

AIMS College Prep Middle
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	171 12th St. Oakland, CA , 94607-4900	Principal:	Natalie Glass, Director of Schools
Phone:	(510) 893-8701	Grade Span:	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 and access to prior year reports, 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.

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.

About This School

Natalie Glass, Director of Schools

📍 Principal, AIMS College Prep Middle

About Our School

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelors degree in Psychology from San Francisco State University and my Masters degree from Alliant International University, San Diego. Throughout my years in education, I've had the opportunity to teach grades K-12 including public and private schools, county-operated court schools, and alternative education. I am extremely proud to have been a part of the AIMS community for the past 7 years now as a teacher of grades 1-3, Middle School Dean of Students, Middle School Head of Academics, Elementary Head of School, and now Director of Schools for K-12.

With substantial teaching experience, I pride myself in my ability to demonstrate compassion towards students while setting and maintaining clear, firm, and consistent professional boundaries.

My educational experiences have provided me with opportunities to work alongside a diverse population of educators and students. My educational philosophy is rooted in an unwavering belief that all children are capable of achieving when provided a positive and safe learning environment, strong and knowledgeable leadership, and a dedicated and focused educational team.

Zubida Bakheit - Head of Academics (6th - 8th)

I have a distinct commitment to fostering a positive and inclusive learning environment to ensure the success and well-being of every student. I hold two bachelors in Finance and Economics as well as a Masters degree in Secondary STEM Education enabling me to actively bring a wealth of understanding of educational principles and pedagogical strategies. Having served in various roles at AIMS Middle School, my leadership philosophy is guided by student-centered leadership, believing in the power of collaboration among educators, parents, and the community. It is this commitment to collaborative efforts that leads the daily efforts in creating an environment that promotes academic excellence, social-emotional development, and a sense of community.

Contact

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

Phone: [\(510\) 893-8701](tel:5108938701)

Email: natalie.glass@aimsk12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	AIMS K-12 College Prep Charter District
Phone Number	510-893-8701
Superintendent	Woods, Maya
Email Address	communications@aimsk12.org
Website	www.aimsk12.org

School Contact Information (School Year 2023–24)

School Name	AIMS College Prep Middle
Street	171 12th St.
City, State, Zip	Oakland, CA , 94607-4900
Phone Number	(510) 893-8701
Principal	Natalie Glass, Director of Schools
Email Address	natalie.glass@aimsk12.org
Website	www.aimsk12.org
County-District-School (CDS) Code	01612596113807

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

About AIMS College Prep Middle School (AIMS MS)

Year Founded: 1996 (Oakland, CA)

Mascot: Golden Eagles

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

Number of Students: 210

Website: www.aimsk12.org

Email Address: Communications@aimsk12.org

District Address: 171 12th Street Oakland, CA 94607

Office Phone Number: (510) 893-8701

Superintendent: Maya Woods-Cadiz

Board President: Christopher Edington

District Name: AIMS K-12 College Prep Charter District

AIMS MS History

Established within the rich tapestry of Oakland's educational landscape, AIMS MS was established in 1996 when the AIMS K-12 journey commenced with a middle school, AIPCS, founded by Native American families seeking to preserve cultural ties for their children. Since its inception, AIMS has been an integral part of this visionary educational community.

In 2006, AIPCS marked a historic milestone by becoming Oakland's inaugural public charter school to achieve National Blue-Ribbon School recognition, a testament to its unwavering commitment to academic excellence.

AIMS MS dedication to academic rigor and inclusive excellence has not gone unnoticed. In 2018, the school earned commendation for its concerted efforts in narrowing the achievement gap among African American students, a reflection of its commitment to equity and educational equity.

The accolades continued to pour in, with AIMS K12 organization receiving the prestigious California Charter School Association Hart Vision Award in 2020, underscoring its position as the Northern California Charter school network of the year. In 2022, AIMS MS garnered the coveted California Pivotal Practice School Award, highlighting its innovative pedagogical approaches and commitment to student success.

AIMS MS's history and achievements stand as a testament to its enduring commitment to educational excellence, cultural preservation, and community empowerment. As it continues to chart new horizons in education, AIMS MS remains steadfast in its mission to inspire, empower, and transform the lives of its students and the broader community it serves.

AIMS MS adheres to AIMS 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 MS adheres to 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 MS adheres to 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.

AIMS MS adheres to AIMSTRONG

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. The AIMSTRONG acronym describes the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for 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 you possess 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.

