

**AIMS College Prep Middle**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	171 12th St. Oakland, CA , 94607-4900	<b>Principal:</b>	Riffat Akram, Head of School
<b>Phone:</b>	(510) 893-8701	<b>Grade Span:</b>	6-8

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### Riffat Akram, Head of School

Principal, AIMS College Prep Middle

#### About Our School

received a Certificate of School Management & Leadership from Harvard University, Administrative Services Credentials from St. Mary's College and Master's in Education (Curriculum Development) + teaching credential from CSUEB.

I have over 15 years of experience working in private and public schools. I started my career as a Middle School Math/Science teacher and then taught Biology/AP Biology in High Schools. Prior to joining AIMS I worked as Curriculum & Academic Affairs Coordinator at another Charter District.

This is my fourth year at AIMS. I am grateful for the opportunities to work as Dean, Head of Academics and now as Head of Middle Schools. Originating from a diverse background myself and working in the private & public education sectors in a variety of roles provided me with the real life insights about the needs and challenges of our youth. As the Head of Schools, students' safety, their emotional & social well being, and their academic growth are my highest priorities. My goal is to provide the equitable environment, opportunities, and resources to all students that they need to thrive during the critical phase of their Middle School years.

#### Contact

AIMS College Prep Middle  
171 12th St.  
Oakland, CA 94607-4900

Phone: [\(510\) 893-8701](tel:5108938701)  
Email: [riffat.akram@aimsk12.org](mailto:riffat.akram@aimsk12.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	AIMS K-12 College Prep
<b>Phone Number</b>	(510) 893-8701
<b>Superintendent</b>	Woods, Maya
<b>Email Address</b>	<a href="mailto:maya.woods-cadiz@aimsk12.org">maya.woods-cadiz@aimsk12.org</a>
<b>Website</b>	<a href="http://www.aimsk12.org">http://www.aimsk12.org</a>

### School Contact Information (School Year 2021—2022)

<b>School Name</b>	AIMS College Prep Middle
<b>Street</b>	171 12th St.
<b>City, State, Zip</b>	Oakland, CA , 94607-4900
<b>Phone Number</b>	(510) 893-8701
<b>Principal</b>	Riffat Akram, Head of School
<b>Email Address</b>	<a href="mailto:riffat.akram@aimsk12.org">riffat.akram@aimsk12.org</a>
<b>Website</b>	<a href="http://www.aimsk12.org">http://www.aimsk12.org</a>
<b>County-District-School (CDS) Code</b>	01612596113807

Last updated: 2/2/22

## School Description and Mission Statement (School Year 2021—2022)

About AIMS College Prep Middle School

School Name: AIMS College Prep Middle School (AIMS MS)

Year Founded: 1996 (AIMS MS)

Mascot: Golden Eagles

School Colors: Red, Athletic Gold, and Royal Blue\*

Number of Students: 250

Website: [www.aimsk12.org](http://www.aimsk12.org)

Email Address: [middleschool@aimsk12.org](mailto:middleschool@aimsk12.org)

School Address: 171 12th Street, Oakland, CA 94607

Office Phone Number: (510) 893-8701

Head of School: Riffat Akram

Superintendent: Maya Woods-Cadiz, M.Ed.

AIMS 6-8 serves 250 inner-city 6th – 8th grade students. The focus of AIMS 6-8 is excellent student attendance (97%). This has been the foundation to ensure academic success in English Literature and mathematics. The curriculum has been designed to enhance the academic skills of socio-economically disadvantaged students. AIMS 6-8 also provides instruction that develops the students' academic skills in writing, science, social science, foreign language and visual performing arts, in order to be productive members in a global 21st century society. This will be a collaborative effort between school, family, and community members.

AIMS History

Founded as a middle school in 1996, AIMS K-12 began as American Indian Public Charter School (AIPCS) by Native American families looking to retain a cultural connection for their children. AIPCS was Oakland's second publicly-funded charter school. In 2006, AIPCS became the first public charter school in Oakland to win recognition as a National Blue Ribbon School. Later that year, AIPCS expanded to include AIPHS and in 2012, AIMS K-12, expanded once more to include an elementary school. Historically, AIPCS has been recognized by US News and World Report as well as the Washington Post as one of the most challenging academic high schools in the nation.

