

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.

Leilani Lafaurie, Principal

 Principal, Aspire Titan Academy

About Our School

Dear Titan Families,

Thank you for your continued support of our learning community. Welcome to our new Titan families. Aspire Titan Academy is committed to successfully developing lifelong learners who will be socially conscious individuals that are ready to succeed in the 21st century. We are committed to providing a rigorous Common Core-aligned academic program, that will equip students to read and write about academic content. We believe that our parents are students' first teachers and we value collaboration with family, staff, and community. Our students learn in a respectful learning environment with three core values. All Titan scholars learn to take care of themselves, each other and the place that they learn. We believe in Restorative Practices, and teach our scholars that harm can be repaired through dialogue and reflection. We are excited for what the new year holds, and we look forward to working with you as partners in the education of our scholars.

Aspire Titan Academy (Titan) is a public charter school in Huntington Park, California. It is chartered through the Los Angeles Unified School District (and the California Department of Education) through its charter authorization process. The school serves approximately 330 students from Transitional Kindergarten through the Fifth grade. The school's demographic profile is 99% Hispanic/Latino with 96% of the student body eligible for the Free and Reduced Lunch program. Thirty-five percent of the students are designated as English Language Learners (ELLs). Titan's attendance remains consistent at 97%.

Our academic program supports all learners. Our teachers guide our students through a rigorous, conceptual math curriculum, a reading and writing curriculum that emphasizes content within a workshop model. We also support academic language through a school-wide ELD block. In particular, Titan is focusing on increasing student academic performance on the SBAC. Our instructional priorities include a focus on literacy in our early grades. Teachers are learning how to balance play and academics so that our students enter the upper grades at grade level in reading. We are also committed to formative assessment, carefully monitoring students in order to fill in any learning gaps. Titan is also committed to supporting a rigorous math block that supports students to work independently in workstations and have authentic conversations about mathematical problem-solving. Titan scholars leave our school ready to excel in middle school.

Sincerely,
Leilani Lafaurie

Contact

*Aspire Titan Academy
6720 South Alameda St.
Huntington Park, CA 90255-3617*

Phone: 323-583-5421

Email: data-contact@aspirepublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Aspire Titan Academy
Street	6720 South Alameda St.
City, State, Zip	Huntington Park, Ca, 90255-3617
Phone Number	323-583-5421
Principal	Leilani Lafaurie, Principal
Email Address	data-contact@aspirepublicschools.org
Website	http://aspirepublicschools.org
County-District-School (CDS) Code	19647330120477

Last updated: 1/6/2020

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 and Tennessee.

Aspire Titan Academy is an elementary school that serves students from TK-5th grade. Titan opened in 2009 and is located in the city of Huntington Park.

Vision:

Every student is prepared to earn a college degree.

Mission Statement:

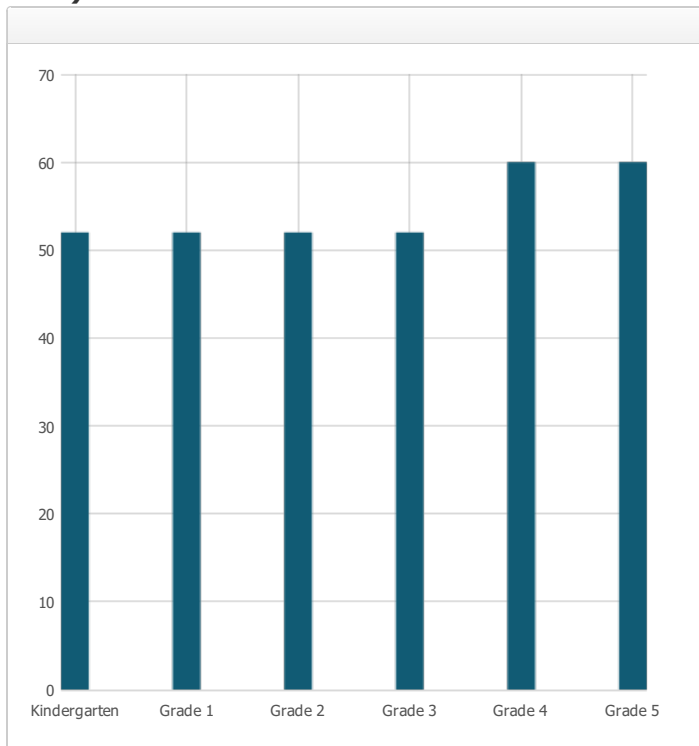
- To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:
- Increase the academic performance of underserved students
- Develop effective educators
- Share successful practices with other forward-thinking educators, and
- Catalyze change in public schools.

