

Aspire Richmond Ca. College Preparatory Academy

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 3040 Hilltop Mall Rd.
Richmond, CA , 94806-1920

Principal: Erica Ramirez, Principal

Phone: (510) 646-1696

Grade Span: 6-12

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 the 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.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Erica Ramirez, Principal

📍 Principal, Aspire Richmond Ca. College Preparatory Academy

About Our School



Hello, Cal Prep Family! My name is Erica Ramirez, and I am thrilled to introduce myself as your Principal for the 2024-2025 school year! After serving as your Resident Principal last year, I am eager to embark on this new journey with all of you. This year, we will focus more on instruction and academic excellence, building on the foundation we've laid together.

We will strive for student excellence and academic achievement. We are committed to ensuring that all students are learning and receiving support. Please review our Cal Prep Priorities for the 2024-2025 School Year:

Enhanced Teaching & Learning: We will establish and implement a comprehensive, data-driven, culturally responsive instructional program that enhances teachers' instructional planning. This includes providing essential, grade-level content that is engaging, affirming, and meaningful. We will focus on Tier 1 instructional strategies, such as Academic Vocabulary and Academic Discourse, to support all learners and promote academic excellence.

Targeted Staff Development: We are committed to establishing a structured system of feedback and accountability for teachers. Through targeted coaching and professional development with an equity focus, we aim to improve student outcomes and ensure all students become stronger readers, critical thinkers, and problem-solvers.

Foster a Culture of Safety and Learning: We will develop and implement responsive systems integrating Social-Emotional Learning (SEL) and restorative practices to create a Culture of Learning that meets the diverse needs of all students. Our goal is to foster alignment and shared ownership among all stakeholders.

We are grateful for your support and look forward to a successful school year filled with growth and learning.

In community,

Erica Ramirez
Principal, Cal Prep

Contact

Aspire Richmond Ca. College Preparatory Academy
3040 Hilltop Mall Rd.
Richmond, CA 94806-1920

Phone: [\(510\) 646-1696](tel:5106461696)

Email: AspireRCPA@aspirepublicschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	West Contra Costa Unified
Phone Number	(510) 231-1100
Superintendent	Hurst, Kenneth C.
Email Address	chris.hurst@wccusd.net
Website	www.wccusd.net

School Contact Information (School Year 2024–25)

School Name	Aspire Richmond Ca. College Preparatory Academy
Street	3040 Hilltop Mall Rd.
City, State, Zip	Richmond, CA , 94806-1920
Phone Number	(510) 646-1696
Principal	Erica Ramirez, Principal
Email Address	AspireRCPA@aspirepublicschools.org
Website	https://aspirepublicschools.org/locations/bay-area/aspire-richmond-california-college-preparatory-academy/
Grade Span	6-12
County-District-School (CDS) Code	07617960132100

School Description and Mission Statement (School Year 2024–25)

Aspire Richmond California College Preparatory Academy is a direct-funded charter school in Richmond, California. It is chartered through the West Contra Costa Unified School District. The school is designed to serve approximately 585 students in grades 6-12. The school’s demographic profile is 77% Latinx, 11% African-American, 1% White, 6% Asian-American, 1% Multi-Racial, 4% declined to state, and 10% English Language Learners (15% recently RFEP), with 66% of the student body eligible for the free and reduced price meals program and 17% of the student body is served by an Individualized Education Plan. Aspire Richmond California College Preparatory Academy is part of the non-profit Aspire Public Schools (APS). Aspire serves Richmond Cal Prep through business services, professional development and other operational support.

At Aspire Richmond California College Preparatory Academy (Cal Prep), our purpose centers the success of our students and our communities. At our core, we believe all students can thrive in an academic setting which honors, humanizes, and supports each community member. Additionally, we

believe our students' experiences outside of school are intertwined with their experiences at school. Our vision and mission ground our collective work.

Vision: Education for Liberation

Mission: In order to ensure all learners at Richmond Cal Prep have the skills to thrive, we:
live our core values as a means to create more just and equitable communities for generations to come,
exercise our core competencies to solve the challenges our communities face,
ground educational practices in our core pedagogies as we seek to understand and transform the world,
practice the four agreements as we humanize one another in the process of lifelong learning.

