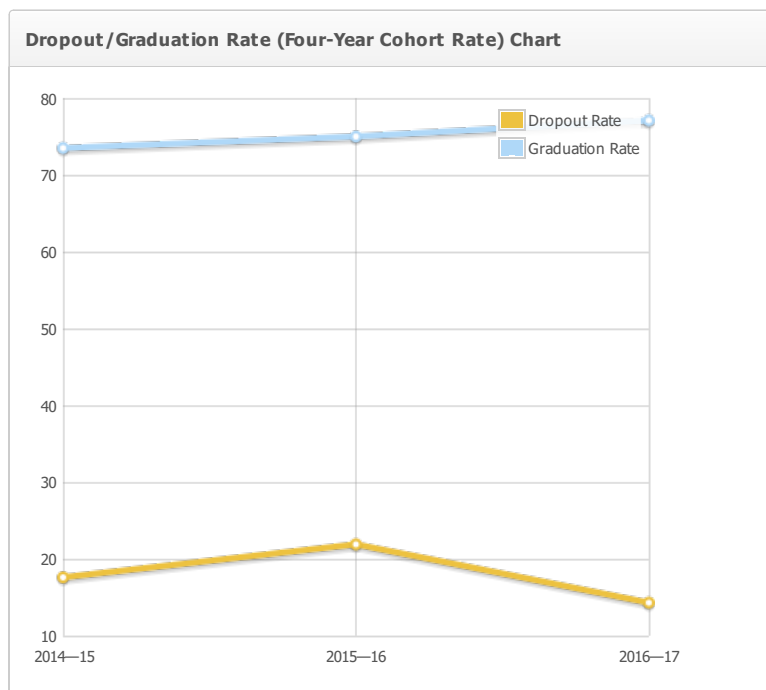
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	17.6%	21.9%	24.1%	20.3%	10.7%	9.7%
Graduation Rate	73.5%	75.0%	63.4%	64.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	14.3%	13.5%	9.1%
Graduation Rate	77.1%	73.7%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/1/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	96.6%	85.1%	88.7%
Black or African American	100.0%	82.2%	82.2%
American Indian or Alaska Native	0.0%	50.0%	82.8%
Asian	100.0%	90.0%	94.9%
Filipino	0.0%	93.6%	93.5%
Hispanic or Latino	80.0%	84.5%	86.5%
Native Hawaiian or Pacific Islander	0.0%	72.2%	88.6%
White	0.0%	93.3%	92.1%
Two or More Races	100.0%	93.4%	91.2%
Socioeconomically Disadvantaged	100.0%	85.1%	88.6%
English Learners	100.0%	71.1%	56.7%
Students with Disabilities	0.0%	69.2%	67.1%
Foster Youth	0.0%	62.5%	74.1%

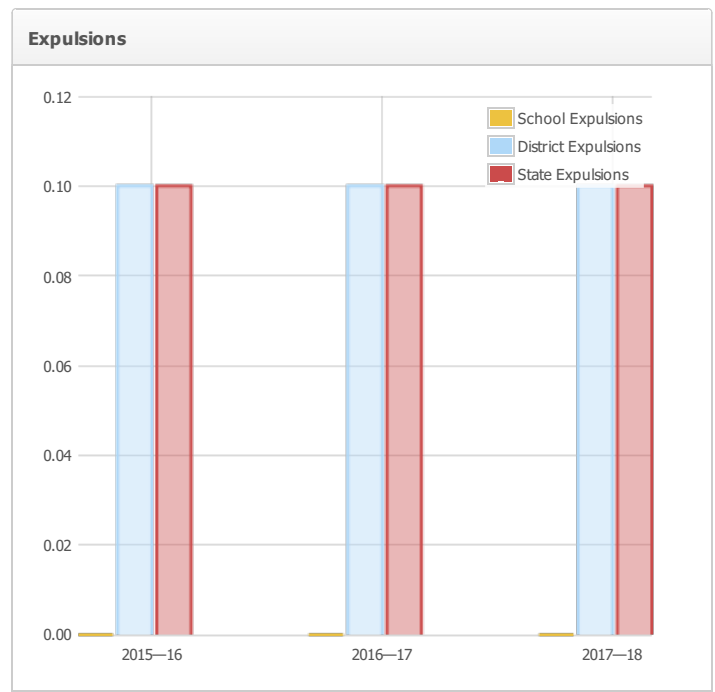
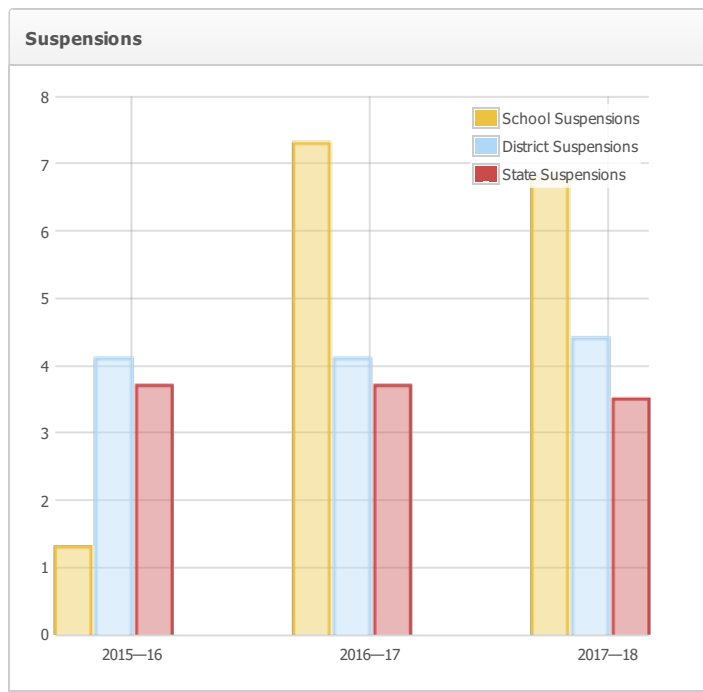
State Priority: School Climate