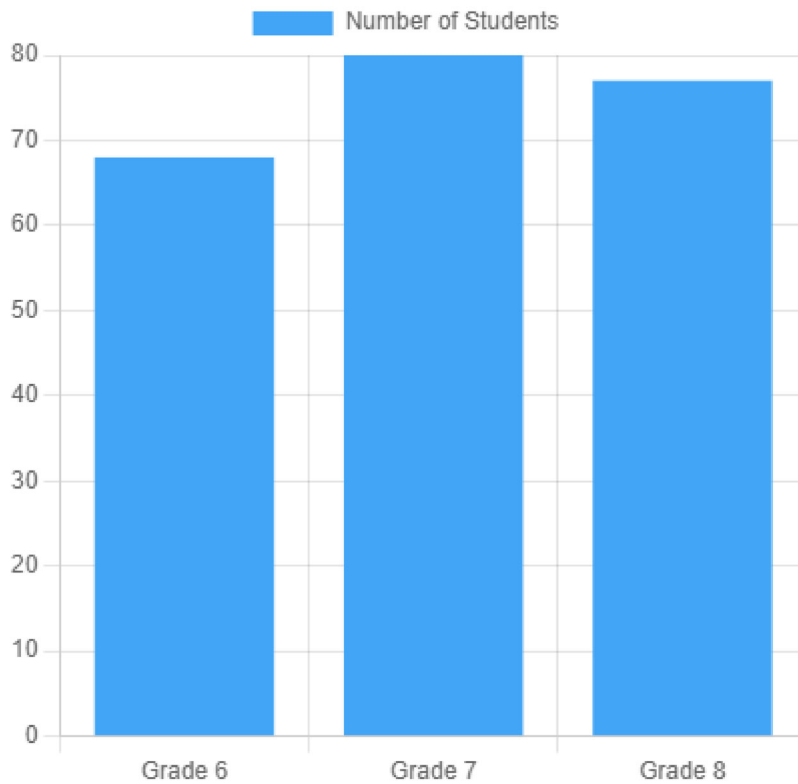
Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

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.

Last updated: 2/1/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	68
Grade 7	80
Grade 8	77
Total Enrollment	225



Last updated: 2/1/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	43.60%
Male	56.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	34.70%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	43.10%
Black or African American	32.90%
Filipino	1.80%
Hispanic or Latino	13.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.20%
White	4.00%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.10%
Students with Disabilities	7.60%

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 2020–21)

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)	2.30	22.50%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.90	67.22%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	10.09%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	10.30	100.00%	2598.40	100.00%	274759.10	100.00%

In this context, "district" refers to our local authorizer, OUSD.

Status of Fully Credentialed Teachers at AIMS K-12: A Comprehensive Overview

At AIMS K-12, we recognize the critical importance of ensuring that all teachers are fully credentialed and equipped to deliver high-quality education to our students. In reviewing our School Accountability Report Card (SARC), it's imperative to understand the nuances surrounding the numbers of fully credentialed teachers and the robust support mechanisms we've implemented to address any gaps.

Challenges and Context:

Our district faces challenges typical of many educational institutions, including a fluctuating teacher workforce and the evolving landscape of credentialing requirements. As a result, the number of fully credentialed teachers reflected in the SARC may not fully capture the dynamic efforts underway to support our educators.

Support Initiatives:

AIMS K-12 is committed to providing comprehensive support to all teachers, regardless of their credentialing status. Here are key initiatives that illustrate our dedication to teacher development and credential attainment:

1. **Partnerships with Higher Education Institutions:** We collaborate closely with local colleges and universities to support aspiring educators through internship programs and practical training opportunities. These initiatives not only enrich

the learning experience for interns but also contribute to the pipeline of fully credentialed teachers within our district.

2. **Proactive Credential Tracking:** AIMS employs a dedicated credential analyst to monitor the credentialing status of our teachers. This proactive approach ensures that educators receive the necessary guidance and resources to navigate the credentialing process effectively.
3. **Professional Development and Coaching:** We prioritize ongoing professional development as a cornerstone of teacher growth and effectiveness. Through tailored coaching, workshops, and seminars, educators have access to resources that enhance their instructional practices and subject matter expertise.
4. **Partnership with Sacramento County Department of Education:** AIMS collaborates with external agencies, such as the Sacramento County Department of Education, to provide additional support and guidance to teachers. This partnership facilitates access to specialized training and credentialing assistance, further empowering educators to excel in their roles.

