

Executive Summary School Accountability Report Card, 2008-09

For East Palo Alto Charter School

Address: 1286 Runnymede St., East Palo Alto, CA 94303
Principal: Laura Ramirez

Phone: (650) 614-9100
Grade Span: K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Our Vision

To enrich students' lives and reshape local public school systems

Our Mission

- To provide personalized learning experiences for California's diverse students
- To develop outstanding educators
- To catalyze change in public schools
- To share our successful practices with other forward-thinking educators

Our Core Values

- *Collective Responsibility:* Individual and group responsibility for and ownership of results, actions and decisions
- *Quality:* Commitment to excellence and the discipline to continually improve
- *Customer Service:* Responsiveness to the needs of external and internal customers
- *Purposefulness:* Deliberate action, focused on the organization's goals and priorities

Student Enrollment

Group	Enrollment
Number of students	420
African American	12.6%
American Indian or Alaska Native	0%
Asian	0.5%
Filipino	0%
Hispanic or Latino	83.8%
Pacific Islander	1.9%
White (not Hispanic)	0.7%
Multiple or No Response	0.5%
Socioeconomically Disadvantaged	93.00%
English Learners	47.00%
Students with Disabilities	8.00%

Teachers

Indicator	Teachers
Teachers with full credential	18
Teachers without full credential	
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	%
Mathematics	%
Science	%
History-Social Science	%

School Facilities

Summary of Most Recent Site Inspection

School site is satisfactory and meets all requirements

Repairs Needed

No repairs are currently needed.

Corrective Actions Taken or Planned

Not applicable.

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	B
Statewide Rank (from 2008 Base API Report)	
2009-10 Program Improvement Status (PI Year)	Not in PI

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$9129
District	\$
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
State Average Scale Score	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
State Average Scale Score	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	East Palo Alto Charter School	District Name	Aspire Public Schools
Street	1286 Runnymede Street	Phone Number	510.434.5000
City, State, Zip	East Palo Alto, CA, 94303	Web Site	www.aspirepublicschools.org
Phone Number	(650) 614-9100	Superintendent	James Wilcox
Principal	Laura Ramirez	E-mail Address	James.Wilcox@aspirepublicschools.org
E-mail Address	Laura.ramirez@aspirepublicschools.org	CDS Code	n/a

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Our Vision

To enrich students' lives and reshape local public school systems

Our Mission

- To provide personalized learning experiences for California's diverse students
- To develop outstanding educators
- To catalyze change in public schools
- To share our successful practices with other forward-thinking educators

Our Core Values

- *Collective Responsibility:* Individual and group responsibility for and ownership of results, actions and decisions
- *Quality:* Commitment to excellence and the discipline to continually improve
- *Customer Service:* Responsiveness to the needs of external and internal customers
- *Purposefulness:* Deliberate action, focused on the organization's goals and priorities

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Aspire Public Schools recognizes that children learn best when parents are engaged in their education. To help parents and guardians become great coaches for their children, and to invite parent participation in all aspects of school life, Aspire features:

- *School-Family-Student Compact:* To underscore that a mutual commitment is needed to promote academic success, the teacher, parent(s), and student all sign a compact during a three-way conference at the beginning of the school year. The compact outlines the rights and responsibilities of each stakeholder, and affirms the three parties' mutual accountability for the success of all students, staff development, and parent satisfaction.
- *Special Saturday Classes:* Scheduled at the beginning of the year, these mandatory half-day sessions allow parents to attend school with their children.
- *Guidance about At-home Support:* Aspire offers coaching to parents on reading at home (20+ min per day K-5), providing the right level of help with homework, participating in projects, and playing games that reinforce learning.
- *Participation in School Decision-making:* In addition to roles in the school's parent organization, Aspire includes two parent representatives on the Site Advisory Council and parent participation on the school's Teacher Hiring Committee.

Aspire's commitment to parents is demonstrated in the formal Guarantee to Parents. At any Aspire campus, parents can expect:

- A demonstrated improvement in their child's academic performance;
- An open invitation to attend their child's classes;
- Easy, open communication with their child's teacher
- The opportunity to rate the performance of teachers and the school annually; and
- Eligibility to serve on the school's governing body, the Advisory School Council

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								26		4		
Mathematics	25.5		6		25.8		6		25.3		6	
Science	25.5		5		25.8		6		25.7		7	
Social Science								26.00		2		

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

It is the policy of Aspire Public Schools ("Aspire") to strive for the highest safety standards and to provide a safe workplace for all employees and a safe school for all students. Aspire has developed a comprehensive Injury and Illness Prevention Program ("IIP Program") to achieve this end. The goal of this program is to minimize the frequency and severity of employee and student accidents and to comply with the laws and regulations that pertain to our operations. The program has been designed to eliminate physical hazards from the work and school environment and train all employees in safe work practices.

ASSIGNMENT OF RESPONSIBILITY

Aspire Principals have the ultimate responsibility for the implementation and enforcement of the IIP Program at their school site.

Aspire Office Managers are responsible for the record keeping and coordination of the safety training programs at their school site.

Employees - It is the responsibility of all Aspire employees to bring any unsafe actions, practices, or conditions to the attention of his/her manager or supervisor.

