Aspire Capitol Heights Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	7300 Folsom Blvd. Sacramento, CA , 95826-2622	**Principal:**	Harpreet Chohan, Principal
Phone:	(916) 739-8520	**Grade Span:**	P-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

Harpreet Chohan, Principal

📍 Principal, Aspire Capitol Heights Academy

About Our School

Welcome Eagles and Eagle families,

With great joy and gratitude, I would like to welcome you to the 2023-24 school year at Capitol Heights Academy. We are excited to welcome our scholars and families to our brand-new state of art campus at 7300 Folsom Blvd on **Monday, July 31st at 8:00 am**. At CHA we prioritize academic achievement as we prepare and empower students to build a fulfilling and liberated future for themselves and their communities.

Empowering Minds. Transforming Futures.

Mission:

? Provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents and gifts, such that they may pursue & persist in college or any post-secondary pathway that is authentic to their identities;

? Promote inclusivity and disrupt systems that have historically oppressed marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color; and ? Nurture our scholars' pride in their abilities, identities, and communities.

Our primary goals for the upcoming year are to:

1) Believe: All scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming.

2) Belong: We will cultivate communities that foster inclusive, joyful, and safe learning environments.

3) Become: All scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.

I strongly believe that working together as an effective team and in partnership with our community is essential to our success. For this reason, we enlist your support in ensuring that your child:

1) Attends school daily and arrives on time, ready for the day's learning experience 2) Completes all assignments given by teachers

3) Reads daily to develop a love for reading and to improve literacy skills

4) Provides you will important home/school communications (check backpacks daily and join ParentSquare for the most updated information)

5) Informs you if they need additional support in any area or subject

6) Knows that you expect them to succeed in school and go on to college

Aspire Capitol Heights Academy • 7300 Folsom Boulevard, Sacramento, CA 95826 • 916-739-8520 • www.aspirepublicschools.org

Contact

Aspire Capitol Heights Academy
7300 Folsom Blvd.
Sacramento, CA 95826-2622

Phone: (916) 739-8520
Email: data-contact@aspirepublicschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Allen, Lisa
Email Address	superintendent@scusd.edu
Website	www.scusd.edu

School Contact Information (School Year 2023–24)

School Name	Aspire Capitol Heights Academy
Street	7300 Folsom Blvd.
City, State, Zip	Sacramento, CA , 95826-2622
Phone Number	(916) 739-8520
Principal	Harpreet Chohan, Principal
Email Address	data-contact@aspirepublicschools.org
Website	http://aspirepublicschools.org/schools/regions/california-schools/aspire-capitol-heights-academy
County-District-School (CDS) Code	34674390102343

Last updated: 12/14/23

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

English and Spanish SARCs can be found on the school's landing page at www.aspirepublicschools.org

Aspire Capitol Heights Academy is a TK-8 school in Sacramento that is part of the Aspire Public Schools network. Aspire Capitol Heights Academy opened in 2003 Aspire Public Schools is a non-profit organization that operates high performing charter schools across the state of California that focus on one goal-preparing urban students for college.

Vision:

Aspire scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities.

Mission:

- Provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents and gifts, such that they may pursue &

persist in college or any post-secondary pathway that is authentic to their identities

- Promote inclusivity and disrupt systems that have historically oppressed marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color; and
- Nurture our scholars' pride in their abilities, identities, and communities.

Equity Focus

Aspire is committed to providing equitable opportunities for our students, families, and teammates. We use an equity lens to examine our policies, practices, and systems at Aspire to strive for all groups to increase access and benefit from our work. This belief is woven throughout our core values. Read more about Equity at Aspire.

Our Core Values

Agency + Self-determination: We set a foundation for our scholars to gain knowledge, skills, and power to access and make choices for their families and postsecondary lives.

Bienestar (Well-being): We create spaces to support physical, emotional, cultural, ethnic, academic, and social safety, allowing us to feel secure enough to bring our full selves each day.

Community Partnership: We believe that collective movement is possible when we connect with our extended community.

Culture of Belonging: We respect and celebrate each other's differences. Each person is valued and has a place in the Aspire community.

Joy: We strive to make Aspire and our communities a joyful places to learn, work, and be, together.

Aspire's core values are a part of its culture, but they do not define the culture. Culture is a shared system of values, beliefs and behaviors that collectively determine how things are done in an organization; it includes but is not limited to values.

