

American Indian Public Charter School II

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.



Dr. Elston Perry, Head of School

Principal, American Indian Public Charter School II

About Our School

In April, I will begin my fifth year at American Indian Public Charter School II. In the beginning, I served as a long-term sub for a fourth-grade class. That summer, I began to loop with a class of 6th graders. Last year, they were promoted from 8th grade to American Indian Public High School. Now, I am in my first year as Head of Schools. I am a graduate of Laney College, San Francisco State University, the Graduate Theological Union at Berkeley (ABSW), and United Theological Seminary where I received my doctorate in theology. I am a lifelong learner and view teaching as a calling rather than a profession.

Contact

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

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 Charter School II
Street	171 12th St.
City, State, Zip	Oakland, Ca, 94607-4900
Phone Number	510-893-8701
Principal	Dr. Elston Perry, Head of School
E-mail Address	marcom@aimschools.org
Web Site	www.aimschools.org
County-District-School (CDS) Code	01612590114363

Last updated: 1/10/2017

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

American Indian Model Schools focuses on the four tenets of 1) Family; 2) Accountability; 3) High Expectations; and 4) Free Market Capitalism. 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"

School Year Theme 2016-2017

"Growing Together"

AIMS Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post-secondary programs and become productive members of society.

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, with the ultimate goal being admission to a four-year college after graduation from high school, and completion of, at minimum, a four-year degree.

Teachers are expected to lead their students through the recital of our AIMS Mission Statement every morning and may personalize by connecting it to daily classroom objectives.

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

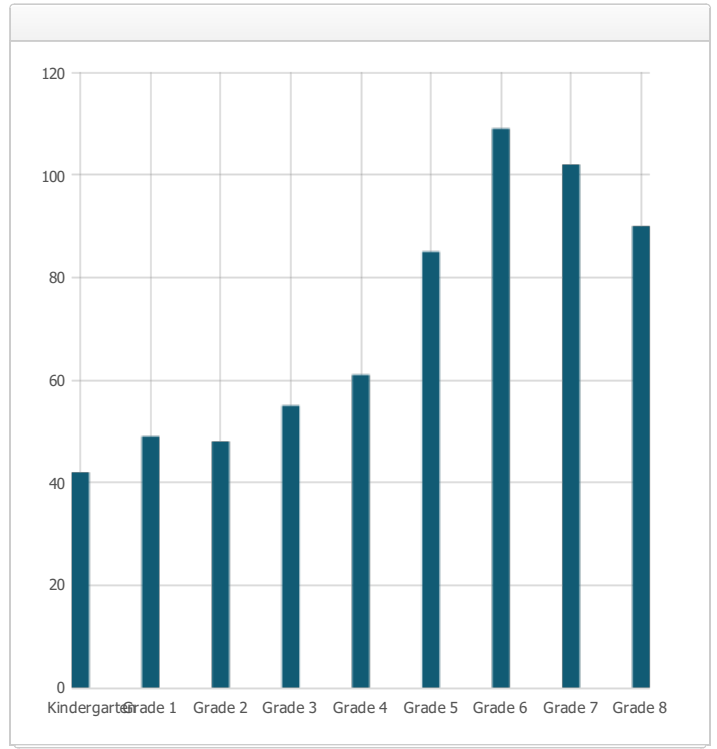
Citizenship - Social awareness and justice that leads to action

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

Last updated: 2/1/2017

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

Grade Level	Number of Students
Kindergarten	42
Grade 1	49
Grade 2	48
Grade 3	55
Grade 4	61
Grade 5	85
Grade 6	109
Grade 7	102
Grade 8	90
Total Enrollment	641



Last updated: 1/10/2017

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

Student Group	Percent of Total Enrollment
Black or African American	22.3 %
American Indian or Alaska Native	0.9 %
Asian	63.0 %
Filipino	0.3 %
Hispanic or Latino	7.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	2.8 %
Two or More Races	1.4 %
Other	1.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	78.8 %
English Learners	27.3 %
Students with Disabilities	1.9 %
Foster Youth	0.0 %

Last updated: 1/10/2017

A. Conditions of Learning

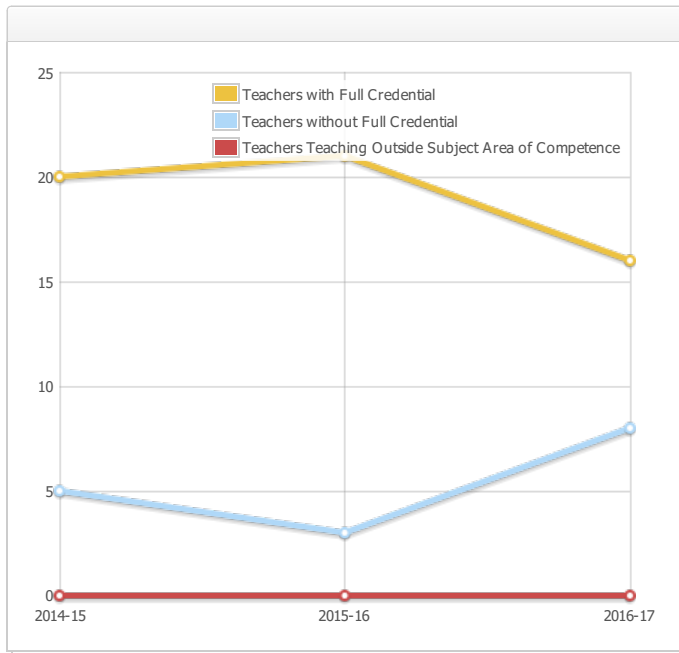
State Priority: Basic

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

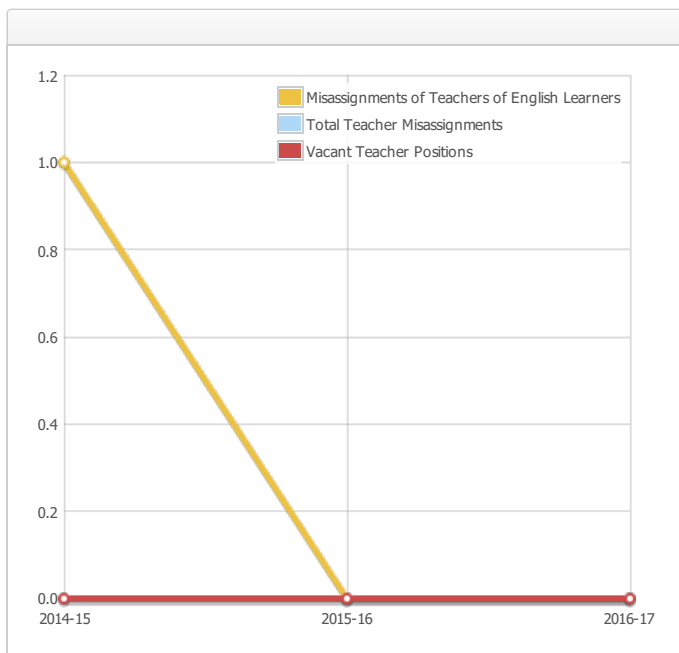
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	21	16	
Without Full Credential	5	3	8	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	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: 2/1/2017