DISASTER PLANS

Disaster plans are located in each classroom. Each plan is site and classroom specific and covers such disasters as fire safety, earthquake safety, flood, severe weather warnings, electrical failure, gas line problems, water main breaks, water contamination, chemical spills, lockdown/shooting incidents, bomb threats, explosions, and intruders.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	-	-		18.7	11.1	9.2
Expulsions	0	0		0.1	0.2	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	19	14	14	227
Without Full Credential	2	4	5	26
Teaching Outside Subject Area of Competence	0	0		n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	82.4	17.6
All Schools in District	98.8	1.2
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (librarian)	1.0	n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist	1.0	n/a
Social Worker	1.0	n/a
Nurse	1.0	n/a
Speech/Language/Hearing Specialist	1.0	n/a
Resource Specialist (non-teaching)	1.0	n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Good availability and quantity	n/a
Mathematics	Good availability and quantity	n/a
Science	Good availability and quantity	n/a
History-Social Science	Good availability and quantity	n/a
Foreign Language	Good availability and quantity	n/a
Health	Good availability and quantity	n/a
Visual and Performing Arts	n/a	n/a
Science Laboratory Equipment (grades 9-12)	n/a	n/a

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	9,202	\$2,548	\$6,581	\$53,831
District	n/a	n/a		\$58,925
Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a	\$5,512	\$63,421
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

East Palo Alto Charter School provides after school tutoring, as well as intervention programs for students struggling academically.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,460	\$41,031
Mid-Range Teacher Salary	\$62,431	\$63,366
Highest Teacher Salary	\$79,325	\$80,596
Average Principal Salary (Elementary)	\$101,114	\$100,937
Average Principal Salary (Middle)		\$105,066
Average Principal Salary (High)		\$106,534
Superintendent Salary	\$170,000	\$147,438
Percent of Budget for Teacher Salaries	29.50 %	40.60 %
Percent of Budget for Administrative Salaries	9.10 %	6.10 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	56	48	61	23	23	29	43	46	50
Mathematics	80	68	77	29	31	36	40	43	46
Science	49	48	44	18	20	19	38	46	50
History-Social Science	22	27	46	17	12	13	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	67	81	42	*
American Indian or Alaska Native				
Asian	*	*		
Filipino				
Hispanic or Latino	61	76	45	41
Pacific Islander	*	*	*	*
White (not Hispanic)				
Male	59	79	57	56
Female	64	74	31	35
Economically Disadvantaged	61	77	41	45
English Learners	46	67	34	21
Students with Disabilities	11	48	*	*
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.9	43.4	34.0
7	14.0	46.0	28.0
9	0.00	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	8	8	
Similar Schools	10	10	N/A

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	18	N/A	B	B
African American		N/A		
American Indian or Alaska Native		N/A		
Asian		N/A		
Filipino		N/A		
Hispanic or Latino	16	N/A		842
Pacific Islander		N/A		
White (not Hispanic)		N/A		
Socioeconomically Disadvantaged	16	N/A		843
English Learners	18	N/A		838
Students with Disabilities		N/A		

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	90.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)				5.3	2.0	3.0	3.5	4.4	3.9
Graduation Rate			N/A	47.6		N/A	83.4	80.6	80.2

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In Aspire Schools, textbooks are used as a tool for instruction; they never take place of good teaching and the facilitation of learning.

Mathematics:

The Aspire Mathematics Program follows the California Mathematics Standards in delivering a rigorous curriculum, effective instruction, and useful assessments. In providing this program, Aspire teachers give students opportunities to build their skills, gain conceptual understanding, and learn how to solve complex problems.

Materials for K-5: Harcourt Mathematics, Roll & Write Cubes, Mathematics Manipulatives, Math Games, Calculators, Problem of the Month

Materials for 6-12: College Prep Mathematics (CPM), Math Exhibitions, Mathematics Manipulatives, Calculators, Computers

Language Arts and Humanities:

The Aspire K-5 Language Arts Program follows the California Language Arts Standards in offering a rigorous curriculum, effective instruction, and meaningful assessments. In providing this program, Aspire teachers provide students with opportunities to build their reading and writing skills in a variety of forms, styles and genres, and engage in examinations of themes across history, science and literature.

The Aspire Humanities Program in grades 6-12 follows the California Language Arts and Social Studies Standards in offering a rigorous curriculum, effective instruction, and meaningful assessments. In providing this program, Aspire teachers provide students with opportunities to build their reading and writing skills in a variety of forms, styles and genres, and engage in examinations of themes across history and literature.

Resources K-5:

Open Court Reading Instructional Materials

Strategies That Work, Harvey & Goudvis

Reading with Meaning, Miller

The Art of Teaching Reading, Calkins

Guiding Readers and Writers grades 3-6, Pinnell & Fountas An Introduction to Shared Inquiry, The Great Books Foundation

Assessment materials

Open Court Unit Assessments

DRA K-3 from Celebration Press

DRA 4-8 from Celebration Press

Observation Survey- Marie Clay

Materials for 6-12:

History Alive units, various literary and nonfiction works

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92