Commitment to Excellence:

While the number of fully credentialed teachers may vary, our commitment to academic excellence remains unwavering. At AIMS K-12, we prioritize the professional growth and development of our educators to ensure that every student receives a high-quality education grounded in best practices and standards.

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 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: 2/1/24

Teacher Preparation and Placement (School Year 2021–22)

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)	1.60	28.47%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	60.17%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	5.59%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.30	5.59%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	5.90	100.00%	2573.20	100.00%	279044.80	100.00%

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Last updated: 2/1/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	1.50
Misassignments	6.90	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.90	3.50

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.30
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.30

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	64.60%	54.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	55.40%	32.6%

1. Misassignments for English Learners:

This reflects the percentage of classes with English learners taught by teachers who may still be in the process of completing their teaching credentials. While teachers may hold permits or authorizations, including embedded English Learner (EL) authorization, they are undergoing training to effectively teach English learners.

2. No Credential, Permit, or Authorization to Teach:

This indicates the percentage of classes taught by teachers who lack a valid teaching credential, permit, or recognized authorization. However, it's important to note that teachers receive robust professional development from the district's EL department to support their ongoing growth and effectiveness in teaching English learners.

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>AIMS Middle School - 6th - 8th uses novel studies and Socratic seminars to meet the state standards using the following novels:</p> <p>6th Grade:</p> <p>A Bone from a Dry Sea by Peter Dickenson</p> <p>Siddhartha by Hermann Hesse</p> <p>The Outsiders by S.E. Hinton,</p> <p>Red Scarf Girl by Ji-Li Jiang,</p> <p>7th Grade:</p> <p>A Proud Taste of Scarlet and Miniver by E.L. Konigsburg</p> <p>Anne Frank: Diary of a Young Girl by Anne Frank,</p> <p>Bad Boy by Walter Dean Myers</p> <p>A Midsummer Night's Dream by William Shakespeare,</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>8th Grade:</p> <p>Johnny Tremain by Esther Forbes</p> <p>Narrative of the Life of Frederick Douglass by Frederick Douglass</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>Night by Elie Wiesel.</p> <p>Supplemental Resources: IXL: Comprehensive K-12 Personalized</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Learning		
Mathematics	<p>Grade 6 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 7 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 8: Common Core Algebra 1</p> <p>Larson/ Boswell 1st Edition [K12, 2022] 9781647274849</p>	Yes	0
Science	<p>CA Inspire Science Grade 6- Earth & Space Science</p> <p>CA Inspire Science Grade 7 - Life Science</p> <p>CA Inspire Science Grade 8 - Physical Science</p>	Yes	0
History-Social Science	<p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher's Curriculum Institute, 2017</p> <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher's Curriculum Institute, 2019</p> <p>History Alive: The United States Through Industrialism. Rancho Cordova: Teacher's Curriculum Institute, 2017</p>	Yes	0
Foreign Language	<p>Mandarin (Adopted 2018-2019)</p> <p>Liu, Y., Yao, T., Bi, N., Ge, L., and Shi. Y. Integrated Chinese (4th Edition).</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Boston: Cheng & Tsui Company, Inc., 2017 Spanish (Adopted 2018-2019) ¡AVANCEMOS! (Level One). Austin: Holt McDougal, 2010. IXL Comprehensive K-12 Personalized Learning		
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. www.schools.healthiergeneration.org www.ama-assn.org www.actionforhealthykids.org	Yes	0
Visual and Performing Arts	<p>Graphic Design: Communicating through Graphic Design, 2nd Edition, Kevin Gatta and Claire Mowbray Golding</p> <p>Art: A Community Connection, Student Book 1ST ED Marilyn G. Stewart and Eldon Katter</p> <p>Music: Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.</p>	Yes	0
Science Lab Eqpmt (Grades 9-	N/A	N/A	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
12)			

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

Last updated: 2/1/24

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. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention. 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.

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 for any issues.

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.

Planned Improvements

During the summer we will continue with our general maintenance, painting and deep cleaning. We have applied and received AB-841 Cal-Shape stimulus grant program to make improvements to our ventilation system.

Last updated: 2/1/24

School Facility Good Repair Status

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.

