

# Aspire Ollin University Preparatory Academy

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page 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).

### 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.

## Joel Ramirez, Principal

Principal, Aspire Ollin University Preparatory Academy

### About Our School

Dear Ollin Families,

Welcome to the 2019-2020 school year! We are excited and honored to have you as part of the Aspire Ollin family. We are invested in continuing to build a school community that values the role of staff members, teachers, and parents/guardians play in the academic success of ALL students. We believe that our school must foster high academic achievement and civic success in order to prepare our scholars for the 21st century. We believe that Aspire Ollin ESLRs and Values will prepare our students for the 21st century. The 21st-century skills are as follows:

ESLRS:

? Communicate: By articulating thoughts, generating questions, facilitating discussions, building on one another's ideas, and proposing solutions.

? Collaborate: Through communally developing expertise, mastery, and ability to reach collective and individual goals.

? Critically Think: To analyze situations from different perspectives, in nuances, ways, and link learning across the curriculum to reason, making decisions, and problem solve effectively

? Create: Innovate, and invent to compete in a global community, politically, economically, socially, culturally, and environmentally.

Ollin Values:

? Hard-Work

? Integrity

? Courage

In conclusion, I wish you all a wonderful school year. If I can be of any assistance, please do not hesitate to contact me and know that my door is always open. I am honored to serve as your principal.

Thank you,

Joel Ramirez, Principal

Aspire Ollin University Preparatory Academy

### Contact

*Aspire Ollin University Preparatory Academy  
2540 East 58th St.  
Huntington Park, CA 90255-2659*

*Phone: 323-277-2901*

*Email: [data-contact@aspirepublicschools.org](mailto:data-contact@aspirepublicschools.org)*

## About This School

### Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) |  |
|--|--|
| <b>District Name</b>                               | Los Angeles County Office of Education                         |
| <b>Phone Number</b>                                | (562) 922-6111   |
| <b>Superintendent</b>                              | Debra Duardo   |
| <b>Email Address</b>                               | <a href="mailto:duardo_debra@lacoedu">duardo_debra@lacoedu</a> |
| <b>Website</b>                                     | <a href="http://www.lacoedu">http://www.lacoedu</a>            |

| School Contact Information (School Year 2019—20) |  |
|--|--|
| <b>School Name</b>                               | Aspire Ollin University Preparatory Academy  |
| <b>Street</b>                                    | 2540 East 58th St.   |
| <b>City, State, Zip</b>                          | Huntington Park, Ca, 90255-2659  |
| <b>Phone Number</b>                              | 323-277-2901   |
| <b>Principal</b>                                 | Joel Ramirez, Principal  |
| <b>Email Address</b>                             | <a href="mailto:data-contact@aspirepublicschools.org">data-contact@aspirepublicschools.org</a> |
| <b>Website</b>                                   | <a href="http://www.aspirepublicschools.org">www.aspirepublicschools.org</a>                   |
| <b>County-District-School (CDS) Code</b>         | 19101990112128   |

*Last updated: 1/26/2020*

### School Description and Mission Statement (School Year 2019—20)

**School Description:**

Aspire Public Schools is a national non-profit 501(c)(3) public benefit corporation that operates high performing charter schools that focus on preparing urban students for college. Aspire currently operates charter schools at 40 different campuses in various school districts in the state of California.

Aspire Ollin Academy is a 6-12 grade school in Huntington Park, California, that is part of the Aspire Public Schools network.

**Vision:**

Every student is prepared to earn a college degree.