Aspire Capitol Heights Academy is a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge and traits to become college-educated leaders in their communities.

The School's mission is to provide all students with an exceptional education that allow them to excel inside and outside the classroom. The School seeks to achieve this mission by providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners. The
School will prepare them not only for college but also for the 21st Century world.

Last updated: 1/4/24

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

Grade Level	Number of Students
Kindergarten	23
Grade 1	22
Grade 2	18
Grade 3	23
Grade 4	26
Grade 5	24
Grade 6	11
Grade 7	23
Total Enrollment	170
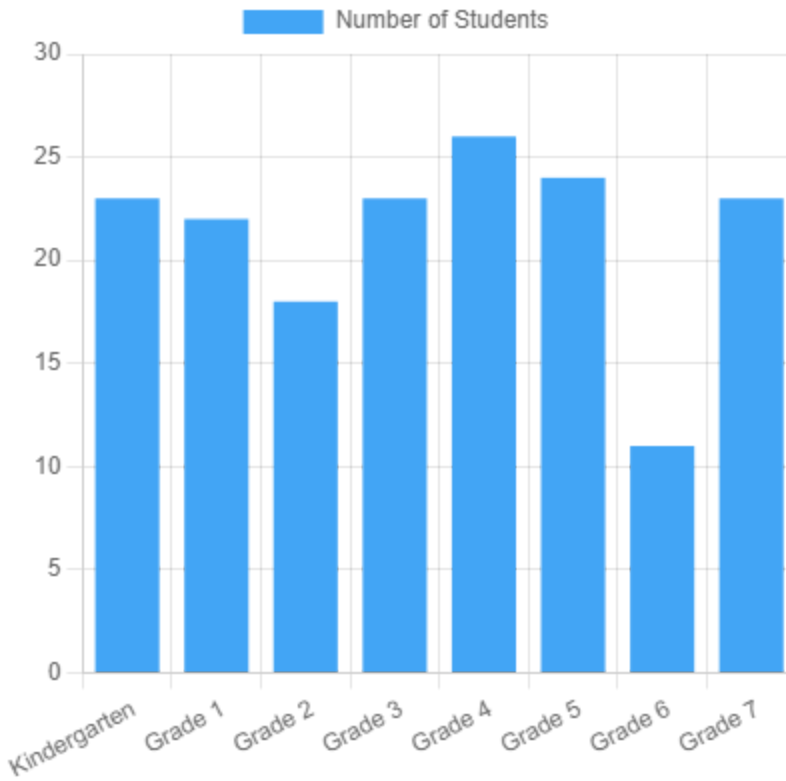
Last updated: 1/4/24

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

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	1.20%
Black or African American	61.20%
Filipino	0.00%
Hispanic or Latino	24.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.30%
White	0.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.20%
Foster Youth	0.00%
Homeless	1.20%
Migrant	0.00%
Socioeconomically Disavantaged	88.20%
Students with Disabilities	9.40%

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)	8.00	64.00%	1666.90	83.27%	228366.10	83.12%
Intern Credential Holders Properly Assigned	3.00	24.00%	42.30	2.12%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	5.68%	93.00	4.65%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	70.70	3.53%	12115.80	4.41%
Unknown/Incomplete/NA	0.70	6.24%	128.70	6.43%	18854.30	6.86%
Total Teaching Positions	12.50	100.00%	2001.80	100.00%	274759.10	100.00%

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: 11/2/23

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)	9.00	78.26%	1686.00	84.45%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	8.70%	37.10	1.86%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	9.65%	144.80	7.25%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	67.40	3.38%	11953.10	4.28%
Unknown/Incomplete/NA	0.30	3.30%	61.00	3.06%	15831.90	5.67%
Total Teaching Positions	11.50	100.00%	1996.40	100.00%	279044.80	100.00%

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: 11/2/23

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.70	1.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.70	1.10

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0.00%	4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	33.60%	0%

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: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Good quality and availability		0
Mathematics	Good quality and availability		0
Science	Good quality and availability		0
History-Social Science	Good quality and availability		0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 2/12/24

School Facility Conditions and Planned Improvements

The school facility is in good condition overall.