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No gas leaks were found. Overall the mechanical/HVAC system is working and in good order. No sewer issues found.
Interior: Interior Surfaces	Good	The interior surfaces are in good order.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No pest issues were found. Cleaning of the building is daily and on going
Electrical: Electrical	Good	No electrical issues were found, and any issues are addressed quickly.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms, water fountains, and sinks are in good order.
Safety: Fire Safety, Hazardous Materials	Good	No fire safety or hazardous materials were found.
Structural: Structural Damage, Roofs	Good	No structural issues were found. The roof was replaced in the last 5 years and is in good order.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No playground on site. All windows, doors, gates, and fences are in good order.

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
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Last updated: 2/1/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

In this context, "district" refers to our local authorizer, OUSD. AIMS MS consistently outperforms OUSD averages in CAASPP results. Our students' academic proficiency and growth in core subjects exceed benchmarks, reflecting our commitment to excellence. Our curriculum, interventions, and support strategies drive student success. We prioritize data-driven decision-making and continuous improvement. Collaboration among educators, families, and community partners enhances outcomes.

Our CAASPP data underscores AIMS MS's dedication to academic excellence and student achievement. We remain focused on fostering a dynamic learning environment that empowers every student to excel.

AIMS MS

Subject	School 2022-2023	District 2022-2023	State 2022-2023	School 2021-22	District 2021-22	State 2021-22
English Language Arts/Literacy Grades 3-8 and 11	38.92%	33.06%	46.66%	55%	35%	47%
Mathematics (grades 3-8 and 11)	45.07	25.42%	34.62%	46%	25%	33%
						??

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts / Literacy (grades 3-8 and 11)	55%	39%	35%	34%	47%	46%
Mathematics (grades 3-8 and 11)	46%	45%	25%	26%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 2/2/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

ELA	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
2022-2023	All Students	218	205	94%	6%	38.92%
	Female	97	90	93%	7%	39.32%
	Male	121	115	95%	5%	38.60%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	92	89	97%	3%	54.54%
	Black or African American	77	71	92%	8%	21.42%
	Filipino	4	4	100%	0	N/A (4 or fewer)
	Hispanic or Latino	27	25	93%	7%	20%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	11	10	91%	9%	N/A (10 or fewer)
	White	7	6	86%	14%	N/A (6 or fewer)
	English Learners	68	61	90%	10%	4.92%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	147	139	95%	5%	36.23%
	Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	19	15	80%	20%	13.33%	

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	205	94.04%	5.96%	38.92%
Female	97	90	92.78%	7.22%	39.33%
Male	121	115	95.04%	4.96%	38.60%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	92	89	96.74%	3.26%	54.55%
Black or African American	77	71	92.21%	7.79%	21.43%
Filipino	--	--	--	--	--
Hispanic or Latino	27	25	92.59%	7.41%	20.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	10	90.91%	9.09%	--
White	--	--	--	--	--
English Learners	68	61	89.71%	10.29%	4.92%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	151	143	94.70%	5.30%	36.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	15	78.95%	21.05%	13.33%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Math

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	218	143	66%	34%	45.07%
	Female	97	69	71%	29%	41.18%
	Male	121	74	61%	39%	48.65%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	92	68	74%	26%	64.71%
	Black or African American	77	45	58%	42%	25%
	Filipino	4	4	100%	0%	N/A (4 or fewer)
	Hispanic or Latino	27	14	52%	48%	21.43%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	11	7	64%	36%	N/A (7 or fewer)
	White	7	5	71%	29%	N/A (5 or fewer)
	English Learners	68	45	66%	34%	15.56%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	147	98	67%	33%	38.80%

Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	19	10	53%	47%	N/A (10 or fewer)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	143	65.60%	34.40%	45.07%
Female	97	69	71.13%	28.87%	41.18%
Male	121	74	61.16%	38.84%	48.65%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	92	68	73.91%	26.09%	64.71%
Black or African American	77	45	58.44%	41.56%	25.00%
Filipino	--	--	--	--	--
Hispanic or Latino	27	14	51.85%	48.15%	21.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	7	63.64%	36.36%	--
White	--	--	--	--	--
English Learners	68	45	66.18%	33.82%	15.56%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	151	101	66.89%	33.11%	40.59%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	19	10	52.63%	47.37%	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

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

Subject	School 2022-2023	District 2022-2023	State 2022-2023	School 2021-22	District 2021-22	State 2021-22
Science	12.16%	21.01%	30.29%	36%	19%	29%

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8, and high school)	36.25%	12.16%	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Science