During the 2018-19 school year, the AIMS Board of Trustees agreed to change the name of AIPCS to AIMS College Prep Middle School (AIMS MS). During the 2019-20 school year the AIMS K12 College Prep Charter District received the California Charter School Association Hart Vision Award, recognizing the AIMS schools as the Northern California Charter school network of the year.

Mission Statement

AIMS exists to prepare all students, especially those who have been traditionally underserved, to enter a four-year college after graduation from high school and complete at minimum a four-year degree.

AIMS Credo

The Family - We are a family at AIMS K-12.

The Goal - We are always working for academic and social excellence.

The Faith - We will prosper by focusing and working toward our goals.

The Journey - We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

AIMS Values

Excellence - Commitment to excellence in all that we do.

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable.

Empathy - Recognition of dignity and worth of every human being.

Family and Community - Building of family and community.

Equity - Social awareness and justice that leads to action.

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

AIMSTRONG

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. When taken in its totality, AIMSTRONG best conveys the model AIMS student:

**Academics:** Academics is the first word in AIMSTRONG and is the cornerstone to future success. Academics means developing and growing our scholarship, our grades, our inquiry, our brains.

**Integrity:** Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

**Mentorship:** Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

**Strength:** The influence or power possessed by you to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.

**Teamwork:** The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed goal.

**Responsibility:** Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

**Organization:** Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

**Nerve:** Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again.

AIMS Model

Pedagogy and Practices: In order for AIMS to meet our mission of success we have designed K-12 instruction toward the goal of mastery of the spiral progression of learning standards.

Diversity and Inclusion: We believe that each child has a unique talent and purpose. We see and celebrate differences, and do not tolerate bullying or prejudices.

Every student has opportunities to learn individually and in groups.

Teachers are expected to regularly examine their own biases with respect to student behavior and aptitude.

AIMS functions as a school designed to serve traditionally underserved communities. The programming design of AIMS will prioritize the needs of these communities.

Teachers are expected to support students in accessing the general education classroom whenever possible.

Parent communications will happen with the support of translators whenever possible.

Students are encouraged to share their cultural traditions at school functions.

AIMS staff is committed to supporting students in practicing dialogue and critical thinking when both inspirations and conflicts arise.

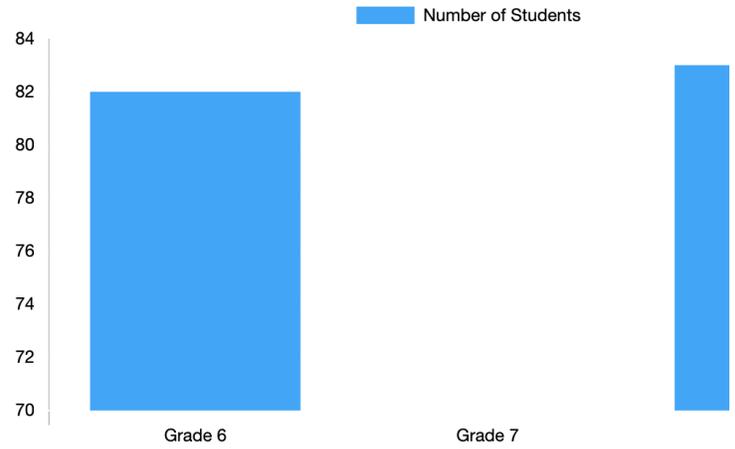
At AIMS, we accept and respect each other regardless of race, religion, or orientation.

Learning Environment: The AIMS Model classroom is one that is orderly and clean. We believe that an orderly classroom increases time on task for instruction. Students are expected to help in the upkeep of their classrooms and school environment and teachers may assign students classroom jobs to help promote classroom culture and efficiency.