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: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English Language Arts</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>Mathematics</p> <p>Current Texts/Curriculum: GoMath! (Houghton Mifflin Harcourt)</p> <p>Supplemental Resources: Engage NY (NYSED), California Middle School Mathematics, Concepts and Skills, Course 1-2 (McDougal Littell), California Math with K-5 manipulative/activity kits (Houghton Mifflin and Harcourt)</p> <p>Texts to Pilot: Eureka Math (Great Minds)</p>	Yes	0.0 %
Science	<p>Science</p> <p>Main Text/Curriculum: MARE K-8 Curriculum (Lawrence Hall of Science), Ocean Science Sequence for Grades 3-5 and 6-8 (LHS: Great Explorations in Math and Science)</p> <p>Supplemental Resources: Planning an NGSS Curriculum (National Science Teachers Association), FOSS Kits, Science Voyages: Earth, Life, and Physical Science (Glencoe McGraw Hill)</p> <p>Texts to Pilot: Discovery Education Materials, UC Davis Robotics Curriculum</p>	Yes	0.0 %
History-Social Science	<p>History</p> <p>Main Text/Curriculum:</p> <p>Grades K-5: Houghton Mifflin and Harcourt California History-Social Science, 2007. Teacher and Student edition with focus on school and family level K-5. Resource Equipment Kit that includes material for social science activities at kindergarten through 5th grade level, Mini-Qs in Civics (DBQ Project)</p> <p>Grade 6: Ancient Civilizations 6: Glencoe McGraw Hill, Mini-Qs in World History (DBQ Project)</p> <p>Grade 7: Medieval and Early Modern Times 7: Glencoe McGraw Hill, Mini-Qs in World History (DBQ Project)</p> <p>Grade 8: Creating America: Beginnings through WWI 8: McDougal Littell, Mini-Qs in American History (DBQ Project)</p> <p>Supplemental Resources: History Alive, Stanford's Reading Like a Historian</p> <p>Texts to Pilot: Alexandria Project</p>	Yes	0.0 %
Foreign Language	<p>World Languages</p> <p>Main Text/Curriculum: Chinese Language for Primary Schools textbook supported by iFlashbook with materials from BetterChinese.com. Panpac Education, 2008., Integrated Chinese Level 1—Part 1, Third Edition. Cheng and Tsai Company Inc., 2009, iAvancemos!— Level 1, Second Edition. Pearson.</p> <p>Supplemental Resources: A Celebration of FLES: sequential FLES, FLEX, and immersion, Lipton. 2011, NCSSFL-ACTFL Can-Do Statements & Benchmarks. 2015, World Language Content Standards for California Public Schools (California Department of Education 2009).</p> <p>Texts to Pilot: Imágenes: An Introduction to Spanish Language and Cultures 3rd Edition. Cengage Learning, 2013.</p>	Yes	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

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 about the condition of our facility. As of now, our facility does not need any repair work. 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 on a daily basis.

Last updated: 2/1/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2016

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	Fair	Currently our campus does not have a playground, therefore students walk daily to the nearest park.

Overall Facility Rate

Year and month of the most recent FIT report: June 2016

Overall Rating	Good
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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)	59.0%	60.0%	31.0%	33.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	71.0%	74.0%	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: 2/1/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	54	96.4%	42.6%
Male	31	31	100.0%	38.7%
Female	25	23	92.0%	47.8%
Black or African American	18	17	94.4%	29.4%
American Indian or Alaska Native	--	--	--	--
Asian	33	32	97.0%	46.9%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.6%	40.0%
English Learners	18	18	100.0%	44.4%
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

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	59	57	96.6%	42.1%
Male	24	24	100.0%	37.5%
Female	35	33	94.3%	45.5%
Black or African American	12	12	100.0%	16.7%
American Indian or Alaska Native	--	--	--	--
Asian	41	39	95.1%	51.3%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	45	95.7%	51.1%
English Learners	24	23	95.8%	30.4%
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.

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Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	85	100.0%	58.8%
Male	46	46	100.0%	52.2%
Female	39	39	100.0%	66.7%
Black or African American	19	19	100.0%	52.6%
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100.0%	62.8%
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	45.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	75	100.0%	60.0%
English Learners	29	29	100.0%	27.6%
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.

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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

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	105	100.0%	54.3%
Male	64	64	100.0%	53.1%
Female	41	41	100.0%	56.1%
Black or African American	23	23	100.0%	21.7%
American Indian or Alaska Native	--	--	--	--
Asian	71	71	100.0%	71.8%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	91	91	100.0%	57.1%
English Learners	17	17	100.0%	29.4%
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.

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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

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	101	100.0%	71.3%
Male	60	60	100.0%	71.7%
Female	41	41	100.0%	70.7%
Black or African American	21	21	100.0%	52.4%
American Indian or Alaska Native	--	--	--	--
Asian	65	65	100.0%	86.2%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.0%	68.7%
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.

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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

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	88	97.8%	79.6%
Male	49	49	100.0%	71.4%
Female	41	39	95.1%	89.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	67	65	97.0%	87.7%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	68	98.6%	82.4%
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.

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Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	54	96.4%	77.8%
Male	31	31	100.0%	80.7%
Female	25	23	92.0%	73.9%
Black or African American	18	17	94.4%	58.8%
American Indian or Alaska Native	--	--	--	--
Asian	33	32	97.0%	87.5%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.6%	75.0%
English Learners	18	18	100.0%	77.8%
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.