**Mission Statement:**

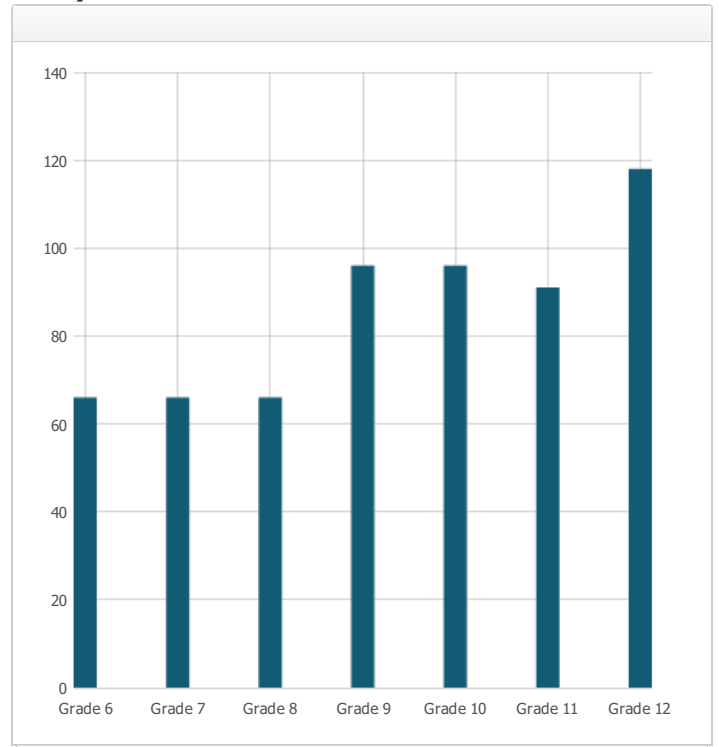
- To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:
- Increase the academic performance of underserved students
- Develop effective educators
- Share successful practices with other forward-thinking educators, and
- Catalyze change in public schools.

The School's mission is to provide all students with an exceptional education that will 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: 1/26/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 66                 |
| Grade 7                 | 66                 |
| Grade 8                 | 66                 |
| Grade 9                 | 96                 |
| Grade 10                | 96                 |
| Grade 11                | 91                 |
| Grade 12                | 118                |
| <b>Total Enrollment</b> | <b>599</b>         |



Last updated: 12/19/2019

### Student Enrollment by Student Group (School Year 2018—19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.50 %                      |
| American Indian or Alaska Native    | %                           |
| Asian                               | 0.30 %                      |
| Filipino                            | %                           |
| Hispanic or Latino                  | 99.00 %                     |
| Native Hawaiian or Pacific Islander | %                           |
| White                               | 0.20 %                      |
| Two or More Races                   | %                           |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 96.70 %                     |
| English Learners                    | 10.50 %                     |
| Students with Disabilities          | 10.20 %                     |
| Foster Youth                        | %                           |
| Homeless                            | 0.30 %                      |