At the heart of our school theoretical framework, we position our philosophical stance of Education for Liberation, which defines education as a practice of freedom from imprisonment, slavery, oppression, and cultural hegemony. We question and challenge power, privilege, and oppression in society, while we sustain critical hope for personal and societal liberation as a dream for a better future. Martin Luther King Jr. once said, "Injustice anywhere is a threat to justice everywhere."

At Cal Prep, we believe that our community thrives when all members exercise our school core competencies (critical consciousness, voice, agency, and leadership) to solve the challenges our communities face. In order to facilitate growth and development of our core competencies, as a school we are intentional about the environment and the type of schooling we provide. Our core values (community, curiosity, equity, empathy, growth mindset, and integrity) were co-constructed by students, families, and staff as a means to creating more just and equitable outcomes for the generations to come.

Core Competencies: We wish to measure and support the development of the following core competencies that we believe are integral to our community achieving our mission and vision at Cal Prep.

Critical consciousness is our socio political understanding of power, privilege, and oppression in our world as a tool to take transformative action against systemic inequalities.

Voice is our ability to communicate our thoughts and opinions with self-confidence and authenticity.

Agency is our capacity to act on our current condition.

Leadership is our ability to share with, learn from, and guide others.

Core values: We wish to live, promote, and celebrate our school core values at Cal Prep.

Community: We organize ourselves in the spirit of collaboration and care for one another. To thrive, we work in solidarity and as one. In Lak'ech: You are my other me. Tu eres mi otro yo.

Curiosity: Our ability to learn and grow within society is dependent on our curiosity about other possibilities and perspectives outside our own. To thrive we constantly learn new academic knowledge, develop our social-emotional intelligence, and develop our critical consciousness. Our questions are as important as the answers.

Empathy: Our actions with one another are directly related to our ability to bridge our understanding

and share the feelings of others. We are compassionate and understanding.

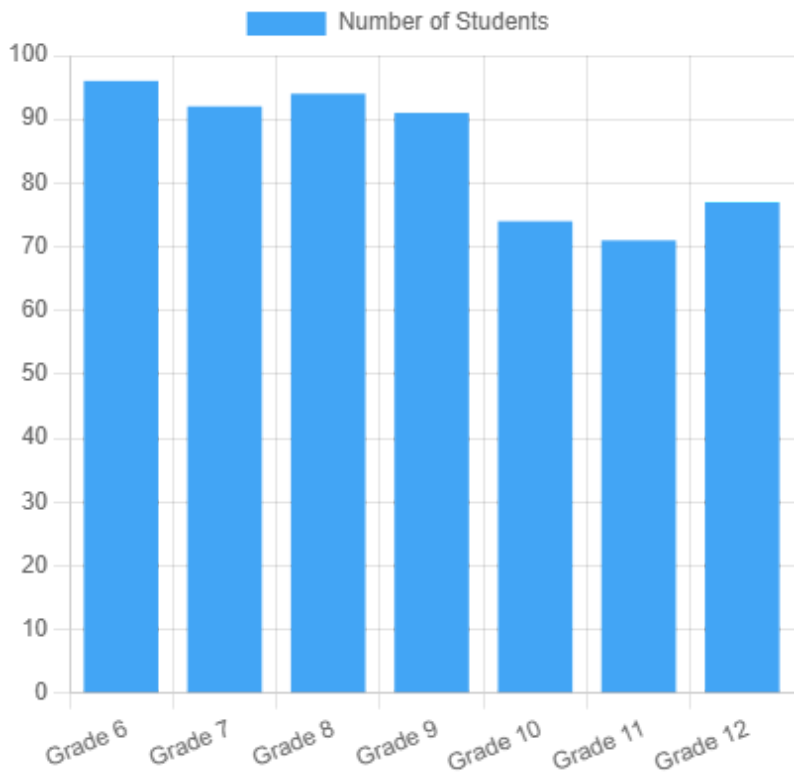
Equity: Our actions and beliefs interrupt and dismantle root causes of systems of oppression at interpersonal, institutional, and internalized levels (racism, sexism, classism, homophobia, age-ism, able-ism, etc). All members of our community thrive.

Growth Mindset: We learn and grow so that we become better people for ourselves and our community. To hold a growth mindset in a results driven world, we keep a sacred learning space for us all. To grow, we learn.

