

American Indian Public High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



Joel Julien, Head of School

Principal, American Indian Public High

About Our School

I am currently serving as the Head of School at the Lakeview campus. My career in education has spanned more than 25 years. I have worked as a teacher and administrator in variety of settings in the Bay Area and beyond, having won several awards for educational service. Today with AIMS, in addition to providing support on-site at both the Lakeview and 12th Street campuses, I am working together with staff and the superintendent to help smooth the transition to new programmings and school sites as well as to provide effective feedback to teachers; to include a more broad range of parents in helping to facilitate a rigorous academic program. The AIMS community is extraordinary and there are many great things happening that can only get better. Teachers and students are working hard each and every day to ensure high achievement for all. I am very excited to be a part of the AIMS community and look forward to helping AIMS continue to reach its vision of high academic performance as we support the whole child.

Contact

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

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Antwan Wilson
E-mail Address	antwan.wilson@ousd.org
Web Site	http://www.ousd.org

School Contact Information (School Year 2016-17)	
School Name	American Indian Public High
Street	746 Grand Ave.
City, State, Zip	Oakland, Ca, 94607-2714
Phone Number	510-893-8701
Principal	Joel Julien, Head of School
E-mail Address	marcom@aimschools.org
Web Site	www.aimschools.org
County-District-School (CDS) Code	01612590111856

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

AIPHS expects its students to have developed the following skills:

Academic Achievers who:

1. Produce quality work across the curriculum.
2. Are extremely knowledgeable of literature.
3. Compute and solve advanced math problems.
4. Are knowledgeable about educational pathways and career choices.
5. Are eligible for college by completing required coursework and equipped with the necessary skills to succeed in higher education.

Effective Communicators who:

1. Demonstrate skills of speaking, listening, reading, and writing in a variety of situations.
2. Collaborate, work effectively, and manage interpersonal relationships within diverse groups and setting.
3. Read and respond accurately and analytically to text questions.
4. Express themselves effectively through writing.

Critical Thinkers who:

1. Know how to access information and integrate knowledge.
2. Identify and use resources effectively to gather, communicate, and evaluate information.

3. Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical and integrated manner.

Life-long Learners who:

1. Are open to discover and develop an enthusiasm and interest for learning.
2. Are adaptive to a wide array of professional and cultural settings.
3. Are goal-oriented and understand the importance of hard work and continual goal setting.

Socially Responsible Citizens who:

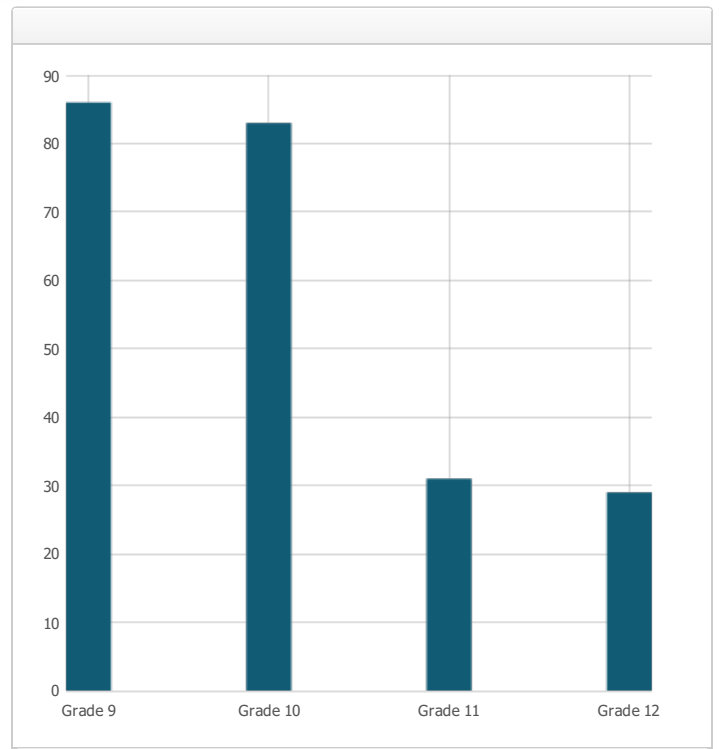
1. Are aware and understand the relevance of different histories and cultures in society.
2. Are leaders within their families and settings who contribute to the improvement of their life in their school and in their community.
3. Demonstrate personal responsibility and integrity.