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: 1/6/2020

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

Grade Level	Number of Students
Kindergarten	52
Grade 1	52
Grade 2	52
Grade 3	52
Grade 4	60
Grade 5	60
Total Enrollment	328



Last updated: 12/19/2019

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	99.40 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.60 %
English Learners	35.10 %
Students with Disabilities	6.40 %
Foster Youth	%
Homeless	1.20 %

A. Conditions of Learning

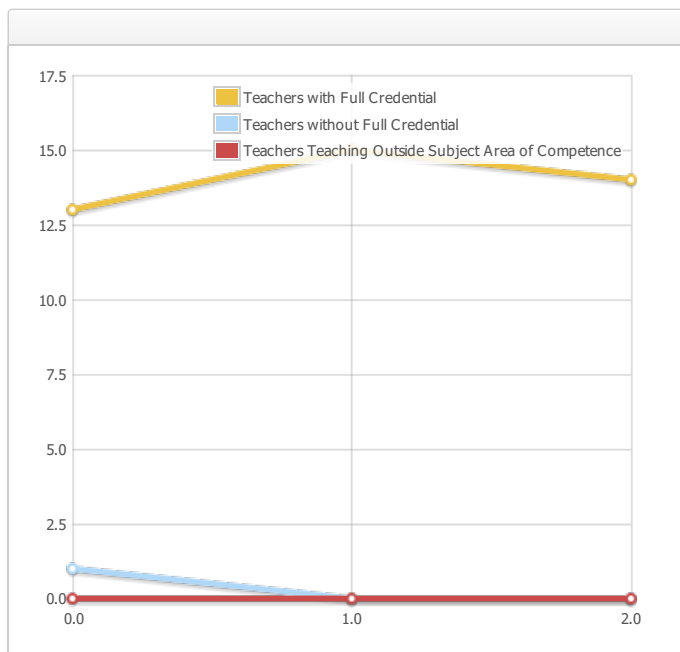
State Priority: Basic

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

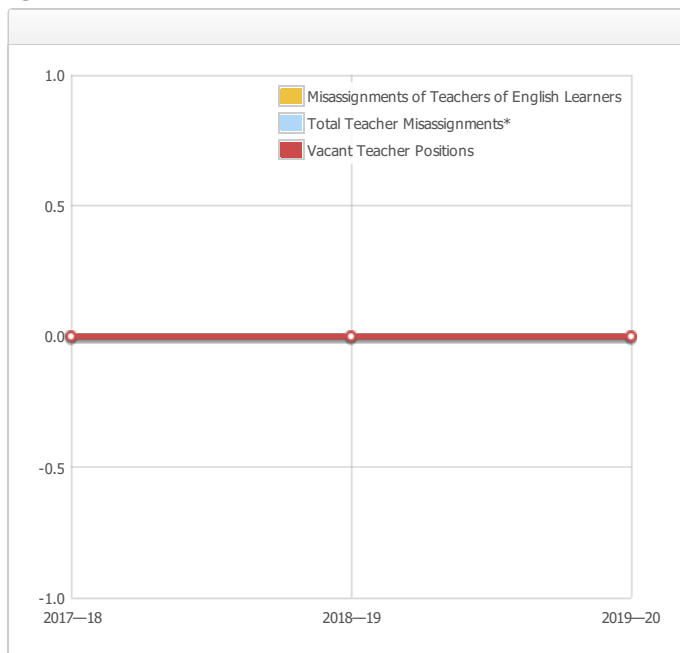
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	13	15	14	
Without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	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	Readers and Writers Workshop	Yes	0.00 %
Mathematics	Eureka and Zearn	Yes	0.00 %
Science	NGSS aligned teacher-created lessons		0.00 %
History-Social Science	Content is woven into ELA curriculum		0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts	Teacher created lessons		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: 1/6/2020

School Facility Conditions and Planned Improvements

The building is in its 9th year of usage by Aspire Titan Academy. The facilities at Aspire Titan Academy are in excellent condition. Regular maintenance and upkeep are conducted by our contracted service providers. In the 2015-2016 school year, the major improvement to the facility was to cover an area on the playground with cement and provided netting to prevent birds from nesting in the rafters of the eating area. In addition, the interior of the building was painted.

Last updated: 1/6/2020

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
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: December 2019

Overall Rating	Exemplary
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Last updated: 1/6/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	53%	45%	43%	40%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	46%	49%	32%	30%	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	172	172	100.00%		45.35%
Male	83	83	100.00%		42.17%
Female	89	89	100.00%		48.31%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	171	171	100.00%		45.61%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	165	165	100.00%		44.85%
English Learners	111	111	100.00%		41.44%
Students with Disabilities	20	20	100.00%		20.00%
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	172	172	100.00%		48.84%
Male	83	83	100.00%		45.78%
Female	89	89	100.00%		51.69%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	171	171	100.00%		49.12%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	165	165	100.00%		49.70%
English Learners	111	111	100.00%		48.65%
Students with Disabilities	20	20	100.00%		20.00%
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

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
5	20.00%	20.00%	20.00%

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: 1/6/2020

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 323-826-9608 for additional information.