## A. Conditions of Learning

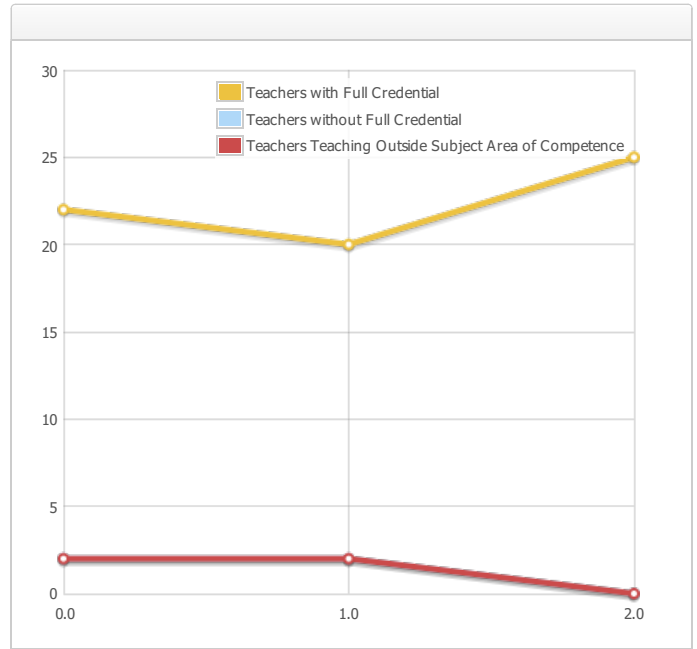
### State Priority: Basic

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

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

#### Teacher Credentials

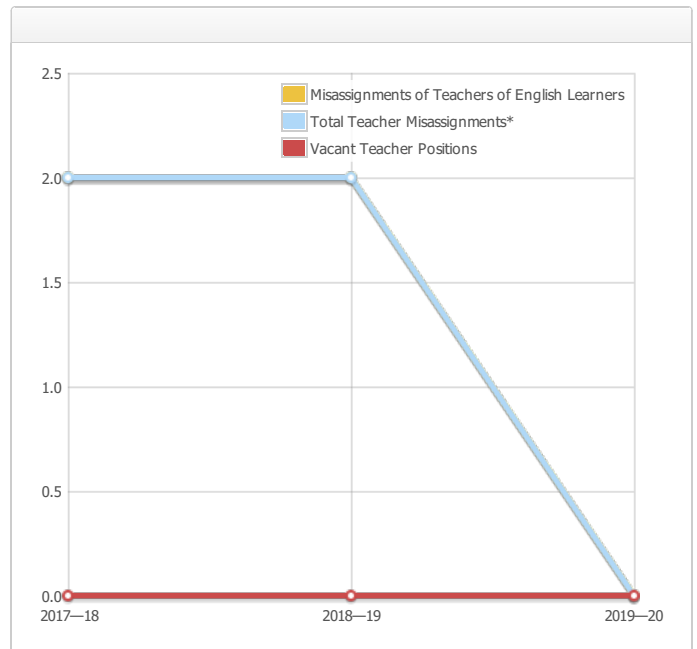
| Teachers  | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential  | 22             | 20             | 25             |                  |
| Without Full Credential   | 2              | 2              | 0              |                  |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 2              | 2              | 0              |                  |



Last updated: 1/9/2020

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 2       | 2       | 0       |
| Total Teacher Misassignments*                  | 2       | 2       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected: December 2019

| Subject               | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | <p>What is the What? by Dave Eggers<br/>           Animal Farm/1984 by George Orwell<br/>           The Jungle By Upton Sinclair<br/>           The Absolutely True Diary of Part-Time Indian by Sherman Alexie<br/>           The Great Gatsby by F. Scott Fitzgerald<br/>           The Joy Luck Club<br/>           The Catcher in the Rye<br/>           The Things They Carried by Tim O Brien<br/>           Fahrenheit 451<br/>           The Ancient World © 2017<br/>           Hunger Games by Suzanne Collins<br/>           Comparative Religion: Investigate the World Through Religious Tradition (Inquire and Investigate) by Carla Mooney<br/>           Esperanza Rising<br/>           The Lightening Thief<br/>           History Alive! The Medieval World and Beyond © 2017<br/>           Chaucer's Canterbury Tales Retold And Illustrated by Marcia Williams<br/>           Does My Head Look Big in This? by Randa Abdel-Fattah<br/>           Red Scarf Girl By Ji Li Liang<br/>           Master Puppeteer By Katherine Paterson<br/>           A Wrinkle in Time by Madeleine L'Engle<br/>           Popol Vuh: The Sacred Book of the Maya by Victor Montejo<br/>           History Alive! The United States Through Industrialism<br/>           History Alive! The United States Through Industrialism<br/>           The Scarlet Letter (Townsend Library Edition) by Nathaniel Hawthorne<br/>           My Brother Sam is Dead by James Lincoln Collier &amp; Christopher Collier<br/>           The Lewis and Clark Journals (Abridged Edition): An American Epic of Discovery<br/>           Narrative of the Life of Frederick Douglass, An American Slave by Frederick Douglass<br/>           Harriet Tubman: Conductor of the Underground Railroad by Ann Petry<br/>           To Kill a Mockingbird by Harper Lee<br/>           The Pearl by John Steinbeck<br/>           Lord of the Flies by William Golding<br/>           The Metamorphosis By Franz Kafka<br/>           In the Time of the Butterflies by Julia Alvarez<br/>           Bless Me Ultima by Rudolfo Anaya<br/>           Brave New World by Aldous Huxley<br/>           Great Expectations by Charles Dickens<br/>           Heart of Darkness by Joseph Conrad<br/>           Hamlet<br/>           Othello<br/>           One Flew Over the Cuckoo's Nest (Play)<br/>           The Bean Trees (P.S.) by Barbara Kingsolver<br/>           Master Harold &amp; the Boys<br/>           The Crucible by Arthur Miller<br/>           Romeo and Juliet (Shakespeare Made Easy) by William Shakespeare<br/>           "New Directions: Reading, Writing, and Critical Thinking (Cambridge Academic Writing Collection)<br/>           by Peter S. Gardner"<br/>           The Four Agreements<br/>           House on Mango Street<br/>           National Geographic INSIDE &amp; EDGE</p> | Yes                        | 0.00 %                                     |
| Mathematics           | College Preparatory Math (CPM)  | Yes                        | 0.00 %                                     |
| Science               | <p>AP BIOLOGY by Mader / Windelspecht<br/>           Biology AP Edition by McGraw-Hill Education and Darrel James<br/>           Environmental Science for AP by Friedland &amp; Relyea, 2nd Edition by W. H. Freeman<br/>           Bring Science Alive! 6th Grade Integrated<br/>           Bring Science Alive! 7th Grade Integrated<br/>           Bring Science Alive! 8th Grade Integrated<br/>           "Physics (4th Edition) 4th Edition<br/>           by James S. Walker"<br/>           Hole's Essentials of Human Anatomy &amp; Physiology 12th Ed. by David Shier, Jackie Butler,<br/>           Ricki Lewis<br/>           (Author)"<br/>           Living By Chemistry Jan 1, 2012, by Angelica M. Stacy</p>   | Yes                        | 0.00 %                                     |