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	1.3%	7.3%	6.8%	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)

Safety is one of our utmost concerns. To ensure the safety of our students, we have done the following things:

1. Conducted regular monthly fire drills.
2. Practiced meeting at a predetermined location in case of a fire. Evacuation maps and Exit Routes are placed in every room on campus.
3. Hired a fire safety expert to inspect our fire alarm and fire extinguisher every year.
4. Ensured all classrooms have an emergency kit in the classrooms.
5. Trained each teacher to respond to earthquake and fire emergency.
6. Practiced the "duck and cover routine" for earthquakes.
7. Updated our emergency kit with first-aid and disaster supplies.
8. Implemented an Emergency Lockdown procedure and conduct two lockdown procedures per academic year.
9. Implemented a Shelter in Place procedure.
10. Continued to address bullying, abuse and other issues regarding safety and the well-being of students and staff members.
11. Continued to follow through with a Traffic Safety plan.
12. Designated a Safe School Plan Committee.

Last updated: 2/1/2019

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 (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	5	5	
Mathematics	23.0	5	5	
Science	23.0	3	3	
Social Science	23.0	5	5	

* 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	19.0	6	8	
Mathematics	26.0	2	6	1
Science	27.0	1	5	
Social Science	25.0	3	10	

* 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	25.0	5	8	2
Mathematics	24.0	6	7	2
Science	25.0	3	4	2
Social Science	26.0	3	9	2

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

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	1.3	150.0
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	2.0	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	\$10585.0	\$591.0	\$9995.0	\$55893.8
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	2870.0%	-24870.2%

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

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.

After School Tutoring/Saturday School

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

AIPHS' Extended School Year

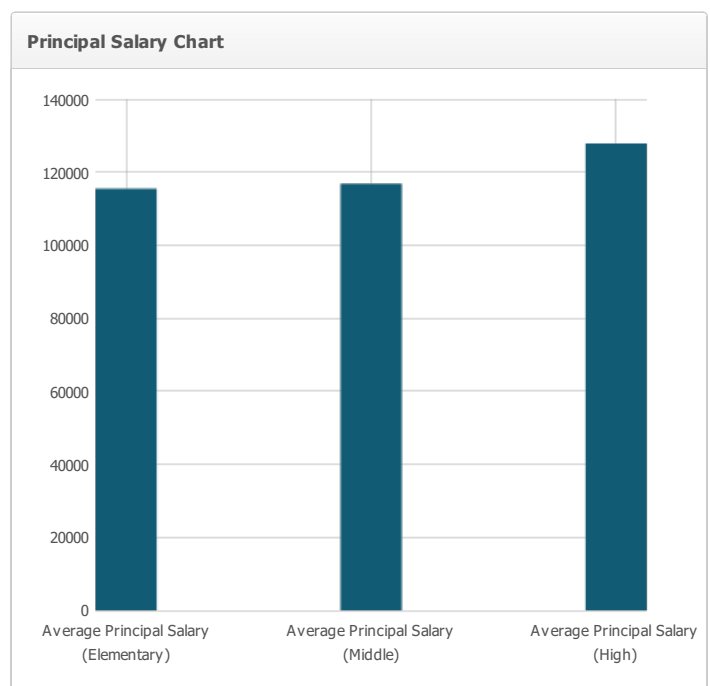
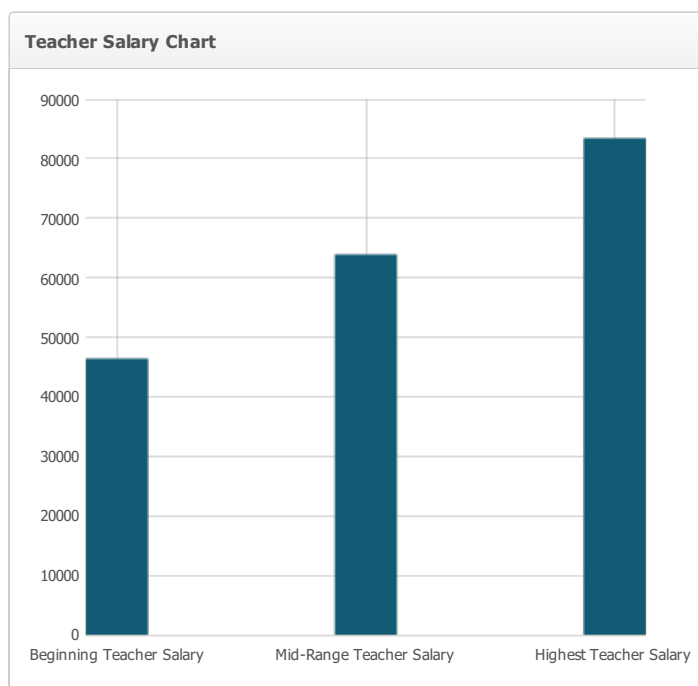
AIPHS students attend an extended school year for three weeks between June and July. The extended school year serves as a starting point for the new school year. For many new students, the extended school year provides opportunity for students to acclimate to the American Indian Model and academic rigors.

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/>.



Last updated: 2/1/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	3	N/A
All Courses	13	100.0%

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

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

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. Additionally, some Advanced Placement teachers attend AP workshops facilitated by the College Board. 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.

Last updated: 2/1/2019