AIPHS is committed to preparing socio-economically disadvantaged students to pursue higher education. In order for our students to be able to matriculate to the universities of their choice upon graduation, AIPHS holds high standards for their academic achievement. AIPHS will focus intensively on English, Literature, Mathematics, Science, Social Science, and Foreign Language for all students to insure their preparedness. AIPHS students will exceed the UC's "a-g" requirements by taking 4 years of mathematics (geometry-calculus), 4 years of English and 4 years of science.

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	86
Grade 10	83
Grade 11	31
Grade 12	29
Total Enrollment	229



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	15.3 %
American Indian or Alaska Native	0.0 %
Asian	62.4 %
Filipino	0.9 %
Hispanic or Latino	18.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.7 %
Two or More Races	1.3 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.2 %
English Learners	9.6 %
Students with Disabilities	0.9 %
Foster Youth	0.0 %

Last updated: 1/31/2017

A. Conditions of Learning

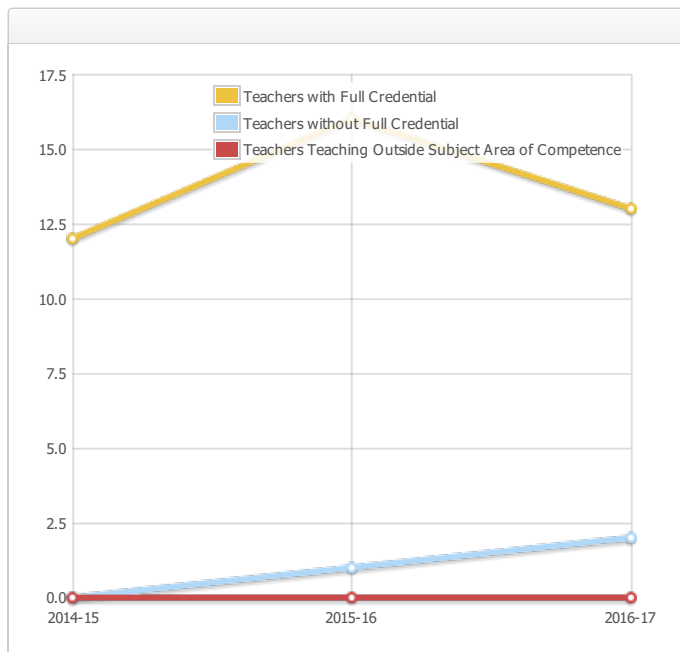
State Priority: Basic

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

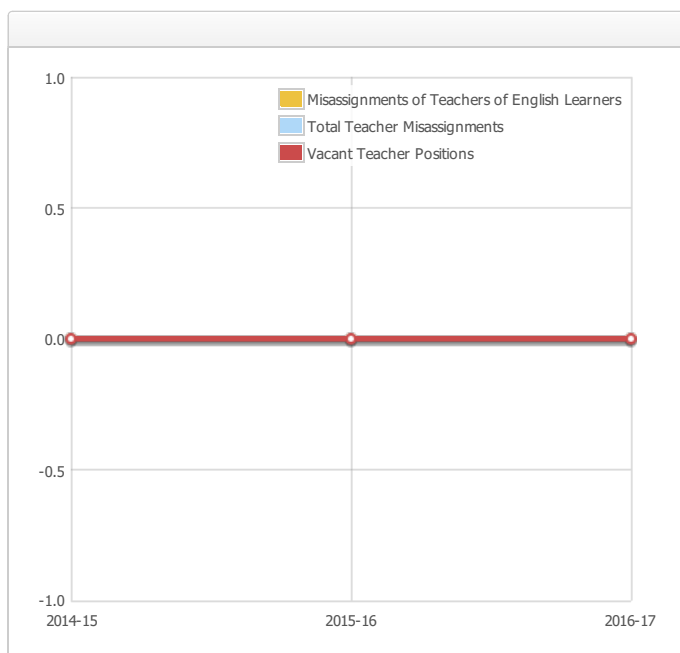
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	16	13	
Without Full Credential	0	1	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	80.0%	20.0%
High-Poverty Schools in District	79.0%	21.0%
Low-Poverty Schools in District	95.0%	5.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: February 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts 9th, 10th Holt Handbook 9th, 10th Holt Interactive Reading 9th, 10th Cracking the AP English Language and Composition Exam (Princeton) ELA: AP English Literature and Composition (Kaplan)		0.0 %
Mathematics	Geometry: North Carolina Edition (McDougal Littell) Algebra 2 (Houghton Mifflin) Algebra 2 Workbook (Houghton Mifflin) Calculus and Pre-Calculus Larson Cengage Pre-Calculus: A Problem Oriented Approach (Brooks Cole) Calculus of a Single Variable (Houghton Mifflin)		0.0 %
Science	Modern Chemistry holts/Rinhart/Winston Cracking the AP Chemistry Exam (Princeton Review) Conceptual Physics (Hewitt) Conceptual Physics Lab Manual (Hewitt) Biology the Dynamics of life National Geographic Biology (Mcdougal Littell) Physics: Principles and Applications (Giancoli)- 6th edition Cracking the AP Physics B Exam (Princeton Review)		0.0 %
History-Social Science	Cracking the AP World History Exam, 2015 Edition (College Test Preparation) American Government: Roots and Reform		0.0 %

World Civilizations: The Global Experience, AP Edition (Pearson Longman)
 Cracking the AP World History Exam (Princeton Review)
 AP Government: Magruder's American Government
 Economics; Economics (McConnell, Brue, and Flynn)
 American Pageant: AP Edition (Wadsworth)
 Howard Zinn's People's History of the US
 Cracking the AP U.S. History Exam (Princeton)
 Macro Econ- Macro Economics second edition