Integrity: Our actions and words are honest, humanizing, and ethical. We are what we do when no one is looking.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	96
Grade 7	92
Grade 8	94
Grade 9	91
Grade 10	74
Grade 11	71
Grade 12	77
Total Enrollment	595



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	47.70%
Male	52.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	5.50%
Black or African American	10.60%
Filipino	1.50%
Hispanic or Latino	73.90%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	2.00%
White	1.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.30%
Foster Youth	0.00%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disadvantaged	80.70%
Students with Disabilities	17.00%

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)	21.30	73.48%	1159.10	82.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.50	8.75%	62.20	4.43%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	10.27%	106.60	7.60%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	6.30%	49.60	3.54%	12115.80	4.41%
Unknown/Incomplete/NA	0.30	1.14%	26.30	1.87%	18854.30	6.86%
Total Teaching Positions	29.00	100.00%	1403.90	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.

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)	15.60	54.79%	1150.10	75.53%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.80	10.07%	59.40	3.90%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	9.05%	171.60	11.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	7.33%	50.30	3.30%	11953.10	4.28%
Unknown/Incomplete/NA	5.30	18.73%	91.20	5.99%	15831.90	5.67%
Total Teaching Positions	28.50	100.00%	1522.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	16.30	58.03%	1081.70	75.48%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.28%	45.20	3.16%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.40	19.30%	155.30	10.84%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	56.40	3.94%	11746.90	4.23%
Unknown/Incomplete/NA	6.20	22.31%	94.30	6.58%	14303.80	5.15%
Total Teaching Positions	28.10	100.00%	1433.20	100.00%	277698.00	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.

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.70	0.00	0.7
Misassignments	2.20	2.50	4.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.90	2.50	5.4