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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 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	59	57	96.6%	70.2%
Male	24	24	100.0%	83.3%
Female	35	33	94.3%	60.6%
Black or African American	12	12	100.0%	16.7%
American Indian or Alaska Native	--	--	--	--
Asian	41	39	95.1%	87.2%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	45	95.7%	80.0%
English Learners	24	23	95.8%	69.6%
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

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	85	100.0%	68.2%
Male	46	46	100.0%	67.4%
Female	39	39	100.0%	69.2%
Black or African American	19	19	100.0%	42.1%
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100.0%	80.4%
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	63.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	75	100.0%	69.3%
English Learners	29	29	100.0%	48.3%
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

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	105	100.0%	63.8%
Male	64	64	100.0%	62.5%
Female	41	41	100.0%	65.9%
Black or African American	23	23	100.0%	30.4%
American Indian or Alaska Native	--	--	--	--
Asian	71	71	100.0%	81.7%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	91	91	100.0%	65.9%
English Learners	17	17	100.0%	35.3%
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

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	101	100.0%	77.2%
Male	60	60	100.0%	78.3%
Female	41	41	100.0%	75.6%
Black or African American	21	21	100.0%	66.7%
American Indian or Alaska Native	--	--	--	--
Asian	65	65	100.0%	89.2%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	67	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

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	89	98.9%	88.8%
Male	49	49	100.0%	89.8%
Female	41	40	97.6%	87.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	67	66	98.5%	93.9%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	68	98.6%	89.7%
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)	84.0%	75.0%	80.0%	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	175	171	97.7%	80.1%
Male	95	94	99.0%	79.8%
Female	80	77	96.3%	80.5%
Black or African American	29	28	96.6%	75.0%
American Indian or Alaska Native	--	--	--	--
Asian	118	117	99.2%	85.5%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	16	15	93.8%	53.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	144	141	97.9%	82.3%
English Learners	36	35	97.2%	48.6%
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

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

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

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)

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).
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). An annual survey is provided to parents to determine 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 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 letters to parents with 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 Harvest Festival Celebration, Winter Holiday Celebration and 8th 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

AIPCS 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 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 meets at 6:00 P.M. on the second Tuesday of every month. Meetings are held on the first floor at AIPCS II located at 171 12th Street, Oakland, CA 94607.

State Priority: Pupil Engagement

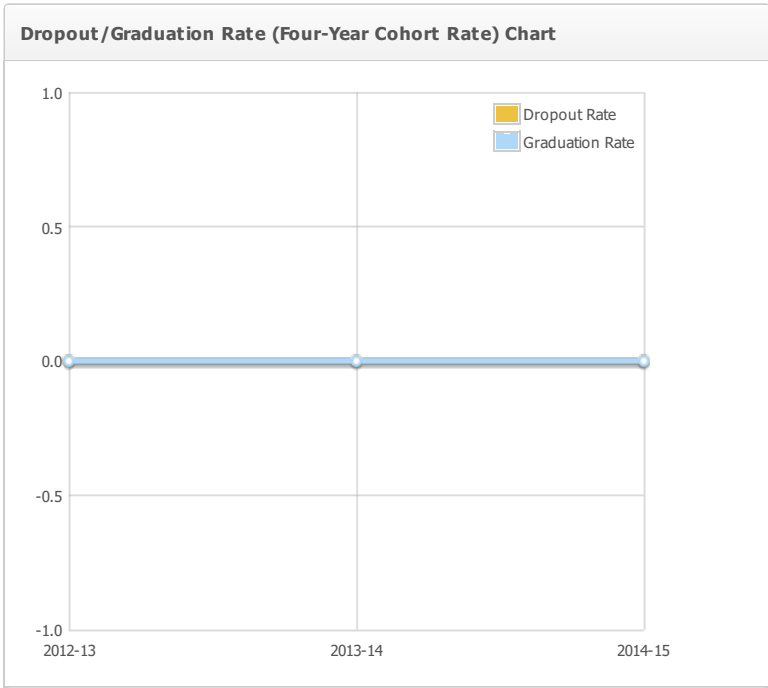
Last updated: 2/1/2017

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%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	59.60	62.60	66.80	80.44	80.95	82.27



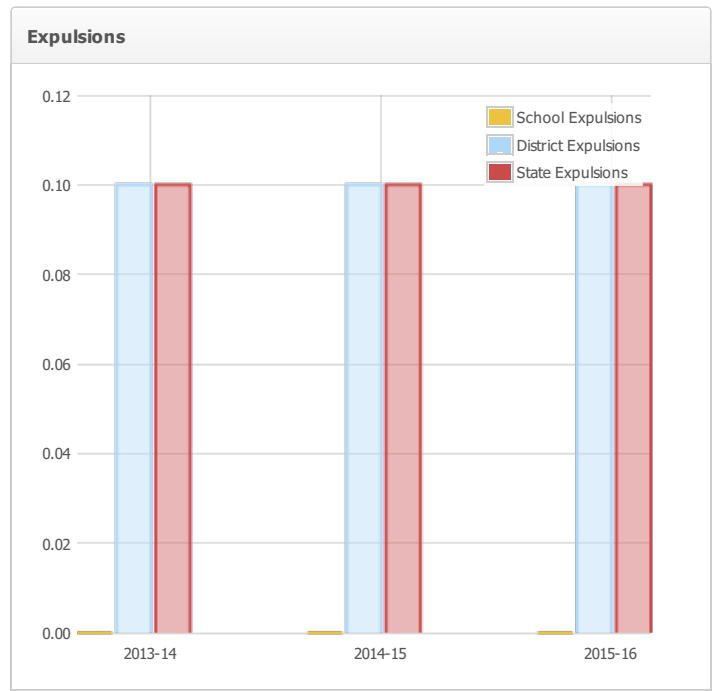
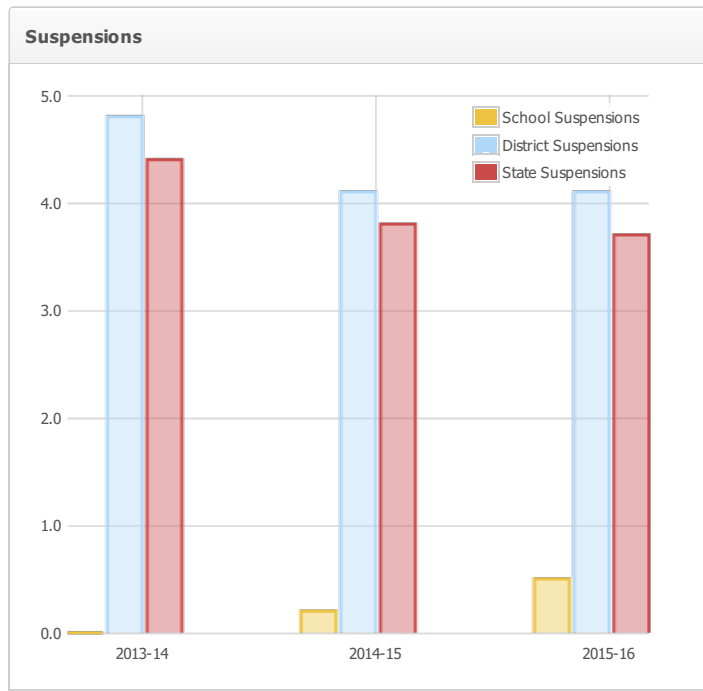
State Priority: School Climate