Foreign Language	Integrated Chinese		0.0 %
Health			0.0 %
Visual and Performing Arts			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: 2/1/2017

School Facility Conditions and Planned Improvements

AIPHS shares a location with AIPCS I and AIPCS II located on 171 12th Street Oakland, CA 94607. AIPHS also is located on the Lakeview campus in a Prop 39 facility. The Prop 39 facility is not large enough to house our full community. 171 12th St is a three story building with underground parking garage with direct elevator access. Our school prides itself in providing a safe, clean, and well maintained environment to its families and staff members. As of now our facility does not need any repair work. The school grounds, Restrooms, and building are in excellent conditions. 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. 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.

Regional repairs and maintenance are made as needed. Fresh Coats of interior and exterior paint are applied throughout the school every year. About once a month we do a deep cleaning for the floors and the carpet. We regularly wash the windows and the walls. The bathrooms are cleaned during the school day and in the evening. The common areas are cleaned after lunch and in the evening. The ventilation vents are cleaned once a month. 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: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2017

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	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Poor	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Rubber tiles needs replacing.

Overall Facility Rate

Year and month of the most recent FIT report: February 2017

Overall Rating	Fair
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Last updated: 2/1/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	77.0%	79.0%	31.0%	33.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	70.0%	72.0%	26.0%	27.0%	34.0%	36.0%

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.

Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	29	90.6%	79.3%
Male	15	14	93.3%	78.6%
Female	17	15	88.2%	80.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	16	84.2%	87.5%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.0%	80.8%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	29	90.6%	72.4%
Male	15	14	93.3%	85.7%
Female	17	15	88.2%	60.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	16	84.2%	87.5%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.0%	73.1%
English Learners	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	91.0%	76.0%	74.0%	44.0%	38.0%	39.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	78	78	100.0%	74.4%
Male	34	34	100.0%	79.4%
Female	44	44	100.0%	70.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	56	56	100.0%	78.6%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	69	100.0%	72.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 1/31/2017

Career Technical Education Programs (School Year 2015-16)

AIPHS does not offer CTE programs.