Last updated: 12/14/23

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: August 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2023

Overall Rating	Exemplary

Last updated: 2/12/24

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

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)	15%	13.64%	38%	38%	47%	46%
Mathematics (grades 3-8 and 11)	3%	5.46%	27%	28%	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: 1/16/24

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)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	111	100.00%	0.00%	13.51%
Female	57	57	100.00%	0.00%	14.28%
Male	54	54	100.00%	0.00%	12.96%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	70	70	100.00%	0.00%	8.57%
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	25	25	100.00%	0.00%	20.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	25.00%
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	98	98	100.00%	0.00%	12.37%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	7314%

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: 1/16/24

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)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	111	100.00%	0.00%	5.41%
Female	57	57	100.00%	0.00%	5.36%
Male	54	54	100.00%	0.00%	5.55%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	70	70	100.00%	0.00%	4.29%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	25	25	100.00%	0.00%	12.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	0.00%
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	98	98	100.00%	0.00%	6.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	0.00%

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: 1/16/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	0.00%	0.00%	25.03%	25.46%	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: 1/16/24

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	23	100.00%	0.00%	0.00%
Female	11	11	100.00%	0.00%	0.00%
Male	12	12	100.00%	0.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	14	14	100.00%	0.00%	0.00%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	22	22	100.00%	0.00%	0.00%
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: 1/16/24

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 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	0%	0%	0%	0%	0%
7	0%	0%	0%	0%	0%

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: 1/4/24

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)

Family and Community Involvement

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to share local control with an Advisory School Council ("ASC"), consisting of family and school representatives. Each school's ASC may participate in developing school policies and share in efforts to engage the support of the community. The ASC may make recommendations about issues

related to the school and participate

in reviewing family and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and family members. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors. In short, Aspire's Board of Directors oversees issues related to Aspire schools in general, while the ASCs focus on the day-to-day concerns of each respective Aspire school.

Additional Opportunities for Family Involvement:

Families, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals.

R.O.P.E.S Panels – families may sit on panels to judge student work School and Staff Evaluations – families fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School.

Student-led Conferences – students will lead conferences on their work during the year to keep their families informed

Volunteer Opportunities – various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees.

Fundraising – families and community members may work with the school to raise additional resources to support students and the school program

Families interested in participating or learning more about our parent involvement opportunities can contact our school's main office at (916)739-8520

Aspire Board of Directors Meetings – families and community members are welcome to the Board meeting. In compliance with the Brown Act, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

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	225	191	81	42.4%
Female	120	99	42	42.4%
Male	105	91	39	42.9%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	2	2	0	0.0%
Black or African American	145	120	55	45.8%
Filipino	0	0	0	0.0%
Hispanic or Latino	47	45	19	42.2%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	9	8	2	25.0%
White	1	1	1	100.0%
English Learners	15	14	4	28.6%
Foster Youth	2	2	0	0.0%
Homeless	7	2	2	100.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	196	167	75	44.9%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	26	21	7	33.3%

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: 1/16/24

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

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%	5.60%	8.90%	0.04%	4.73%	6.16%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.05%	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: 1/16/24

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.89%	0.00%
Female	3.33%	0.00%
Male	15.24%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	13.8%	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	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	10.20%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	23.08%	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: 1/16/24

School Safety Plan (School Year 2023–24)

STATEMENT OF SAFETY POLICY

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 Safety Plan and has hired a Joffe representative to train our employees to achieve this goal.

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 Comprehensive Safety Plan at their school site. Aspire Office Managers/ Business 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, lock down/shooting incidents, bomb
threats, explosions, and intruders.
The Comprehensive Safety Plan was reviewed, updated , and discussed with faculty and a student representative between August 1 - September 14.

Last updated: 12/14/23

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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8.00	22		
1	19.00	12		
2	21.00	12		2
3	18.00	12	2	
4	16.00	12	2	
5	20.00	6	6	2
6				
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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	21		
1	19.00	7		
2	14.00	15		
3	17.00	15		
4	14.00	9	7	
5	11.00	14		
6	28.00	1	7	
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	0	7	0
1	22.00	0	7	0
2	18.00	7	0	0
3	23.00	0	7	0
4	25.00	0	1	0
5	24.00	0	7	0
6	11.00	6	0	0
Other**	0.00	0	0	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.

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

Title	Ratio
Pupils to Academic Counselor*	0

* 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: 1/16/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	0.33
Other	0.33

* 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: 1/16/24

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$24417.00	$13801.00	$9816.00	$55986.00
District	N/A	N/A	--	$87329.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and District	N/A	N/A	--	44.00%
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	25.00%	44.00%

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

Last updated: 1/23/24

Types of Services Funded (Fiscal Year 2022–23)

?At Aspire Berkley Maynard Academy, we are a community, taking pride in creating joyful, positive culture with rigorous and engaging learning experiences for all stakeholders. Our Expanded Learning Program is funded through the After School Education and safety (ASES) program.