State Priority: Pupil Engagement

Last updated: 1/6/2020

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

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

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.30%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	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. All drills are held in synchronization with LAUSD Early Education Center as they are on the same site. Debriefs and discussion to improve follow each drill. The School Safety Plan was reviewed, updated and discussed with faculty in August 2019.

Last updated: 1/6/2020

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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	51.00		13	2
1	26.00		12	
2	26.00		12	
3	26.00		12	
4	30.00		12	
5	30.00		12	
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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	51.00		12	2
1	26.00		12	
2	26.00		12	
3	26.00		12	
4	30.00		12	
5	30.00		12	
6				
Other**	18.00	1		

* 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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	51.00		13	2
1	26.00		12	
2	26.00		12	
3	26.00		12	
4	30.00		12	
5	30.00		12	
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.

Student Support Services Staff (School Year 2018—19)

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	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	2.00
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: 1/6/2020

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	\$12888.00	\$3575.00	\$9313.00	\$71037.00
District	N/A	N/A	--	\$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
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)

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.

Academic Intervention- Since the 2018-2019 school year, we have funded an intervention teacher and two instructional assistants. Students are placed in intervention based on data collected at regular intervals throughout the year.

After School Program- there are 40 students enrolled in our after school program that receive support with homework and extracurricular activities.

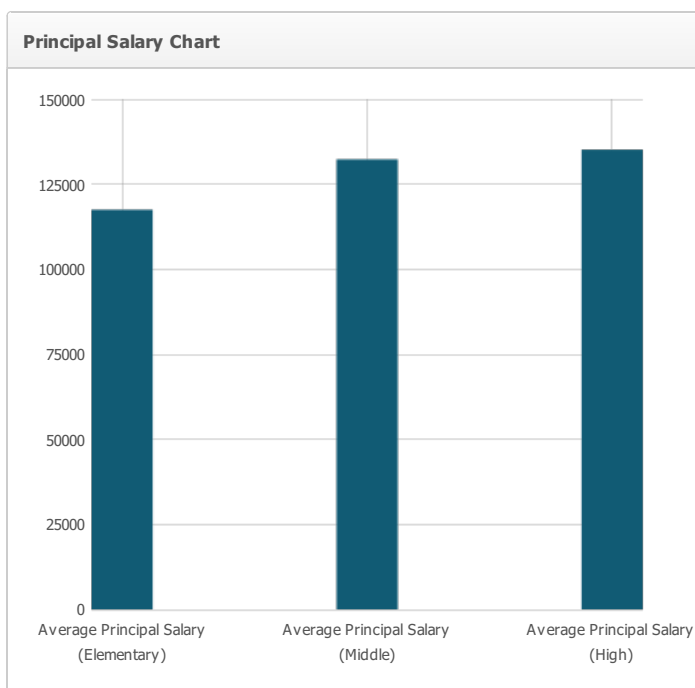
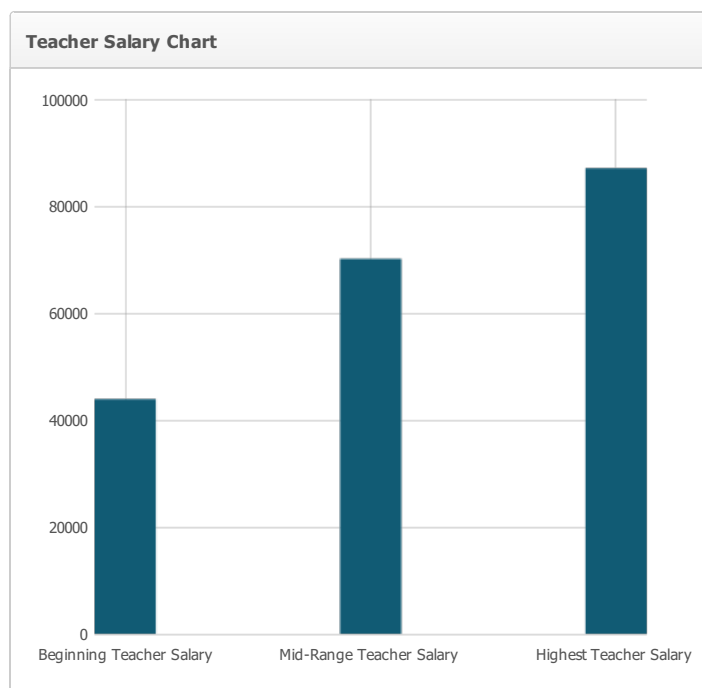
Inner City Arts- This is an extra art program for 2nd and 3rd grade students. Our parents voted to continue the program during the school site council and consider art an important part of our academic program.

Last updated: 1/6/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



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