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	0.2	0.5	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)

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, 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 School: 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:

1. Dr. Elston Perry, AIPCS Head of School
2. Marisol Magana, Operations Director
3. Tiffany Tung, Operations Coordinator
4. Alexander Lee, AIPCS Administrative Assistant
5. Christopher Ahmad, Elementary Dean
6. Maurice Williams, Middle School Dean

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 recently relocated to 12th street campus. In addition, American Indian Public High School houses nearly 70 students in 11th and 12th grade at the 12th Street campus.

AIPCS 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. With nearly 750 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: Create a Revised 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 Schools. 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. Students and staff are expected to clean and take care of school property. Just like a regular family, AIPCS anticipates that students will sometimes disagree and have conflict with one another; this is part of growing up. Despite differences or disagreement, we are a family at AIPCS. 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.

After reviewing data on school disciplinary action during the 2012 - 2013 school year, bullying is the number one cause for in-school-suspensions. No students have been suspended out of school, and no students have been expelled.

Goal #2: Create a Bully Prevention and Response Policy

Because family culture is at the heart of the American Indian Model, and because bullying is such a common occurrence in middle schools, AIPCS will create a bully prevention and response policy. This policy is included on page 16. Staff will be trained on this policy, the school rules related to bullying, and how to enforce these rules. Staff will review this policy with students at the beginning of the school year. AIPCS will include this policy in the Family Handbook and communicate to parents how they can help to support a physically and emotionally safe environment for students at AIPCS.

EARTHQUAKE EMERGENCY PROCEDURES

AIPCS 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:

1. 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.
2. You should seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position.
3. 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.
4. 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:

1. Drop to the ground. Move away from windows, shelves, and heavy objects that may fall.
2. Take cover under a table or desk, or in a corner or doorway.
3. 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.
4. Stay inside. Usually the most dangerous place is outside where building debris may fall. Exit only after shaking has stopped.
5. 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:

1. Instruct students to evacuate when all shaking has stopped.
2. Lead class to the designated assembly area (see Assembly Map for Fire Drills)
3. Be prepared to choose alternative escape routes in case of fire or exit blockage.
4. Take class lists and first aid kits
5. 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 Principal 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 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 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. 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 cell phones to communicate to teachers and staff. Other clerical staff will deliver messages as needed and work with Principal 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 will conduct and log monthly fire drills using the procedures outlined below. AIPCS 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 School 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

822 Alice Street

Oakland, CA 94607

Emergency: (510) 893-4454

Non-Emergency: (510) 444-3322

Administrative Assistant (1st Floor)

- 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
- Administrative Assistant (2nd Floor)

- 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.

Administrative Assistant (3rd Floor)

- 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 School

- Order an evacuation if the fire alarm doesn't work and call 9-1-1
- Confirm school wide clearance for all floors
- Check-in with other administrators and report missing persons to a member of the Fire or Police Department immediately.

Jackson Street Assembly Point Lead Teacher:

12th Street Assembly Point Lead Teacher:

11th Street Assembly Point Lead Teacher:

Madison Street Assembly Point Lead Teacher: Lead teachers will support administration by making sure classes are lined up outside according to the emergency exit procedures.

- Lead teachers will also have first aid kits and help administrators provide first aid to students/teachers in need

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:

1. 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.
2. Keep the lines of communication open. Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.
3. 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.
4. Model how to treat others with kindness and respect.
5. Teachers should follow the American Indian Model to minimize bullying that occurs at the school.
6. Teachers should review clear behavior expectations with class on the first day of school. Operationally define what type of behavior is not acceptable.
7. 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.
8. 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. Staff will then submit a written report to the office. Reports should include the following information:

1. The names of students who were bullied.
2. The names of students who bullied.
3. The date, time, and location of the bullying incident.
4. A description of what happened.

Role of AIPCS 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:

1. Intervene immediately.
2. Separate the kids involved.
3. Make sure everyone is safe.
4. Meet any immediate medical or mental health needs.
5. Submit a report to the office and talk to the Head of School or designee about next steps.

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

1. Take immediate and appropriate action to investigate or otherwise determine what happened.
2. Interview targeted students, offending students, and witnesses, and maintain written documentation of the investigation.
3. As appropriate, communicate with families, targeted students, and offending students regarding steps taken to end the bullying.
4. 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 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:
 - o Teasing
 - o Name-calling
 - o Inappropriate sexual comments
 - o Taunting
 - o Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - o Leaving someone out on purpose
 - o Telling other children not to be friends with someone
 - o Spreading rumors about someone
 - o Embarrassing someone in public
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - o Hitting/kicking/pinching
 - o Spitting
 - o Tripping/pushing
 - o Taking or breaking someone's things
 - o 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*
- o 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 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 DRESS CODE POLICY

All students must adhere to this dress code while on the school campus:

TOP

1. Students must wear a WHITE shirt with a COLLAR. The white collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely PLAIN with no logos, emblems, or designs of any kind.
3. Students cannot wear colored shirts underneath their white shirts.
4. Tank tops are not permitted.
5. Shirts cannot be revealing or inappropriate in any way.
6. All males must tuck in their shirts.

BOTTOM

1. Students must wear NAVY BLUE or KHAKI pants that are completely PLAIN with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, denim, shorts, capri pants, leggings, jeggings, athletic pants (sweatpants, nylon jogging pants, etc.), or tight fitting pants are permitted.
3. Skirts are permitted as long as they are below the knee.
4. Pants can have a maximum of four pockets: two in the front and two in the back. The pockets need to be near the waistline—not down the leg of the pants.
5. NO SAGGING PANTS are permitted.
6. Students cannot rubber band the bottom of their pants.
7. Female students may wear flesh-toned, footed stockings underneath skirts.