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	79	74	94%	6%	12.16%
	Female	39	36	92%	8%	8.32%
	Male	40	38	95%	5%	15.79%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	26	26	100%	0%	19.23%
	Black or African American	32	28	88%	12%	7.14%
	Filipino	0	0	0	0	NA
	Hispanic or Latino	13	12	92%	8%	8.33%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	4	4	100%	0%	N/A (4 or fewer)
	White	0	0	0	0	N/A
	English Learners	26	25	96%	4%	0%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	53	50	94%	6%	8%
	Students Receiving Migrant Education Services	0	0	0	0	N/A
	Students with Disabilities	5	0	0	100%	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	74	93.67%	6.33%	12.16%
Female	39	36	92.31%	7.69%	8.33%
Male	40	38	95.00%	5.00%	15.79%
American Indian or Alaska Native	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	26	26	100.00%	0.00%	19.23%
Black or African American	32	28	87.50%	12.50%	7.14%
Filipino	--	--	--	--	--
Hispanic or Latino	13	12	92.31%	7.69%	8.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	25	96.15%	3.85%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	55	52	94.55%	5.45%	7.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	N/A	N/A	N/A	N/A	N/A
7	86%	86%	86%	86%	86%
9	N/A	N/A	N/A	N/A	N/A

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	86%	86%	86%	86%	86%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

AIMS MS encourages its families to play an active role in their child's education and to get involved in our schools. There are a variety of ways parents can become involved at AIMS MS.

Service

Parents can serve as volunteers for events such as picture day, book fairs, family events, and community workdays.

Parents also can serve, representing AIMS in local school advocacy, action advocacy, sharing their parent voice concerning issues that parents face on local platforms.

Parents have had the opportunity to meet local candidates for office and to ask questions at political forums.

Starting in January 2024 we will be there will be an award for AIMS Parent of the Month, based on their going above and beyond their contributions to the School community.

Leadership

Parents and families have had opportunities to run for office on our parent committees and have the chance to share their concerns through Google surveys, parent forums, town hall meetings with administration, and a variety of councils and committees.

Some of these councils and committees include:

DELAC (District English Language Advisory Committee)

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

AIMS Parent United

To sign up and for more information, please contact Maryetta Golden, Community Liaison at maryetta.golden@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;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	237	231	56	24.2%
Female	103	101	28	27.7%
Male	134	130	28	21.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	96	96	8	8.3%
Black or African American	83	81	25	30.9%
Filipino	4	4	1	25.0%
Hispanic or Latino	32	30	10	33.3%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	5	5	3	60.0%
White	10	9	6	66.7%
English Learners	82	82	17	20.7%
Foster Youth	1	0	0	0.0%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	165	162	36	22.2%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	22	22	7	31.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

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

In this context, "district" refers to our local authorizer, OUSD.

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.41%	4.64%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.64%	0.00%
Female	3.88%	0.00%
Male	5.22%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	4.17%	0.00%
Black or African American	6.02%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	4.88%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.45%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.55%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/1/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIMS College Prep Middle School site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIMS MS is a closed campus; all visitors must register in the office. The school holds regularly scheduled fire, earthquake, and lockdown drills. AIMS Middle School's comprehensive safety plan is reviewed with staff annually and was most recently updated in 2023.

Last updated: 2/1/24

D. Other SARC information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	3	6	0
Mathematics	27.00	3	6	0
Science	27.00	3	6	0
Social Science	27.00	3	6	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	1	8	0
Mathematics	27.00	1	8	0
Science	27.00	1	8	0
Social Science	27.00	1	8	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	3	6	0
Mathematics	25.00	3	6	0
Science	25.00	3	6	0
Social Science	25.00	3	6	0

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

Last updated: 2/1/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
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Pupils to Academic Counselor* 220:1

*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.

Title	Ratio
Pupils to Academic Counselor*	220

* 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: 2/1/24

Student Support Services Staff (School Year 2022–23)

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25 from OUSD
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5 from OUSD
Resource Specialist (non-teaching)	1
Other	0

*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.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.18
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.18

* 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: 2/1/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

In this context, "district" refers to our local authorizer, OUSD.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14264.00	\$5651.00	\$8612.00	\$61676.00
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	-13.45%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	12.40%	-35.05%

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

Last updated: 2/2/24

Types of Services Funded (Fiscal Year 2022–23)

After School Tutoring/Saturday School

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

Title I & Title III

Through Title I and Title III funding, we are able to offer programs and services to students 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.

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 meals.

Student Government Association

Student Government Association (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school.