Other Services Funded:

· **Special Education Team (Co-teaching Professional Development)**

· **After and Early Care Program**

· **Instructional Professional Development (UnBound Education)**

· **Adult and Student SEL Professional Development**

· **Sports: Basketball/Cheerleading**

· **Technology Art taught by Sac State**

· **Physical Education**

· **Family and Cultural Community Events**

· **Middle School Science Camp**

· **1/1 Technology for all scholars**

· **Phonics Curriculum: Heggertory/SIPPs**

· **Library Books**

Last updated: 1/5/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49228.00	$55549.60
Mid-Range Teacher Salary	$54542.00	$80702.84
Highest Teacher Salary	$106174.00	$109417.68
Average Principal Salary (Elementary)	$125578.00	$137703.47
Average Principal Salary (Middle)	$132459.00	$143759.63
Average Principal Salary (High)	$144817.00	$159020.77
Superintendent Salary	$327071.00	$319442.91
Percent of Budget for Teacher Salaries	29.04%	30.35%
Percent of Budget for	4.73%	4.87%

Category	District Amount	State Average For Districts In Same Category
Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
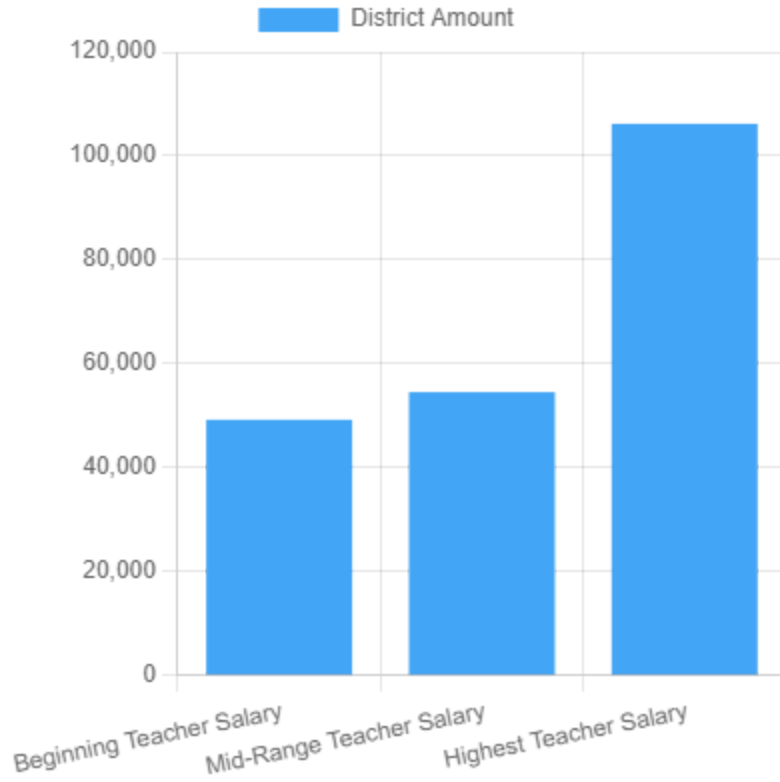
Last updated: 1/4/24

Professional Development

Aspire is committed to the professional development of all of its team members. Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 1-2 weeks of summer training to build classroom management skills, increase their capacity to plan meaningful and engaging lessons, and practice specific Instructional Guidelines that are core to the Aspire education program, and as follow -up they receive on-going coaching support from a variety of individuals to reinforce and deepen their training.

The School Principal, in his/her capacity as instructional leader, provides on-site coaching to all teachers. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are given time during the regular school day to collaborate and support each other to reach the Schools' and individual students' learning goals. This includes common preparation time through use of Integral Subjects (e.g. music, Spanish) and early release days on Wednesdays. Aspire also has instructional coaches who travel between school sites to provide additional support, give one on one consultation, and conduct school-based professional development sessions.

Instructional coaches also guide experienced educators in their application for certification from the National Board for Professional Teaching Standards. In addition, Aspire conducts one or two regional training sessions in areas identified as system-wide improvements based on the prior year's test results.

Teachers are observed and given feedback a minimum of four times per year by their school administrator.

This table displays the number of school days dedicated to staff development and continuous improvement.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Last updated: 12/14/23