*Last updated: 1/15/22*

**Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 6	82
Grade 7	70
Grade 8	83
Total Enrollment	235



Last updated: 1/15/22

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Percent of Total Enrollment
Female	45.40%
Male	54.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	45.80%
Black or African American	29.60%
Filipino	0.40%
Hispanic or Latino	16.30%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	1.30%
White	5.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	30.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	67.50%
Students with Disabilities	6.30%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated:*

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

*Last updated:*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:*

**Class Assignments (School Year 2020—2021)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current Texts/Curriculum: 6th-8th Classical Novel based aligned with CCC for ELA. 6th Grade: The Outsiders by S.E. Hinton, Call of the Wild by Jack London, Red Scarf Girl by Ji-Li Jiang, The Giver by Lois Lowry 7th Grade: Anne Frank: Diary of a Young Girl by Anne Frank, Animal Farm by George Orwell, A Midsummer Night's Dream by William Shakespeare, Fahrenheit 451 by Ray Bradbury 8th Grade: To Kill a Mockingbird by Harper Lee, Across Five Aprils by Irene Hunt, Narrative of the Life of Frederick Douglass by Frederick Douglass, Night by Elie Wiesel. Supplemental Resources: Standards Plus Quill.org - Interactive Writing and Grammar		0%
Mathematics	Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Grade 6. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Middle School Accelerated Grade 7. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M. California Go Math: Algebra I. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. ALEKS, McGraw Hill Education, 2020		0%
Science	CA Inspire Science Grade 8 - Physical Science: McGraw Hill Education, pub. 2018 CA Inspire Science Grade 7 - Life Science: McGraw Hill Education, pub. 2018 CA Inspire Science Grade 6- Earth & Space Science: McGraw Hill Education, pub. 2018		0%
History-Social Science	History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher's Curriculum Institute, 2017 History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher's Curriculum Institute, 2019 History Alive: The United States Through Industrialism. Rancho Cordova: Teacher's Curriculum Institute, 2017		0%
Foreign Language	Mandarin (Adopted 2018-2019) Liu, Y., Yao, T., Bi, N., Ge, L., and Shi. Y. Integrated Chinese (4th Edition). Boston: Cheng & Tsui Company, Inc., 2017 Spanish (Adopted 2018-2019) ¡AVANCEMOS! (Level One). Austin: Holt McDougal, 2010.		0%
Health	Online materials/supplemental resources are utilized to inform students' of awareness and wellness. Wellness Committee will be created to benefit a healthier school environment. <a href="http://www.schools.healthiergeneration.org">www.schools.healthiergeneration.org</a> <a href="http://www.ama-assn.org">www.ama-assn.org</a> <a href="http://www.actionforhealthykids.org">www.actionforhealthykids.org</a>		0%
Visual and Performing Arts	Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/15/22

## School Facility Conditions and Planned Improvements

### General

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

### Maintenance and Repairs

AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our admin team to be serviced. Maintenance/repair personnel are immediately contacted by our admin staff during the day an issue.

### Cleaning

During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. After school, Custodial staff work to maintain a clean campus daily. During reopening, CDE guidelines were followed for safe in-person learning. Students are placed in stable cohorts, facilities are checked, sanitized and maintained throughout the day. The school created a partnership with an on-site janitorial company to provide additional daily cleaning, sanitization and maintenance services.

*Last updated: 1/15/22*

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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*Last updated: 1/15/22*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**  
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/15/22*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	239	219	91.63	8.37	54.13
Female	109	100	91.74	8.26	53.54
Male	130	119	91.54	8.46	54.62
American Indian or Alaska Native	0	0	0	0	0
Asian	110	105	95.45	4.55	65.38
Black or African American	71	63	88.73	11.27	44.44
Filipino	--	--	--	--	--
Hispanic or Latino	40	35	87.50	12.50	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	11	84.62	15.38	45.45
English Learners	71	64	90.14	9.86	15.63
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	148	93.08	6.92	55.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

Last updated: 1/15/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	239	224	93.72	6.28	52.49
Female	109	100	91.74	8.26	48.48
Male	130	124	95.38	4.62	55.74
American Indian or Alaska Native	0	0	0	0	0
Asian	110	109	99.09	0.91	66.06
Black or African American	71	63	88.73	11.27	36.51
Filipino	--	--	--	--	--
Hispanic or Latino	40	35	87.50	12.50	38.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	36.36
English Learners	71	65	91.55	8.45	22.58
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	153	96.23	3.77	52.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	8.33