After School Program

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

Last updated: 2/1/24

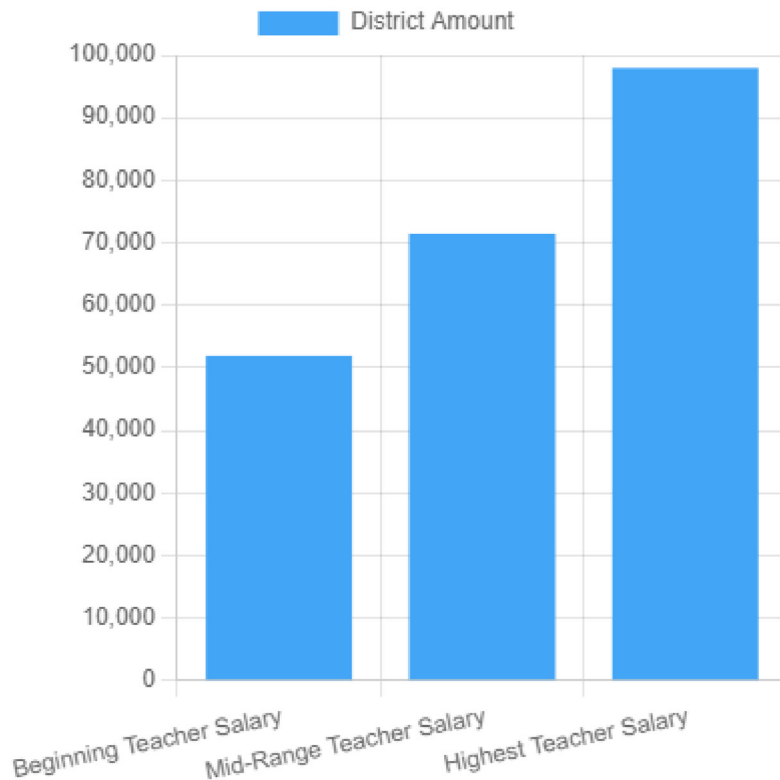
Teacher and Administrative Salaries (Fiscal Year 2021–22)

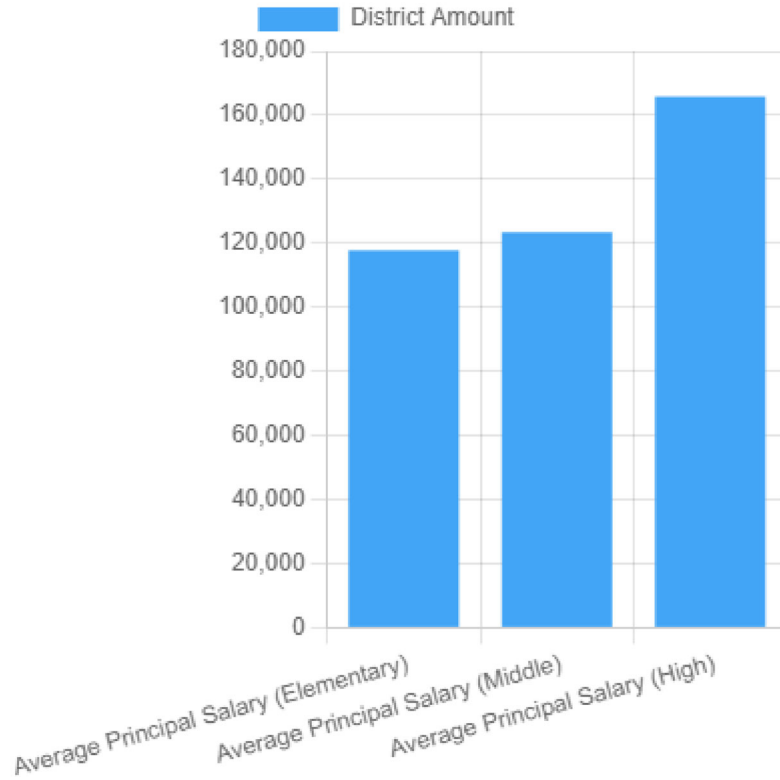
In this context, "district" refers to our local authorizer, OUSD.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$97980.00	\$109417.68
Average Principal Salary (Elementary)	\$117779.00	\$137703.47
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

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





Last updated: 2/1/24

Professional Development

2023-2024

16 Full Day for Professional Development

20 Partial Days of Professional Development that are conducted after minimum school day (Fridays)

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	35	36	36

Last updated: 2/1/24