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.40	0
Local Assignment Options	1.80	0.60	0
Total Out-of-Field Teachers	1.80	2.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.50%	16.3%	18.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.20%	12.6%	26.2%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Humanities 6- EL Education Teachers Edition; Adopted 2020 Humanities 6- The Lightning Thief by Rick Riordan; Adopted 2020 Humanities 6- The Boy Who Harnessed the Wind (young readers edition) by William Kamkwamba and Bryan Mealer; Adopted 2020 Humanities 6- Two Roads by Joseph Bruchac; Adopted 2020 Humanities 6- Hidden Figures by Margot Lee Shetterly; Adopted 2020 Humanities 7- EL Education Teachers Edition; Adopted 2020 Humanities 7- The House on Mango Street by Sandra Cisneros, Adopted 2020 Humanities 7- A Long Walk to Water by Linda Sue Park, Adopted 2020 Humanities 7- I am Malala by Malala Yousafzai; Adopted 2020 Humanities 7- Becoming by Michelle Obama, Adopted 2021 Humanities 7- It's Trevor Noah: Born a Crime by Trevor Noah; Adopted 2020 Humanities 7- A Young People's History of the United States by Howard Zinn; Adopted 2020 Humanities 8- EL Education Teachers Edition; Adopted 2020 Humanities 8- Summer of the Mariposas by Guadalupe Garcia McCall; Adopted 2020 Humanities 8- The Omnivore's Dilemma (Young Readers Edition) by Michael Pollan; Adopted 2020 Humanities 8- Maus IL A Survivor's Tale: My Father Bleeds History by Art Spiegelman; Adopted 2020 Humanities 8- Farewell to Manzanar by Jeanne Wakatsuki and James Houston; Adopted 2020 Academic ELD (HS)- Houghton Mifflin Harcourt Publishing: English 3D, Course B and C; Adopted 2023 ELD 1 (MS)- Houghton Mifflin Harcourt Publishing: English 3D, Course B Volume 1, Issues 1-3; Adopted 2023 ELD 2 (MS)- Houghton Mifflin Harcourt Publishing: English 3D, Course B Volume 1, Issues 4-6; Adopted 2023 ELD 3 (MS)- Houghton Mifflin Harcourt Publishing: English 3D, Course B Volume 2, Issues 1-3; Adopted 2023 English 1- Of Mice and Men by John Steinbeck; Adopted 2023 English 1- A Raisin in The Sun by Lorraine Hansberry; Adopted 2023 English 1- American Born Chinese by Gene Luen Yang; Adopted 2023 English 1- 9th Grade Common Lit Free Online Teacher Resources; Adopted 2023 English 2- Lord of the Flies by William Goulding; Adopted 2023 English 2- Things Fall Apart by Chinua Achebe; Adopted 2023 English 2- 10th Grade Common Lit Free Online Teacher Resources; Adopted 2023 English 3- In the Time of Butterflies by Julia Alvarez; Adopted 2023 English 3- We The Animals by Justin Torres; Adopted 2023 English 3- 11th Grade Common Lit Free Online Teacher Resources; Adopted 2023 English 4- 2th Grade Common Lit Free Online Teacher Resources; Adopted 2023 AP English 11- College Board, AP Language and Composition; Adopted 2023 Yes From recent adoption See years on the left	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Mathematics	6th Grade- Great Minds: Eureka Math; Adopted 2024 7th Grade- Great Minds: Eureka Math; Adopted 2024 8th Grade- Great Minds: Eureka Math; Adopted 2024 Integrated Math 1- Savvas: EnVision Integrated Mathematics 1; Adopted 2024 Integrated Math 2- Savvas: EnVision Integrated Mathematics 2; Adopted 2024 Integrated Math 3- Savvas: EnVision Integrated Mathematics 3; Adopted 2024 Pre-Calculus- Pearson: Precalculus Enhanced with Graphing Utilities; Adopted 2020 Calculus- Brooks Cole: Calculus of a Single Variable AP Edition; Adopted 2022 Statistics- Key Curriculum Press: Statistics in Action; Adopted 2023 Yes From recent adoption See years on the left	0
Science	Science 6- Open Sci Ed Online Teacher Resources; Adopted 2022 Science 7- Open Sci Ed Online Teacher Resources; Adopted 2022 Science 8- Open Sci Ed Online Teacher Resources; Adopted 2022 Biology- Pearson: Biology; Adopted 2010 Physics- Rice University: OpenStax Physics Online Teacher Resource; Adopted 2018 Chemistry- WH Freeman and Company: Living by Chemistry (students login through classroom Google Drive); Adopted 2012 Anatomy- Pearson: Essentials of Anatomy and Physiology; Adopted 2010 Astrophysics- Rice University: OpenStax Astronomy Online Teacher Resource; Adopted 2018 Yes From recent adoption See left	0
History-Social Science	World History- McDougal Littell: Modern World History, Patterns of Interaction; Adopted 2010 US History- Teacher's Curriculum Institute: History Alive: Pursuing American Ideals; Adopted 2010 Economics- Teacher's Curriculum Institute: Econ Alive; Adopted 2012 AP US History- Hold McDougal: AP: The Americans; Adopted 2012 Government- Unrig: How to Fix Our Broken Democracy by Daniel G. Newman; Adopted 2023 World Geography- Teacher Curated Materials; Adopted 2023 Ethnic Studies- Teacher Curated Materials; Adopted 2023 Yes From recent adoption see left	0
Foreign Language	Spanish 1- Teacher Curated Materials Spanish 2- Teacher Curated Materials Spanish 3- Teacher Curated Materials	0
Health	Health 7- Online Resource: Teacher Curated Materials Yes From recent adoption 2023	0
Visual and Performing Arts		0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Overall, the facility is in good condition, the school facilities are safe, clean, and adequate. The following facility maintenance and repairs were completed:

- Deep cleaning of all interior and exterior surfaces
- Paint touch-up in interior spaces, including classrooms, student restrooms and multipurpose room
- Replacement of stall partition in boys' restroom
- Malfunctioning lights have been repaired; new panels were installed

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: May 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There are no findings at this time.
Interior: Interior Surfaces	Good	A deep cleaning of all interior and exterior surfaces are planned for the summer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	A deep cleaning of all interior and exterior surfaces are planned for the summer.
Electrical: Electrical	Good	A work order was placed for the malfunctioning lights. The new panels will be installed in the summer.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	A work order was placed for the partition repairs. The partition will be replaced in the summer.
Safety: Fire Safety, Hazardous Materials	Good	The annual fire inspections have been programmed. There were no findings at this time.
Structural: Structural Damage, Roofs	Good	There are no findings at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	There are no findings at this time.