|                                 |   |     |        |
|---------------------------------|---|-----|--------|
| History-Social Science          | Econ Alive! The Power to Choose<br>Government Alive! Power, Politics, and You<br>History Alive! Pursuing American Ideals<br>AP Making America: A history of the United States<br>History Alive! World Connections<br>The Ancient World © 2017<br>History Alive! The Medieval World and Beyond © 2017<br>History Alive! The United States Through Industrialism  | Yes | 0.00 % |
| Foreign Language                | Temas AP Spanish Language (Spanish) Hardcover – 2014 by Vista Higher Learning<br>La Casa de Bernarda Alba by Federico Garcia Lorca<br>Ficciones by Jorge Luis Borges<br>Pedro Páramo by Juan Rulfo<br>Cien Poemas de Amor by Pablo Neruda<br>ASI SE DICE! LEVEL 1 (Spanish) 1st Edition by Conrad Schmitt<br>La Llorona de Mazatlán - Novel<br>Burro Genio (Spanish Edition) by Victor Villasenor<br>Cajas de Carton by Francisco Jimenez<br>ASI SE DICE! LEVEL 2 (Spanish) 1st Edition by Conrad Schmitt<br>Morir en el Intento: La Peor Tragedia de Inmigrantes en la Historia de los Estados Unidos (Spanish Edition) by Jorge Ramos<br>...y no se lo tragó la tierra / ...And the Earth Did Not Devour Him (English and Spanish Edition) by Tomás Rivera and Evangelina Vigil-Piñón<br>El principito (Spanish) by Antoine de Saint-Exupéry and Bonifacio del Carril<br>Como agua para chocolate (Spanish and English Edition) by Laura Esquivel<br>¡Así se dice! Level 3, Student Edition (Spanish Edition) 1st Edition<br>El Alquimista: Una Fabula Para Seguir Tus Suenos by Paulo Coelho<br>Aura (English and Spanish Edition) by Carlos Fuentes and Lysander Kemp<br>El amor en los tiempos del cólera (Spanish Edition) by Gabriel García Márquez<br>El Burlador De Sevilla: Edicion De Alfredo Rodriguez Lopez-Vazquez (Letras Hispanicas) (Spanish Edition) by Tirso de Molina & Joaquin Casaldueiro |     | 0.00 % |
| Health                          |   |     | 0.00 % |
| Visual and Performing Arts      | Zoot Suit Riots<br>The Harcourt Brace Anthology of Drama Third Edition<br>Theatre Art In Action   |     | 0.0 %  |
| Science Lab Eqpmt (Grades 9-12) | N/A   | N/A | 0.0 %  |

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

Last updated: 1/26/2020

## School Facility Conditions and Planned Improvements

Aspire Ollin facilities are in excellent condition. We have an excellent custodial staff that keeps the school clean and safe. Aspire Ollin moved into a new facility during the 2013-2014 school year.