Last updated: 1/31/2017

Career Technical Education Participation (School Year 2015-16)

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

Last updated: 1/31/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.9%	13.1%	65.5%

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: 2/1/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

AIMS 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).
2. Parent coordinator contacts families to inform them of school events and timeline of what is expected during the school year. Coordinator creates and distributes school information online through online communication (Parent Square) for parents, survey parents to determine information they need from school, host parent workshops and meetings on issues of interest to your community and assist outreach efforts of Parent/Teacher Association, develop ongoing relationships with 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.
Send welcome letter to parents with your contact information and hours, post signs, displays and bulletin boards at the school entrance about how you can be reached, work with bilingual parents to assist in translation of outreach materials.
3. 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 AIMS for the Arts, Student Expo & World Cafe, and 12th grade graduation.
4. 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.
5. Parents can also volunteer to chaperone field trips.

However, we do not require any of our parents to fundraise, or perform any clerical duties

AIMSvGuarantee: 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 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 parent coordinator, administrative team, sharing their voice at monthly AIM Schools' Governance Board meetings.

If you'd like to get involved, the Family Advisory Committee meet every month. Meetings are held on the first floor at AIPHS Lakeview Campus located at 746 Grand Ave, Oakland, CA 94610. The Family Advisory Committee can be reached 510-220-5044.

State Priority: Pupil Engagement

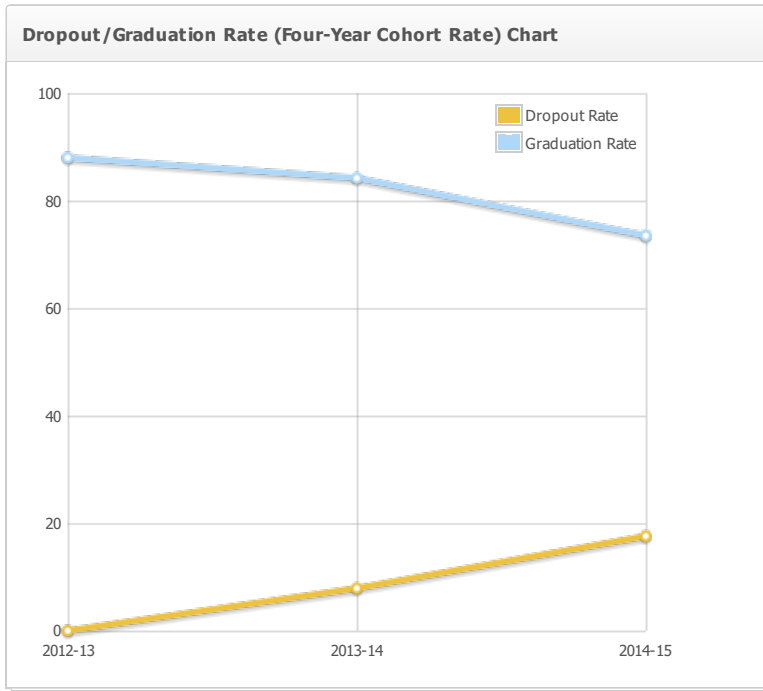
Last updated: 2/1/2017

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	7.9%	17.6%	21.7%	23.9%	24.1%	11.4%	11.5%	10.7%
Graduation Rate	88.00	84.20	73.50	59.60	62.60	66.80	80.44	80.95	82.27



Last updated: 1/30/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	100	75	85
Black or African American	100	69	77
American Indian or Alaska Native	0	47	75
Asian	100	82	99
Filipino	100	76	97
Hispanic or Latino	100	76	84
Native Hawaiian or Pacific Islander	0	62	85
White	100	86	87
Two or More Races	0	91	91
Socioeconomically Disadvantaged	65	73	77
English Learners	100	44	51
Students with Disabilities	100	82	68
Foster Youth	--	--	--