Overall Facility Rate

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

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	34%	32%	32%	33%	46%	47%
Mathematics (grades 3-8 and 11)	11%	15%	22%	23%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	351	99.15%	0.85%	31.62%
Female	175	174	99.43%	0.57%	37.36%
Male	179	177	98.88%	1.12%	25.99%
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00%	0.00%	52.63%
Black or African American	44	44	100.00%	0.00%	20.45%
Filipino	--	--	--	--	--
Hispanic or Latino	250	248	99.20%	0.80%	30.24%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30%	3.70%	38.46%
White	--	--	--	--	--
English Learners	57	57	100.00%	0.00%	3.51%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	186	183	98.39%	1.61%	28.42%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	66	65	98.48%	1.52%	7.69%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	352	99.44%	0.56%	15.06%
Female	175	174	99.43%	0.57%	15.52%
Male	179	178	99.44%	0.56%	14.61%
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00%	0.00%	52.63%
Black or African American	44	44	100.00%	0.00%	11.36%
Filipino	--	--	--	--	--
Hispanic or Latino	250	248	99.20%	0.80%	12.10%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00%	0.00%	14.81%
White	--	--	--	--	--
English Learners	57	57	100.00%	0.00%	1.75%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	186	184	98.92%	1.08%	11.41%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	66	65	98.48%	1.52%	6.15%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	17.21%	14.71%	20.56%	20.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	245	241	98.37%	1.63%	14.64%
Female	112	111	99.11%	0.89%	18.92%
Male	133	130	97.74%	2.26%	10.94%
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00%	0.00%	23.08%
Black or African American	24	22	91.67%	8.33%	14.29%
Filipino	--	--	--	--	--
Hispanic or Latino	189	187	98.94%	1.06%	12.37%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	131	127	96.95%	3.05%	13.49%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	41	38	92.68%	7.32%	5.56%

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.

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)
Admission Requirements

UC/CSU Course Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	94.59%

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 2023–24)
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
7	69%	68%	70%	63%	75%
9	97%	87%	88%	87%	90%

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

This is Aspire’s Guarantee to Parents: At any Aspire campus, parents can expect:

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

The School recognizes that parents are their children’s first teachers and that they learn best when parents are engaged in their education. As a result, we work in collaboration with parents and guardians to help them support their children’s academic endeavors, including inviting parent participation in all aspects of school life. The School features:

- Monthly Parent Meetings, where parents have an opportunity to meet with the principal to discuss and provide feedback and recommendations about a variety of schoolwide topics (for example, student academic performance, dress code,, bullying, safety drills, etc.). The monthly meetings also provide an opportunity to work with parents to develop and/or strengthen their capacity to engage, interrogate, and utilize data, to inform how they work with supporting their children’s academic and social emotional learning goals.

Special Saturday classes: Scheduled at the beginning of the year, these three mandatory half-day sessions allow parents to attend school with their children.

- Participation in school decision-making: Aspire includes parent representatives on the Advisory School Council and parent participation on the school’s Teacher Hiring Committee.
- Opportunities to evaluate the School and its staff: Each spring, parents are asked to complete a survey evaluating the School climate and culture, the principal, and their child’s teachers. The survey results are reviewed by the School staff as well as Aspire’s Home Office and are a factor in personnel decisions such as merit raises.
- Regular communication about student learning and behavior: parents, students, and teachers meet at least twice a year during Family 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 tries to create ways for families to invest some time in volunteer service each year. The School provides a variety of opportunities to match with different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending ASC meetings, serving on parent committees, fundraising, and communicating with other parents. Advisory School Council Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. The School has an Advisory School Council (“ASC”), which consists of teachers, parents, and the School Principal. Families interested in participating