*Last updated: 1/26/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2019

|                |           |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

*Last updated: 1/26/2020*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject  | School<br>2017–18 | School<br>2018–19 | District<br>2017–18 | District<br>2018–19 | State<br>2017–18 | State<br>2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 55%               | 46%               | 43%                 | 42%                 | 50.0%            | 50.0%            |
| Mathematics (grades 3-8 and 11)                      | 43%               | 33%               | 31%                 | 28%                 | 38.0%            | 39.0%            |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 CAAs divided by the total number of students who participated in both assessments.

*Last updated: 12/19/2019*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 282              | 279           | 98.94%         |                    | 45.88%                  |
| Male  | 150              | 148           | 98.67%         |                    | 40.54%                  |
| Female  | 132              | 131           | 99.24%         |                    | 51.91%                  |
| Black or African American                     | --               | --            | --             |                    |                         |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   |                  |               |                |                    |                         |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            | 280              | 277           | 98.93%         |                    | 45.49%                  |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| White   |                  |               |                |                    |                         |
| Two or More Races                             |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged               | 280              | 277           | 98.93%         |                    | 45.49%                  |
| English Learners                              | 91               | 90            | 98.90%         |                    | 21.11%                  |
| Students with Disabilities                    | 27               | 27            | 100.00%        |                    | 22.22%                  |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  |                  |               |                |                    |                         |
| Homeless                                      |                  |               |                |                    |                         |

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 CAAs divided by the total number of students who participated in both assessments.

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

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: 12/19/2019*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 282              | 279           | 98.94%         |                    | 33.33%                  |
| Male  | 150              | 148           | 98.67%         |                    | 33.11%                  |
| Female  | 132              | 131           | 99.24%         |                    | 33.59%                  |
| Black or African American                     | --               | --            | --             |                    |                         |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   |                  |               |                |                    |                         |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            | 280              | 277           | 98.93%         |                    | 33.21%                  |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| White   |                  |               |                |                    |                         |
| Two or More Races                             |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged               | 280              | 277           | 98.93%         |                    | 33.21%                  |
| English Learners                              | 91               | 90            | 98.90%         |                    | 13.33%                  |
| Students with Disabilities                    | 27               | 26            | 96.30%         |                    | 23.08%                  |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  |                  |               |                |                    |                         |
| Homeless                                      |                  |               |                |                    |                         |

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 CAAs divided by the total number of students who participated in both assessments.

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

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: 12/19/2019*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission          | 99.76%  |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | 100.00% |

# 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 2018—19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 7           | 15.20%   | 15.20%   | 9.10%   |
| 9           | 30.20%   | 11.50%   | 2.10%   |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/19/2019

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019—20)

The school 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, the school provides various features. Parents are important partners in the education of the students, and their input and involvement is sought through the following strategies and activities:

- An open invitation to attend their child's classes.
- Easy, open communication with their child's teacher.
- Proactive communication through various ways: the school sends out ParentSquare messages, weekly newsletters, flyers, robo-calls, and agendas for all parent meetings which are posted a week in advance through ParentSquare.
- Opportunities to evaluate the School and its staff: Each spring, parents are asked to complete a survey evaluating the School, the principal, and their child's teachers. The survey results are reviewed by the School staff, as well as Aspire's Leadership, and are a factor in personnel and instructional decisions.
- Regular communication about student learning and behavior: parents, students, and teachers meet at least twice a year during Student Led Conferences to plan and assess the students' learning progress and determine goals.
- In addition, the School staff will call parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the School's behavior and academic expectations.

In addition, the School creates ways for families to invest some time in volunteer service each year. The School provides a variety of opportunities to match different skills and interests with needs. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending various parent meetings (parent workshops, coffee with the principal, SSC), serving on parent committees (such as ELAC and SSC), and communicating with other parents.

School Site Council: Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. The School has a School Site Council ("SSC"), which meets regularly, and consists of teachers, parents, and the School Principal. The school's SSC is intended to assist in developing and reviewing school policies, engaging the community, and fulfilling certain compliance requirements related to state and federal funding. The SSC may make recommendations about issues related to the School and participate in reviewing parent and student concerns, community issues, and special projects. Families interested in participating or learning more about our parent involvement opportunities can contact our school's main office at 323-589-2800 for additional information.