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

Last updated: 1/15/22

**Local Assessment Test Results in ELA by Student Group****Assessment Name(s): Scholastic Reading Inventory****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	226	174	76	24	52
Female	100	77	77	23	44
Male	126	98	77	23	56
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	106	92	86	14	57
Black or African American	62	54	87	13	33
Filipino	1	1	100	0	0
Hispanic or Latino	40	31	77	23	45
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	3	3	100	0	66
White	13	12	92	8	30
English Learners	67	51	76	24	15
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	154	113	73		23
Students Receiving Migrant Education Services	57	N/A	N/A	N/A	N/A
Students with Disabilities	14	12	85	15	14

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/2/22

**Local Assessment Test Results in Mathematics by Student Group****Assessment Name(s): Scholastic Math Inventory****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	223	175	78	22	59
Female	99	80	80	20	55
Male	124	95	76	24	64
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	104	94	90	109	64
Black or African American	61	49	80	20	40
Filipino	1	1	100	0	100
Hispanic or Latino	40	35	87	13	34
Native Hawaiian or Pacific Islander	1	0	0	0	0
Two or More Races	3	2	66	34	100
White	13	11	84	16	45
English Learners	66	46	69	31	43
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	153	118	77	23	58
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	14	12	85	15	33

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/2/22

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

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)	N/A	26.19	N/A	N/T	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/15/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	85	93.41	6.59	26.19
Female	47	46	97.87	2.13	20.00
Male	44	39	88.64	11.36	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	41	39	95.12	4.88	38.46
Black or African American	24	23	95.83	4.17	22.73
Filipino	0	0	0	0	0
Hispanic or Latino	20	17	85.00	15.00	11.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	27	96.43	3.57	3.70
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	61	92.42	7.58	27.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/15/22

### **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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

AIMS MS encourages families to play an active role in their child's education.

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

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

Data and Operations department creates annual surveys to parents to determine the information they need from school. We involve parents to hold workshops and meetings on issues of interest to within the community and assist outreach efforts of Parent/Teacher Association, develop ongoing relationships with the community to share information about the school and identify community resources, provide information and resources that can help parents to support their children's learning at home. 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.

Town Hall Meeting via zoom with Middle School Administrators (Once a Month in the evenings)

Chai & Chat - Parent join Principal and school administrators in- person

Family Community Liaison  
Family Advisory Council

Employment / Volunteer Opportunities

2 Parent Conference Staff Development Days Per Year

Ongoing SST Parent Meetings

LCAP Advisory Council Family Surveys

Our parent coordinator disseminates school information and through online communication (Parent Square). Interested Families are encouraged to contact Vanessa Oden, AIMS K12 District Parent and Community Liaison at [vanessa.oden@aimsk12.org](mailto:vanessa.oden@aimsk12.org)

## State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	12.60%	11.20%	11.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	76.50%	76.50%	77.10%	84.50%	84.20%	83.60%

**Chronic Absenteeism by Student Group  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	243	241	27	11.2
Female	110	109	10	9.2
Male	133	132	17	12.9
American Indian or Alaska Native	114	112	8	12.9
Asian	0	0	0	0.0
Black or African American	71	71	10	14.1
Filipino	1	1	0	0.0
Hispanic or Latino	40	40	7	17.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	0	0.0
White	13	13	2	15.4
English Learners	73	72	12	16.7
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	164	162	16	9.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	15	15	3	20.0

*Last updated:*

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	3.53%	0.00%	4.40%	0.03%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.09%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	3.64%	2.45%
Expulsions	0.00%	0.07%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

*Last updated: 1/15/22*

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

**School Safety Plan (School Year 2021-2022)**

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

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

Last updated: 2/1/22

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	37.00		5	2
Other**				0

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	26.00	1	2	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	20.00	1	2	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	35.00		2	1
Math	35.00		2	1
Science				
Social Science	35.00			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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00	2		1
Math	27.00	1	3	1
Science				
Social Science	30.00	1		1