SWEATERS/SWEATSHIRTS

1. All sweaters and sweatshirts must be plain white.
2. NO HOODS are allowed.
3. A collared white shirt must be VISIBLE underneath the student's sweater or sweatshirt.

JACKETS

1. Only plain white jackets can be worn on campus.
2. NO HOODS are allowed.

ACCESSORIES/MAKE UP

1. Coloration of hair and fake nails are not permitted.
2. No make-up, lip-gloss, or nail polish is allowed.
3. Jewelry is not permitted and will be confiscated until the end of the school year if worn. This includes watches, rings, bracelets, chains, earrings, etc.
4. Students cannot wear sunglasses, hats, headbands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are black, brown, or white are permitted.
5. Only black and brown leather belts are permitted. Belts cannot have studs, stripes, flashy buckles or any other kind of ornamentation.
6. Colorful socks should not be visible.
7. HOODS are never allowed. On rainy days, students may use an umbrella.
8. On cold days students may wear a plain white scarf. Scarves must be removed during class.
9. No buzzed hair designs or buzzed eyebrow designs are allowed.

SHOES

1. Students cannot wear colorful laces, flip flops/sandals, high heels, fur boots, or shoes that may be distracting.
2. Brightly colored shoes are not permitted.

If a student does not follow the dress code, the student will receive detention. Parents may be called and asked to bring the proper clothing to school, or the school may provide the clothing items needed to be in dress code. In cases where students are unable to adhere to this dress code due to economic hardships, alternatives will be taken by the director/teacher. Students who choose not to follow the dress code 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.

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 Saturday School.
7. An absence from Saturday School must be made up by attending two Saturday Schools.
8. Students will complete all homework and class work 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 for the remainder of the school year.
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. Parents cannot bring a student's lunch. Students may not have fast food.
2. Students cannot leave school grounds or campus.
3. Students are not allowed phone privileges.
4. Students are not allowed to have bikes, skateboards, scooters, or cars on campus.
5. Students cannot loiter on school grounds before or after school.
6. Students will not have food or drinks in the classrooms.
7. Visitors must check in at the front office.
8. Students may not leave school during school hours without a parent/guardian signing them out.
9. If a student misses school for an appointment, proof of the appointment must be submitted to the office.
10. Students will follow all pick-up/drop-off safety procedures set forth by the school.

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 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 once a month and serves as a deterrent for misbehavior as well as an opportunity for teachers 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 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.

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.

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:

1. Taking away a students' desk
2. Sending a student to another teacher's classroom
3. Separation during lunch
4. 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:

1. Fill out the Confiscated Items Form (signed by staff and student). Give the form and the confiscated item to an administrator.
2. Administration will also sign the form and file it in a binder.
3. 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.
4. Items will be returned to students on the last day of summer school or the last day of school

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

- a. 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.
- b. The Director or Head of School will, when necessary according to Education Code 48902, make the appropriate notification to the local law enforcement agency.
- c. Whenever a situation arises that is not specifically addressed by these policies, California Education Code will be followed, as interpreted by the Director or Head of School.
- d. 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

1. 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 Director 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.
 2. 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 Director 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 director 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.

1. The Director 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 Director 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 Director or Head of School may opt for supervised classroom suspension as outlined in Education Code 48911.1.
2. If the Director 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.
3. A school employee shall report the suspension of the pupil, including the cause therefore to AIMS Board.
4. A parent conference will be scheduled to discuss the matter with the Director 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.
5. 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 Director 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 Director or Head of School shall recommend the expulsion of the pupil unless the Director 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 Director 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 Director 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 Director or Head of School shall recommend the expulsion of the pupil unless the Director 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 Director 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 Director 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 Director 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 Director 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 Director 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:

- a. (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.
- b. 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.

- c. 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.
- d. 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.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. 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.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. 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.
- k. 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.
- l. Knowingly received stolen school property or private property.
- m. 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.
- n. 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.

o. 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 Director 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 director or Head of School determines any of the following items:

1. 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.
2. 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.
3. 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 class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
4. 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 director 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 nonschool 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 Director 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:

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

The Director 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:

1. 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.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. 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.
5. 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.

LOCAL 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.

The Board acknowledges and respects the experience and judgment of the schools' Director 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 Director.

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 Director 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 Director 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.

Important Contact Information

Dr. Elston Pery
Head of School, AIPCS/AIPCS II
171 12th Street
Oakland, CA 94607
510-893-8701

Joe Schickman
Secretary to AIMS Board
171 12th Street
Oakland, CA 94607
510-893-8701

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 Director 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 identity 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 director 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) 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 Director 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 Director 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 Director. The Director will maintain a log of complaints receivable providing each with a code number and date stamp. If the Director is the subject of the complaint, the complaint shall be presented to the Director'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 Director 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 Director 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 Director 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 Director 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 Director may ask other individuals to attend this meeting and provide additional information.

In all other cases, the Director, or his designee, shall confer with the complainant and the person against whom the complaint is made 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 Director 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 Director's decision may be appealed to the AIPCS Governance Board in writing by the complainant within five (5) calendar days of receipt of the Director'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:

1. Notify the employee(s) to whom the complainant was directed.
2. 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.
3. Respond in writing to the complainant within ten (10) calendar days after receipt of appeal, including a resolution.
4. 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:

1. The findings and disposition of the complaint, including corrective actions, if any. (Title 5, Section 4631)
2. The rationale for the above disposition. (Title 5, Section 4631)
3. 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)
4. 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 always 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 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 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 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 will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

CPR/First Aid Training

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

Transportation

AIPCS will not provide transportation of students to and from school. It is the responsibility of the students' families to provide transportation to AIPCS, 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 in accordance with SELPA policy and the IDEIA if AIPCS becomes an LEA and a member of the SELPA as intended by its charter.

FAMILY HANDBOOK POLICIES

Closed Campus

Students are not allowed to leave campus under any circumstances once they have arrived on school grounds. It is unlawful for anyone to take a student away from school or a student to leave on his or her own accord during the regular school day without parent/guardian permission and notification of the School Office.

Confidentiality Policy

School personnel are legally bound to inform a parent and/or authority in the following instances:

1. When a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life
2. When a student indicates he or she is going to physically harm another or jeopardize another's life or has the knowledge that another's well-being is being threatened.
3. When a student indicates he or she is being physically and/or emotionally abused.
4. When a student indicates he or she has committed a felony.