### State Priority: Pupil Engagement

*Last updated: 1/26/2020*

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

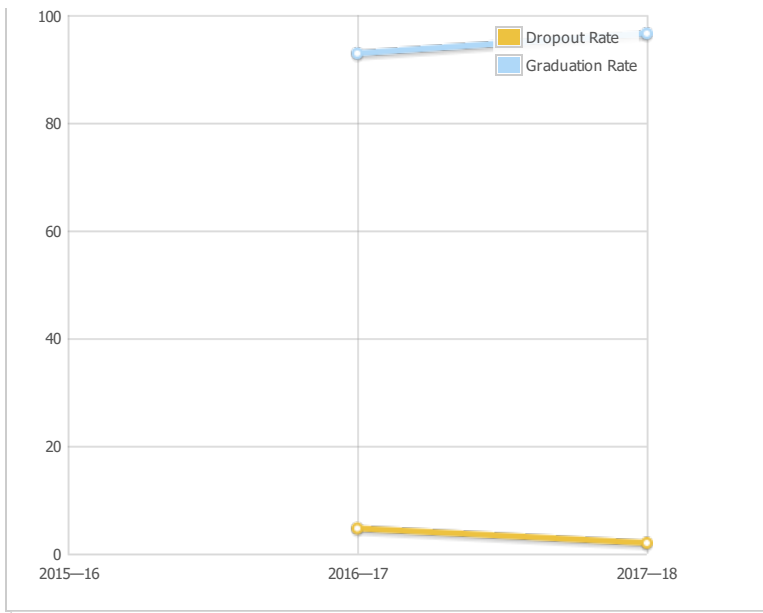
- High school dropout rates; and
- High school graduation rates

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

| Indicator       | School<br>2015—16 | District<br>2015—16 | State<br>2015—16 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate    | --                | 36.10%              | 9.70%            |
| Graduation Rate | --                | --                  | 83.80%           |

| Indicator       | School<br>2016—17 | School<br>2017—18 | District<br>2016—17 | District<br>2017—18 | State<br>2016—17 | State<br>2017—18 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate    | 4.70%             | 2.00%             | 35.90%              | 36.60%              | 9.10%            | 9.60%            |
| Graduation Rate | 92.90%            | 96.60%            | --                  | --                  | 82.70%           | 83.00%           |

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 12/19/2019*

# 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<br>2016—17 | School<br>2017—18 | School<br>2018—19 | District<br>2016—17 | District<br>2017—18 | District<br>2018—19 | State<br>2016—17 | State<br>2017—18 | State<br>2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.40%             | 0.80%             | 1.00%             | 9.30%               | 9.60%               | 11.50%              | 3.60%            | 3.50%            | 3.50%            |
| Expulsions  | 0.60%             | 0.00%             | 0.17%             | 0.00%               | 0.00%               | 0.17%               | 0.10%            | 0.10%            | 0.10%            |

*Last updated: 1/3/2020*

## School Safety Plan (School Year 2019—20)

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. 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. 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.

Students are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students are held accountable for their behavior in school and during any school-sponsored activity. The staff are responsible for positive reinforcement, consistency, and modeling appropriate behavior, in particular through Positive Behavior Intervention and Supports.

Through Restorative Practices, students learn to be effective decision-makers and problem-solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect for every adult and student viewed as a person who has dignity and worth as an individual. Each school will be a safe and orderly place for our students to receive a quality education. Our students also create Safety and Respect agreements in their classrooms that they follow throughout the year. Our school also has school-wide safety and respect agreements that are adhered to across the campus.

DISASTER PLANS – School Safety Plans are written and revised annually, and 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 and shooting incidents, bomb threats, explosions, and intruders.

Monthly drills include fire, earthquake, shelter in place, intruder, etc. Debriefs and discussion to improve follow each drill. The School Safety Plan was reviewed, updated and discussed with faculty in August 2019.