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	26.00	1	5	0
Math	26.00	1	5	0
Science	26.00	1	5	0
Social Science	26.00	1	5	0

*Last updated: 2/1/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	0.18

Last updated: 1/1/00

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.45
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.27
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.45
Other	0.00

Last updated: 1/1/00

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12254.00	\$3298.00	\$8955.00	\$63663.00
District	N/A	N/A	--	\$68321.00
Percent Difference – School Site and District	N/A	N/A	--	-7.58%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	5.87%	-28.31%

Last updated: 2/1/22

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

**Types of Services Funded (Fiscal Year 2020–2021)**

**After School Tutoring/Saturday School**

In 2020-2021 AIMS MS had intervention aides who provided instructional support to the 6th 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 AIMS MS.

**AIMS MS Extended School Year**

AIMS MS 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 AIMS K-12 model and academic rigors associated with AIMS MS.

**Techbridge Engineering Club**

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

**Title I & Title III**

Through Title I and Title III funding we are able to offer program and services to student's with after-school tutoring support. In addition, we offer a comprehensive ELD intervention program to support the needs of our ELL population. Push in and pull out intervention services are offered for students who are failing or at risk of failing to meet AIMS standards.

**Afterschool Program**

AIMS MS partnered with Bay Area Community Resources (BACR) to provide after school enrichment and academic support.

**National School Lunch Program**

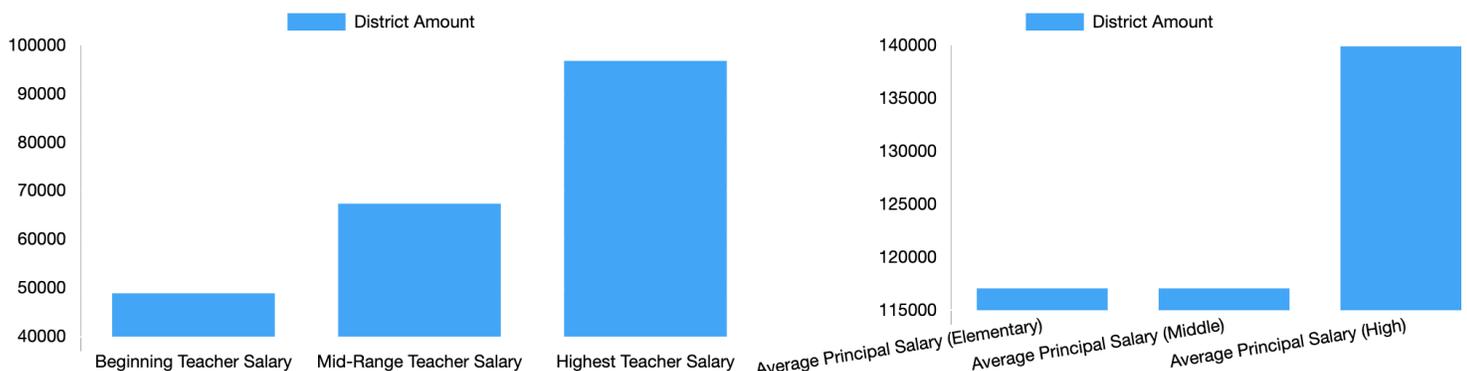
We are proud to be able to provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods, and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods, and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meal

*Last updated: 2/1/22*

**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48926.00	\$50897.00
Mid-Range Teacher Salary	\$67368.00	\$78461.00
Highest Teacher Salary	\$96755.00	\$104322.00
Average Principal Salary (Elementary)	\$111968.00	\$131863.00
Average Principal Salary (Middle)	\$117064.00	\$137086.00
Average Principal Salary (High)	\$139888.00	--
Superintendent Salary	\$336169.00	\$297037.00
Percent of Budget for Teacher Salaries	29.00%	32.00%
Percent of Budget for Administrative Salaries	8.00%	5.00%

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



**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	41	33	39