Immunizations

AIPCS will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Every student must provide written immunization record showing the date of each required immunization listed below:

POLIO (ages 4-6) 4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 4th birthday

POLIO (ages 7-17) 4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 2nd birthday

DTP (age 6 and under) 5 doses at any age; 4 doses meet requirement if at least one was given on or after 4th birthday

DTP, DT, Td or Tdap (age 7 & older) 3 doses at any age; one more dose is required if last dose was given before 2nd birthday.

Tdap (grades 7th-12th) 1 dose on or after 7th birthday required for entry into 7th grade or higher.

HEPATITIS B 3 doses required for Kindergarten and 7th grade entry

MEASLES, MUMPS AND RUBELLA 2 doses for Kindergarten and 7th grade entry each given on or after 1st birthday. 1 dose for grades 1-12, given on or after 1st birthday. (Mumps immunization is not required for pupils 7 years of age or older)

TUBERCULOSIS SKIN TEST Required test is a MANTOUX skin test given within 18 months prior to kindergarten enrollment or transfer, or within 6 months prior to enrollment in grades one through twelve.

VARICELLA (Chicken Pox) 1 dose or physician documented varicella disease or immunity for Kindergarten entry. 2 doses for students aged 13 - 17 years not admitted to CA schools before July 1, 2001

Lunch Program

There is no formal lunch program at AIPCS. Students must bring their own lunch with them to school each day. Parents are not allowed to drop off lunches for students.

Medication

School personnel may only administer medication if the following guidelines are followed:

1. For the office to administer medication to students:

A. Written statement from a physician detailing the following:

- (1) name of medication
- (2) method of administration
- (3) amount of medication
- (4) time schedules to administer administration

B. Written statement from parent

2. For students to self-administer medication:

A. Written statement from a physician detailing the following:

- (1) name of medication
- (2) method of administration
- (3) amount of medication
- (4) time schedules to administer administration
- (5) confirmation that student can self-administer the medication

B. Written statement from parent that permits the school to consult with the health care provider about the medication and releasing the school from civil liability.

Physical Education

Students have PE for a minimum of 200 minutes every 10 school days. Each grade level attends PE at a designated time. PE grades are based on daily participation.

Telephone Use

Students are not allowed to use the school phone. In exceptional cases, students may be allowed to use the phone with staff's explicit permission. Messages will be given to the students at lunchtime or at the end of the school day.

Truancy

Upon initial concern for a student's attendance, an AIM administrator or classroom teacher will informally address this concern with the student and/or the student's parents/guardians in an effort to proactively resolve attendance issues before the student is considered truant.

A student is truant who has accrued 3 unexcused absences in one school year, or was tardy for more than any 30-minute period during the school day on three occasions during one school year, or any combination thereof. (EC §48260) Upon a pupil's initial classification as a truant, a conference will be requested for the parent, truant student, teacher, and Head of School, and the pupil's parents/guardians will be notified of the following information by certified mail: (EC §48260.5)

1. The pupil is a truant
2. The parent or guardian is obligated to compel the student to attend school
3. Parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution
4. Alternative educational programs are available
5. Parents/guardians have the right to meet with appropriate school personnel to discuss solutions to the truancy
6. The pupil may be subject to prosecution under EC Section 48264
7. The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege
8. A one-day recommendation to accompany the student to school and attend class with the student

Local School Attendance Review Board (SARB) Process

The parent or guardian will have 10 days to respond to this initial notification of truancy (see attached Truancy Notification/Conference Request) before being referred to the Student Attendance Review Board (SARB). A truant student who is again absent from school without valid excuse one or more days, or tardy on one or more days, will be reported again as a truant, and the truant student will be referred to the SARB. (EC §48261) Parents/guardians will receive notification by certified mail of referral to AIM School's SARB (see attached Notification of SARB Referral).

The SARB will consist of two AIM Schools administrators, a teacher, and the director of AIM Schools. After referral of a student to the SARB, the SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. If the student is reported as a truant three or more times per school year, and does not follow the SARB's directive, the matter may be referred to the District Attorney for prosecution, and other appropriate action may be taken by the school. The parent/guardian must be notified of this action. (EC §48262, §48263, §48263.5)

Custody Concerns/Restraining Orders

Families should provide documentation and notify the office as soon as possible if there is a custody issue or restraining order related to a student who attends AIPCS.

STAFF HANDBOOK

SAFETY AND LIABILITY POLICIES

1. Safety is one of our first concerns. Students must NEVER be left unsupervised. This includes times when teachers have students in their classroom and need to make copies, use the restroom, check their mailbox, use cell phones/telephones, check their emails, etc., or lunchtime.

2. Staff members must monitor students during pick up and drop off.
3. Assign at least two students to the task of moving a desk or any other heavy object.
4. Teachers must not use their cell phones inside their classrooms when students are present, walking through the hallways, escorting students, or during lunch. In case of an emergency, families and friends should call the office and the administrative assistant will forward the message to teachers without disrupting instructional time.
5. Teachers must escort their own class to lunch and physical education.
6. Teachers should not go through students' personal items.
7. Teachers should not dispose of any student's lunch without office approval.
8. Teachers must not put their hands on any students in an inappropriate manner.
9. Teachers should not be in a classroom with a student alone when the doors are shut at any time.
10. Teachers should not share inappropriate personal life stories with students.
11. Teachers should remain calm and remember not to lose control under any circumstances - good and bad - that may arise.
12. Teachers should not "friend" or interact with any students on Facebook, Myspace, or any other social network.
13. Teachers should be careful when doing anything outside of school with students.
14. Teachers must be on guard at all times when escorting students off campus (including field trips, outings to the park, and when running the students around the block during PE).
15. Any memo or letter to family members must be approved by the office before being distributed. Let the office know about any phone calls you plan to make to parents.
16. If you schedule a meeting with parents or students after school, please let the administrative assistant know.

FIELD TRIPS

All field trips must relate to the AIPCS mission statement and be pre-approved by the Head of School. At least two week in advance, teachers must submit a field trip proposal form to the Head of School (included on next page).

After the Head of School reviews and approves field trip proposals, teachers must send a Field Trip Permission Slip memo home with students. Parents/Guardians must sign the memo and return the memo to the classroom teacher. If a student's parent does not permit the student to attend the field trip, the student must still be present at school. Students not attending the field trip will spend the day with another teacher.