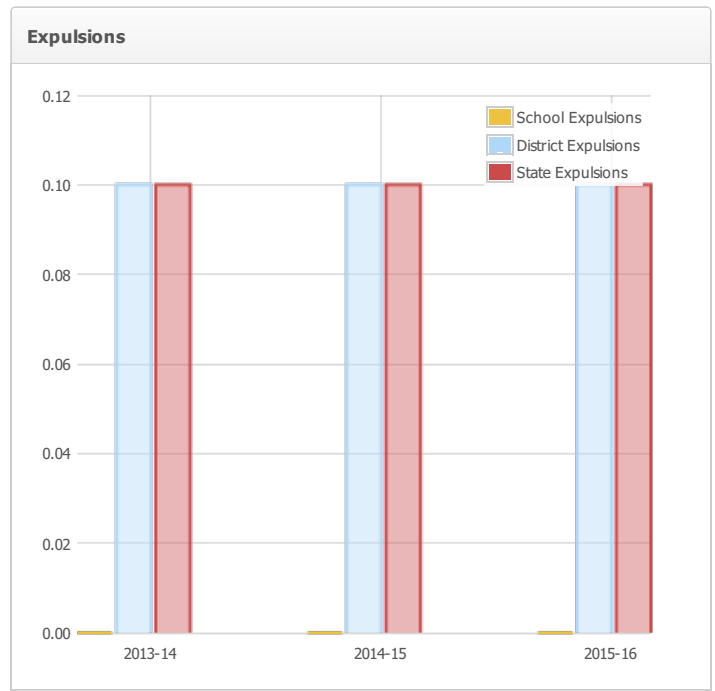
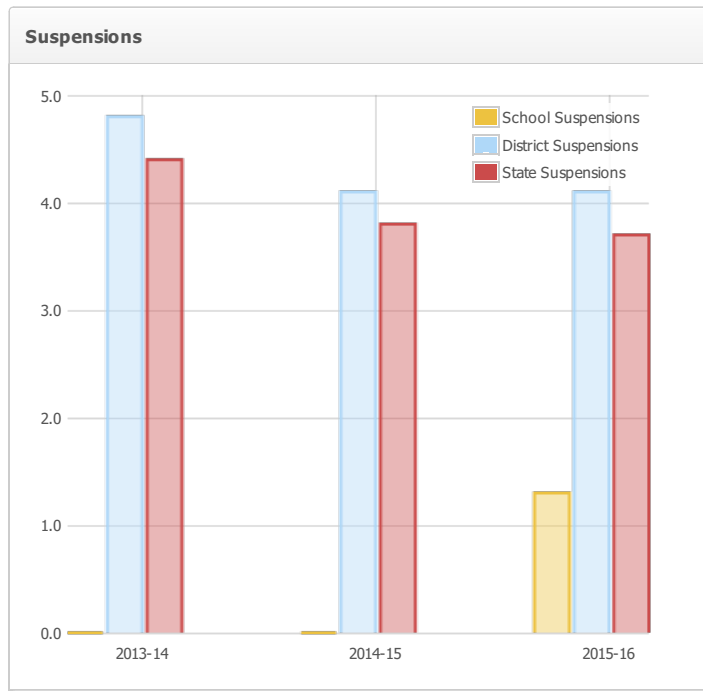
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	1.3	4.8	4.1	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

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: 2/1/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	78.5%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	2	1	1	27.0	1	5	2	25.0	4	6	0
Mathematics	25.0	2	1	1	26.0	1	5	0	25.0	4	6	0
Science	23.0	3	2	1	30.0	1	3	2	25.0	4	6	0
Social Science	13.0	6	2	0	27.0	1	5	1	25.0	4	6	0

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

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	
Counselor (Social/Behavioral or Career Development)	0.0	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	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		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: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10538.1	\$8262.2	\$2276.1	\$58668.5
District	N/A	N/A	\$0.0	\$58033.0
Percent Difference – School Site and District	--	--	--	1.0%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	-20.8%

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

At American Indian Public High School, Students who are performing below grade level are identified immediately and are provided tutoring every day Monday through Friday for a total of five hours after school per week.

These students receive Progress Reports every three weeks and remain in Tutoring until their grades improve and academic performance reaches the proficient level.