*Last updated: 1/26/2020*

## 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 (2016—17)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           |                    |                             |                              |                            |
| 1           |                    |                             |                              |                            |
| 2           |                    |                             |                              |                            |
| 3           |                    |                             |                              |                            |
| 4           |                    |                             |                              |                            |
| 5           |                    |                             |                              |                            |
| 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 (2017—18)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           |                    |                             |                              |                            |
| 1           |                    |                             |                              |                            |
| 2           |                    |                             |                              |                            |
| 3           |                    |                             |                              |                            |
| 4           |                    |                             |                              |                            |
| 5           |                    |                             |                              |                            |
| 6           | 32.00              |                             | 1                            | 4                          |
| 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 (2018—19)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           |                    |                             |                              |                            |
| 1           |                    |                             |                              |                            |
| 2           |                    |                             |                              |                            |
| 3           |                    |                             |                              |                            |
| 4           |                    |                             |                              |                            |
| 5           |                    |                             |                              |                            |
| 6           | 32.00              |                             | 2                            | 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 (Secondary) (School Year 2016—17)**

| Subject        | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 30.00              | 2                           | 13                           | 7                          |
| Mathematics    | 29.00              |                             | 13                           | 3                          |
| Science        | 28.00              | 4                           | 9                            | 7                          |
| Social Science | 30.00              | 2                           | 13                           | 4                          |

\* 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 2017—18)**

| Subject        | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 27.00              | 4                           | 8                            | 4                          |
| Mathematics    | 28.00              | 2                           | 12                           | 1                          |
| Science        | 27.00              | 3                           | 9                            | 3                          |
| Social Science | 26.00              | 2                           | 9                            | 3                          |

\* 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 2018—19)**

| Subject        | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 27.00              | 5                           | 6                            | 6                          |
| Mathematics    | 27.00              | 2                           | 10                           | 6                          |
| Science        | 31.00              |                             | 7                            | 5                          |
| Social Science | 31.00              | 1                           | 6                            | 7                          |

\* 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: 1/26/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

| Title       | Ratio** |
|-------------|---------|
| Counselors* | 2       |

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/26/2020*

**Student Support Services Staff (School Year 2018—19)**

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 4.50                              |
| Library Media Teacher (Librarian)                             |                                   |
| Library Media Services Staff (Paraprofessional)               |                                   |
| Psychologist  | 1.00                              |
| Social Worker   |                                   |
| Nurse   |                                   |
| Speech/Language/Hearing Specialist                            | 1.00                              |
| Resource Specialist (non-teaching)                            | 5.00                              |
| Other   |                                   |

\*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: 1/26/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$14261.00                   | \$2851.00                           | \$11410.00                            | \$67400.00             |
| District                                      | N/A                          | N/A                                 | --                                    | --                     |
| Percent Difference – School Site and District | N/A                          | N/A                                 | --                                    | --                     |
| State   | N/A                          | N/A                                 | \$7506.64                             | --                     |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | --                                    | --                     |

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

*Last updated: 12/19/2019*

**Types of Services Funded (Fiscal Year 2018—19)**

During the 2018-2019 school year we used LCAP funding to provide supplemental materials and services to support English Learners and socioeconomically disadvantaged students. Funds were dedicated to providing summer school courses, technology, college and career support, counseling services, and specialized personnel support, and staff development. We also used the funds to support technology upgrades, student incentives, and student field trips.

Meal Program – As of the 2019-2020 Academic school year, our school is following Provision 2 under the National School Lunch Program. All students receive nutrition and lunch at no charge to them.

*Last updated: 1/26/2020*

**Advanced Placement (AP) Courses (School Year 2018—19)**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 0                             | N/A                               |
| English                  | 3                             | N/A                               |
| Fine and Performing Arts | 0                             | N/A                               |
| Foreign Language         | 4                             | N/A                               |
| Mathematics              | 0                             | N/A                               |
| Science                  | 2                             | N/A                               |
| Social Science           | 3                             | N/A                               |
| All Courses              | 12                            | 34.90%                            |

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

\*Where there are student course enrollments of at least one student.

*Last updated: 12/19/2019*

**Professional Development**

| Measure   | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 16      | 16      | 16      |