State Priority: Pupil Engagement

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

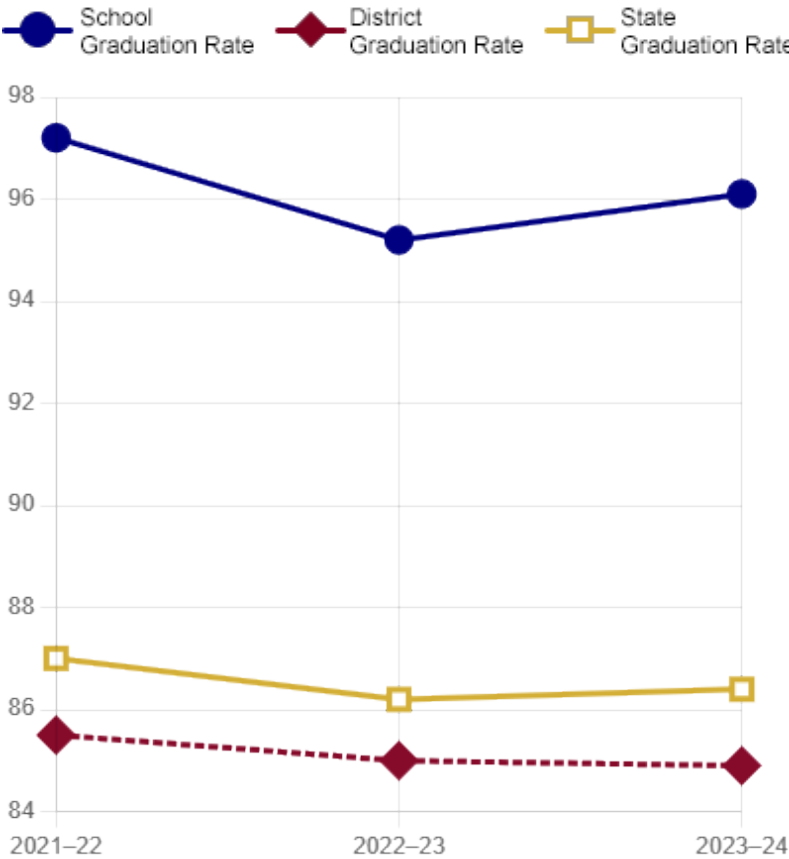
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

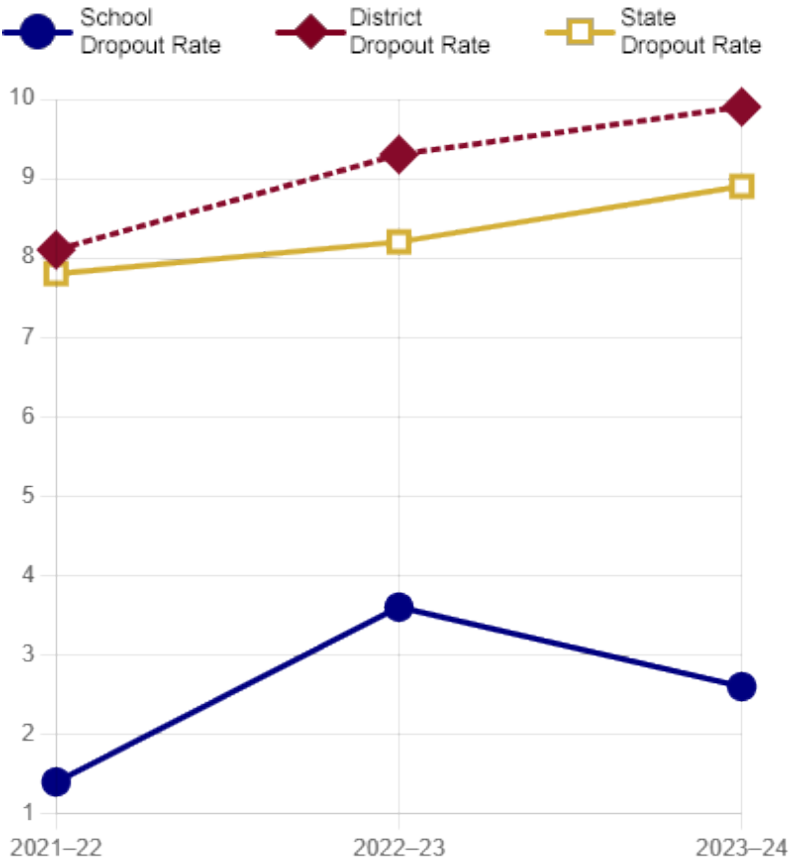
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	97.2%	95.2%	96.1%	85.5%	85.0%	84.9%	87%	86.2%	86.4%
Dropout Rate	1.4%	3.6%	2.6%	8.1%	9.3%	9.9%	7.8%	8.2%	8.9%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	76	73	96.1%
Female	37	35	94.6%
Male	39	38	97.4%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	60	58	96.7%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	69	67	97.1%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	613	611	70	11.5%
Female	294	293	35	11.9%
Male	319	318	35	11.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	33	1	3.0%
Black or African American	64	64	9	14.1%
Filipino	--	--	--	--
Hispanic or Latino	453	452	52	11.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	0	0.0%
White	--	--	--	--
English Learners	100	99	6	6.1%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	500	498	63	12.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	109	109	14	12.8%

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

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	3.70%	5.81%	4.89%	3.97%	4.81%	4.82%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.17%	0.00%	0.04%	0.02%	0.01%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.89%	0%
Female	2.38%	0%
Male	7.21%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	6.25%	0%
Filipino	0%	0%
Hispanic or Latino	5.08%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	6%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	4.8%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	12.84%	0%

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.