We have also hired a Resource Teacher to provide services to our English Language Learners as well as to our Title I students who are not performing at grade level.

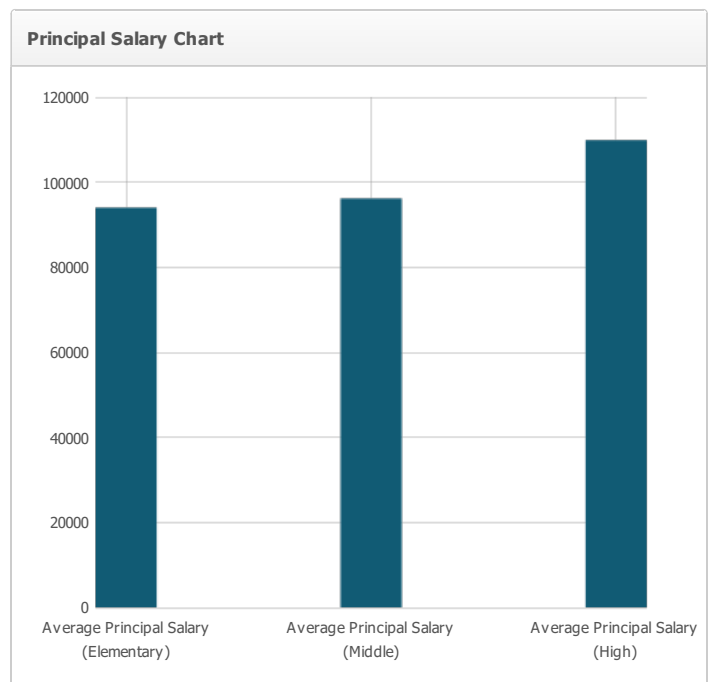
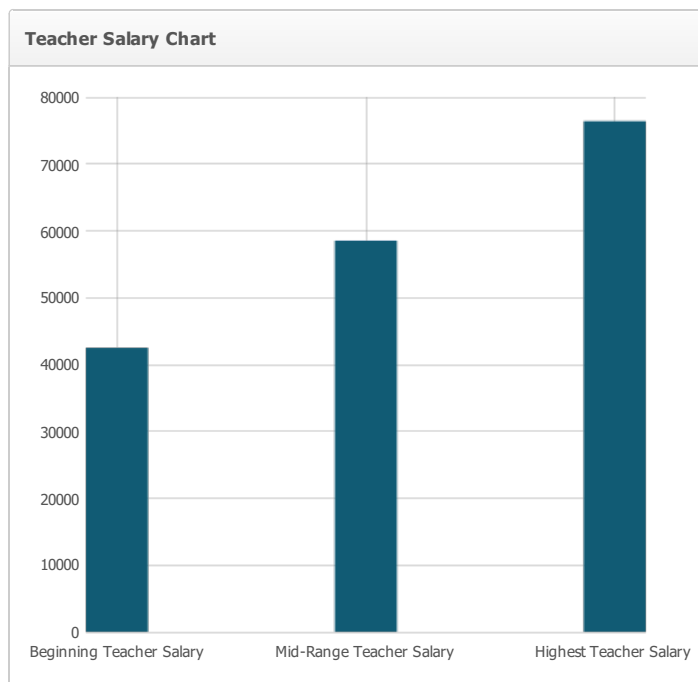
These two support systems have proved to be extremely effective.

Last updated: 2/1/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,498	\$45,092
Mid-Range Teacher Salary	\$58,516	\$71,627
Highest Teacher Salary	\$76,402	\$93,288
Average Principal Salary (Elementary)	\$94,016	\$115,631
Average Principal Salary (Middle)	\$96,176	\$120,915
Average Principal Salary (High)	\$109,882	\$132,029
Superintendent Salary	\$288,000	\$249,537
Percent of Budget for Teacher Salaries	30.0%	37.0%
Percent of Budget for Administrative Salaries	9.0%	5.0%

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



Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	11	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: 2/1/2017

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.

Last updated: 2/1/2017