While on the field trip, students are expected to act as excellent representatives of the school by being in uniform and following the AIPCS dress code and student contract. Students should pack a lunch, wear comfortable shoes, and bring a jacket (no hoods). Students are not allowed to bring money or electronics (iPods, cameras, etc.). Fare for public transportation will be provided by the school.

Teachers must ensure the following before the field trip:

1. Complete a field trip proposal form and submit it to the Head of School for approval at least 2 weeks in advance of the field trip.
2. Do not allow students to attend the field trip without merit. Students who do not deserve a field trip should stay at school on field trip day.
3. Prepare a clear assignment packet with instruction page for students who will not be attending the field trip. Give the packets to students before leaving for the field trip. The assignment should be long enough to last the entire school day.
4. Ensure that you have enough chaperones for your students. Different locations may require different chaperone to student ratios; make sure you research. Family and friend volunteers are good resources. Chaperones should know and understand the American Indian Model.
5. All students must be supervised at all times while on the field trip.
6. Students should use the bathroom in groups, not by themselves.
7. Take a cell phone and program the front desk and Head of School's numbers into your phone. In case of emergency, call the office immediately and the office will contact parents. If the situation is life-threatening or cannot wait for parent approval, call 9-1-1.
8. Teachers must take a first aid kit with them on the field trip.

At the Beginning of the Day

1. Drop your students off on 12th Street in front of the school.
2. Follow the directives of the traffic monitors who are wearing orange reflective vests.
3. DO NOT PARK OR DOUBLE PARK ON 12TH STREET.
4. Traffic monitors will help students out of vehicles.
5. Parents must remain in the vehicle to help keep the flow of traffic moving.
6. Student backpacks and lunches should NOT be stored in the trunk of vehicles. Students need to be able to get out of the vehicle quickly.
7. Students MUST exit vehicles on the curb side of the street. Do NOT let your child exit the vehicle into oncoming traffic.
8. The loading zone on 12th Street will be marked off by orange traffic cones. Drivers will be directed to move as far along as possible through the loading zone before stopping to drop of their child.

At the End of the Day

1. Students are welcome to stay at the school for supervised study hall until 4:30 on Monday - Thursday and until 2:30 on Friday. Study hall takes place at the lunch tables on the first floor.
2. If your child has detention, he or she will serve detention until 4:45 on Monday - Thursday.
3. Parents who want to pick up students together (siblings, friends who carpool together, etc...) may do so. Groups of students being picked up together should be picked up according to the OLDEST student's dismissal time. The younger students should remain in supervised study hall and wait for the older students to be dismissed.
4. Students will be dismissed per the following schedule:

Monday - Thursday

Grade Level Dismissal Time

K - 2 2:45 P.M.

3 - 4 3:00 P.M.

5 - 6 3:30 P.M.

7 - 8 3:45 P.M.

Detention 4:30 P.M.

Friday

Grade Level Dismissal Time

K - 2 12:30 P.M.

3 - 4 12:45 P.M.

5 - 6 1:15 P.M.

7 - 8 1:30 P.M.

5. Designated traffic monitors and student supervisors will be outside on duty until 5:30 P.M

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

(FERPA)

Obtained from: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record.

However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- o School officials with legitimate educational interest;
- o Other schools to which a student is transferring;
- o Specified officials for audit or evaluation purposes;
- o Appropriate parties in connection with financial aid to a student;
- o Organizations conducting certain studies for or on behalf of the school;
- o Accrediting organizations;
- o To comply with a judicial order or lawfully issued subpoena;
- o Appropriate officials in cases of health and safety emergencies; and
- o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

AIPCS will notify families and eligible students of their rights under FERPA through the Family Handbook.

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: 2/1/2017

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	17.0	1	0	0	20.0	1	1	0	21.0	1	1	
1	21.0	0	1	0	26.0	0	1	0	23.0		2	
2	24.0	0	1	0	24.0	0	2	0	24.5		2	
3	26.0	0	1	0	31.0	0	2	0	27.5		2	
4	30.0	0	1	1	33.0	0	1	1	29.5		2	
5	25.0	1	1	0	32.0	0	2	1	28.3		2	1
6	23.0	1	2	0	23.0	1	2	1	26.8		3	1
Other	27.0	0	1	0	0.0	0	0	0				

* 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	0.0	0	0	0	0.0	0	0	0	27.0	2	4	1
Mathematics	0.0	0	0	0	29.0	1	1	1	27.3	2	4	1
Science	0.0	0	0	0	0.0	0	0	0	27.3	2	4	1
Social Science	0.0	0	0	0	0.0	0	0	0	27.3	2	4	1

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

Last updated: 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		
Counselor (Social/Behavioral or Career Development)		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	0.5	N/A
Resource Specialist (non-teaching)	0.8	N/A
Other	4.0	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: 2/1/2017

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)

American Indian Charter School II has hired 1 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 2015-2016 AIPCS II had 4 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.