School Safety Plan (School Year 2024–25)

Aspire Public Schools is committed to maintaining safe and secure campuses for our students and staff. We work diligently to make sure that students and staff are prepared for emergencies. To that end, every school has a comprehensive school safety plan that covers Aspire’s policies and expectations regarding the practices of each school in maintaining the security of the campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. Every school conducts regular emergency drills that at a minimum, meets the state mandated requirements. These drills include Fire, Earthquake, and Lockdown/Shelter in Place. The comprehensive site safety plans for the 24-25 school year were reviewed, updated and discussed with school faculty in August 2024.

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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	18.00	16	20	
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	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	21.00	6	17	2
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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	22.00	7	10	
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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	18	12	
Mathematics	19.00	18	10	
Science	19.00	14	10	
Social Science	19.00	10	10	

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	12	11	0
Mathematics	22.00	9	12	0
Science	23.00	4	11	0
Social Science	23.00	6	12	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	11	9	
Mathematics	21.00	6	7	
Science	21.00	2	4	
Social Science	26.00		13	

* 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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	595

* 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.

Student Support Services Staff (School Year 2023–24)

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	
Resource Specialist (non-teaching)	
Other**	4.30

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19455.00	\$7700.00	\$11755.00	\$76197.00
District	N/A	N/A	--	\$84356.00
Percent Difference – School Site and District	N/A	N/A	--	10.00%
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	9.00%	19.00%

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

Types of Services Funded (Fiscal Year 2023–24)

RCAL is committed to delivering a comprehensive educational experience for students, encompassing a challenging academic curriculum, Social Emotional Learning (SEL), Mental Health (MH) services, and concurrent enrollment options. Our commitment to providing a well-rounded education extends beyond the traditional classroom setting. Through concurrent enrollment programs, our students have the chance to enroll in college-level courses while still in high school. This initiative not only accelerates their academic progress but also exposes them to the rigors of higher education, preparing them for future academic endeavors.

To enhance our instructional support, we secured additional funding for specialized positions aimed at boosting English language proficiency, reading, mathematics, addressing social-emotional needs, and promoting arts education for all students. Our unit plans are meticulously crafted using the Understanding by Design framework, incorporating embedded differentiation strategies tailored to benefit English Language (EL) and Special Education (Special Ed) subgroups. Recognizing the diverse academic needs of our students, we have implemented an advanced math track for students in grades 8 through 11. This program is designed to challenge and engage students who demonstrate exceptional aptitude in mathematics, providing them with the opportunity to explore more advanced concepts and topics. In addition to academic pursuits, we ensure holistic development by offering athletic opportunities to students in grades 6-12. Physical fitness and teamwork are integral components of a holistic education. Our school is proud to offer a more robust sports program this year, providing opportunities for students in various grades to participate in athletic activities. These programs not only promote physical well-being but also instill valuable life skills such as discipline, teamwork, and resilience.

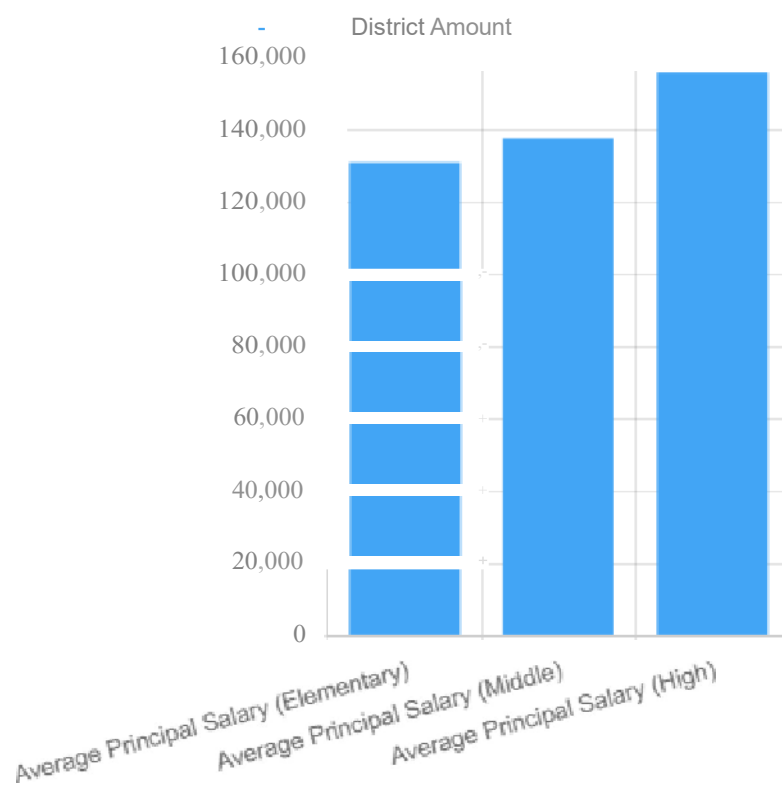
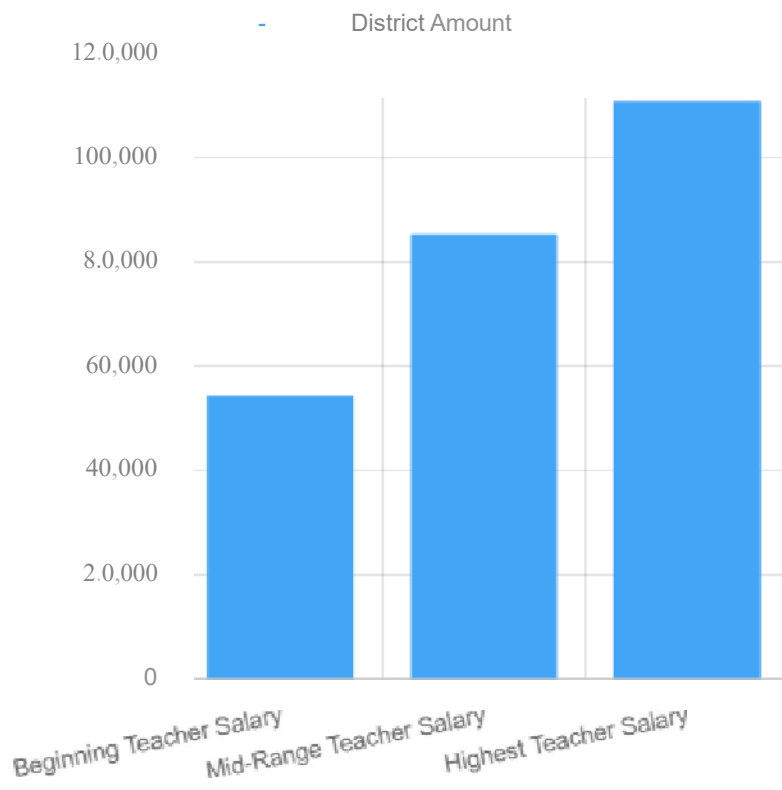
To foster a supportive community, we have established tiered student groups, including MHC support groups and Peer Mediation. Understanding the importance of mentorship and a sense of community, we also have continued our Young Men's Group, which provides a supportive and empowering space for young male students

to engage in discussions, activities, and mentorship opportunities. The aim is to foster positive relationships, build leadership skills, and address the unique needs of our young men. These groups not only leverage student voice but also provide essential social-emotional support when needed. Furthermore, our collaborations with Build strengthen our commitment to providing a well-rounded education that extends beyond traditional classroom learning.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54486.00	\$56572.74
Mid-Range Teacher Salary	\$85479.00	\$87185.69
Highest Teacher Salary	\$111065.00	\$119664.66
Average Principal Salary (Elementary)	\$131244.00	\$148486.09
Average Principal Salary (Middle)	\$138034.00	\$154835.19
Average Principal Salary (High)	\$156078.00	\$170007.96
Superintendent Salary	\$280908.00	\$338699.13
Percent of Budget for Teacher Salaries	27.28%	31.41%
Percent of Budget for Administrative Salaries	5.21%	4.86%

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



Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 22.7 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	1
Foreign Language	0
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered*	6

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

Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	51	49	51