Last updated: 2/1/2017

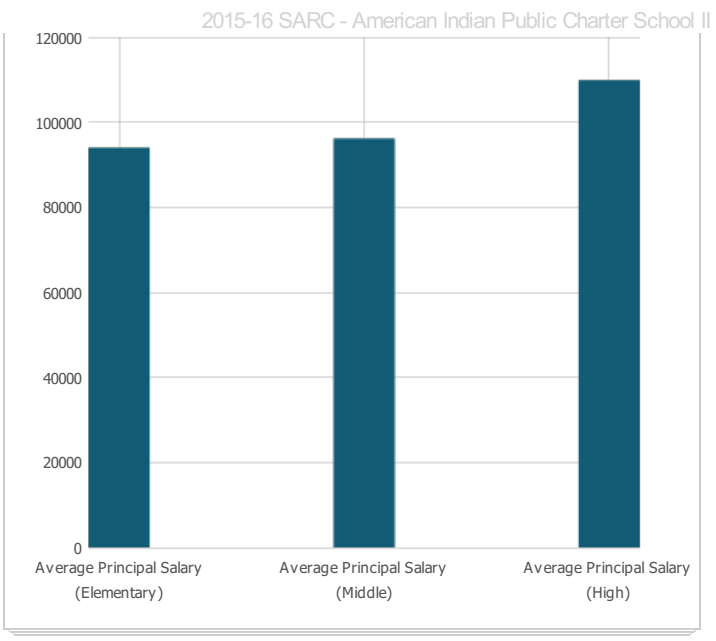
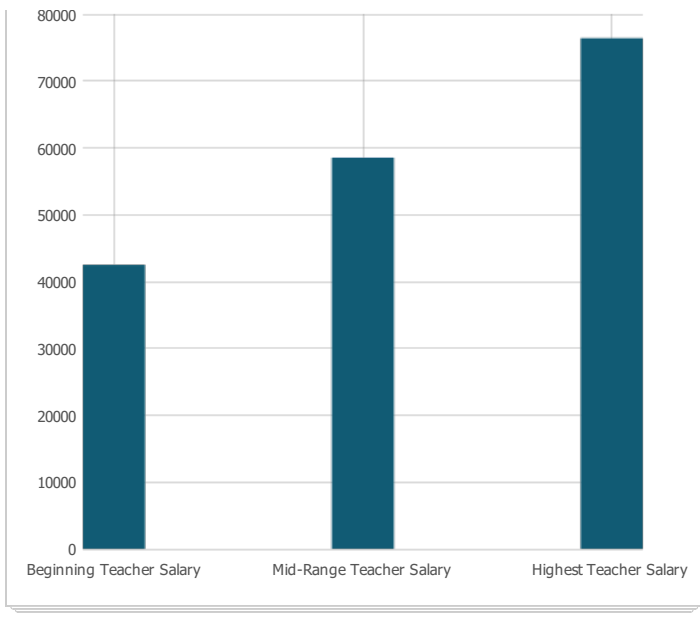
Teacher and Administrative Salaries (Fiscal Year 2014-15)

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/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/1/2017

Professional Development

Throughout the school year, our teachers have an opportunity to participate in a variety of teacher workshops. In August, teachers participate in staff training workshops which include workshops on bullying prevention and intervention, strategies to support English learners, classroom management techniques, California Standardized Test (CST) Prep, and strategies to prepare middle school students for the rigors of Advanced Placement courses in high school.

Teachers participate in bi-monthly collaboration meetings which focus on a variety of topics including support for students with disabilities (IEP and 504), instructional differentiation, equity in the classroom, classroom management, and curriculum pacing.

AIPCS II also provides for a district-approved, experienced mentor to support teachers who participate in OUSD's Beginning Teachers Support and Assessment (BTSA) program. Beginning teachers meet once a week with an assigned mentor to receive professional feedback, guidance, and support. The program focuses on aligning the teaching practices of beginning teachers with the California Standards for the Teaching Profession (CSTP).

Sample Professional Development Outline:

August 28: Lesson Planning

Objective:

- Teachers will be able to use the AIMS lesson plan template to effectively plan according to CCSS standards.

Agenda:

1. Look over major shifts between CCSS standards and CA State Standards, and analyze claims.
2. Review lesson plan template.
3. Discuss engagement, essential question, guided and independent practice best models.
4. Plan for Math and ELA using the lesson plan template.
5. Debrief for suggestions for more intuitive models.

September 4: Grade-Level Collaboration

Objective:

- Teachers will set norms, goals, and needs for Grade-Level meetings.

Agenda:

TBD by lead teachers.

Deans need a copy of each team's norms by September 18th

September 18: Assessments Inventory

Objective:

- Teachers will reflect upon their current assessment practices and look for better ways to collaborate.

Agenda:

1. Reflection: What assessments do you currently use? How do assessments inform your instruction?
2. What formative assessments and checks for understanding do you use on a regular basis?
3. Backwards planning overview with summative assessments in mind.
4. Collaborate across grade levels to inventory different assessment best practices.

October 9: Grade-Level Collaboration

Objective:

Teachers will troubleshoot challenges in lesson plans and ongoing assessments.

Agenda:

To be determined by lead teachers, supported by Coaching Frameworks provided by admin.

October 12: Using ZPD for Assessments

Objective:

Teachers will learn how to use ZPDs in order to inform differentiation in assessments.

Agenda:

1. What are ZPDs? Why are they useful?
2. How do you determine a student's ZPD?
3. What are some examples of differentiating by ZPD?
4. Where can teachers find resources, data, and support on ZPDs?

October 12: ELD Strategies SDAIE, Academic Vocabulary, GLAD

Objective:

Teachers will discuss pacing guides and areas where they can consolidate in order to remain on pace.

Agenda:

1. Review SDAIE documents, and jigsaw best practices.
2. Case Study: Native Born ELL Student
 - a. What types of interventions would we suggest?
 - b. How would we plan for this type of a student while meeting the needs of other diverse learners?
3. Academic Vocabulary Acquisition:
 - a. How does it happen?
 - b. Why is it important?
 - c. What are some useful resources for teachers to plan effectively in this area?

4. GLAD

- a. Jigsaw articles and resources
- b. Create a lesson plan for science or history with grade-level teams using today's strategies.

October 16: SBAC Data Dive: Close Analysis of AIMS Performance on ELA Claims

October 30: Grade-Level Collaboration

Objective:

Teachers will discuss pacing guides and areas where they can consolidate in order to remain on pace.

Agenda:

To be determined by lead teachers, supported by Coaching Frameworks provided by admin.

November 6: Using Illuminate ® for Itembanks and Uniform Grading Moments

Objective:

Teachers will be able to access the Itembanks for formative assessments, and will understand school-wide uniform grading procedures.

Agenda:

Receive Illuminate ® logins
 Preview GradeCam, pre-slugged answer sheets, and "on the fly" assessments.
 Access Itembanks, practice filtering by standards.
 Discuss with grade-level teams upcoming items appropriate for benchmarks.

November 20: Grade-Level Collaboration

Objective:

Teachers will finish creating grade-level benchmarks.

Agenda:

To be determined by lead teachers.

December 8: Go Math! Lesson Planning Support

Objective:

Teachers will work in grade-alike teams to determine how certain SMPs should be taught and which priority clusters to hit before March.

Agenda:

What are priority clusters and why are they important?
 What are math SMPs?
 What criteria should we use for teaching, altering, and (possibly) condensing certain chapters in our Go Math text?

January 29: ZPD Adjustments & Grade-Level Consistency

Objective:

Teachers will work in grade-alike teams to determine how to use academic articles on Zone of Proximal Development to deliver grade-appropriate content.

Agenda:

Teachers read Murray & Arroyo scholarly article.

Teachers analyze ELA grade-level progressions.

Teachers use the information to make grade-appropriate adjustments to planning.

Teachers complete exit tickets.

Last updated: 1/31/2017