

# Aspire Langston Hughes Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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.

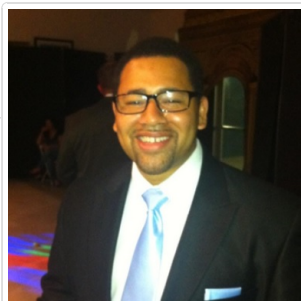
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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](#) 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.



### Anthony Solina, Principal

Principal, Aspire Langston Hughes Academy

#### About Our School

Dear Parents and Families,

Welcome to Aspire Langston Hughes Academy!

It is our great pleasure to serve scholars within this wonderful community of South Stockton. We are a group of proud, experienced educators excited about doing the daily work of getting your scholars to and through college.

As societal, cultural, and political landscapes shift around us one constant is the need for a high quality education. In consideration of this reality, we seek to partner with you, the parents and families of our scholars, to surround our school community with the love and support needed to make transformational changes in the lives of our scholars.

Through our collective efforts we seek to empower scholars with the academic, social, and emotional foundation that yields vast and enriching opportunities for their lives beyond our walls. While at school, our scholars can expect to receive quality learning experiences that prepare them to be critical thinkers with agency to advocate for themselves, their communities, and their future.

We have big goals and we believe our scholars are more than capable of rising to the occasion and maximizing their learning and academic potential. I look forward to our partnership this 2017-2018 school year!

Best,

Charles McGill  
Principal, Aspire Langston Hughes Academy

#### Contact

*Aspire Langston Hughes Academy*  
2050 West Ln.  
Stockton, CA 95205-3358

Phone: 209-943-2389  
E-mail: [data-contact@aspirepublicschools.org](mailto:data-contact@aspirepublicschools.org)



## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Stockton Unified
<b>Phone Number</b>	(209) 933-7000
<b>Superintendent</b>	Eliseo Davalos
<b>E-mail Address</b>	<a href="mailto:edavalos@stocktonusd.net">edavalos@stocktonusd.net</a>
<b>Web Site</b>	<a href="http://www.stocktonusd.net">www.stocktonusd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Aspire Langston Hughes Academy
<b>Street</b>	2050 West Ln.
<b>City, State, Zip</b>	Stockton, Ca, 95205-3358
<b>Phone Number</b>	209-943-2389
<b>Principal</b>	Anthony Solina, Principal
<b>E-mail Address</b>	<a href="mailto:data-contact@aspirepublicschools.org">data-contact@aspirepublicschools.org</a>
<b>Web Site</b>	<a href="http://www.aspirepublicschools.org/langstonhughes">www.aspirepublicschools.org/langstonhughes</a>
<b>County-District-School (CDS) Code</b>	39686760118497

*Last updated: 11/9/2017*

### School Description and Mission Statement (School Year 2017-18)

English and Spanish SARCs can be found on the [school's website](#).

Aspire Langston Hughes Academy is a 6-12 school in Stockton that is part of the Aspire Public Schools network. Aspire Langston Hughes Academy opened in 2006

Aspire Public Schools is a non-profit organization that operates high performing charter schools across the state of California that focus on one goal- preparing urban students for college

#### Our Vision

Every student is prepared to earn a college degree.

#### Our Mission

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.

**Our Core Values**

- Purposefulness: Deliberate action, focused on the organization's goals and priorities
- Collaboration: Working collectively to accomplish more than what is possible alone
- Ownership: Individual and group accountability for results, actions and decisions
- Quality: Commitment to excellence and the discipline to continually improve
- Customer Service: Responsiveness to the needs of external and internal customers

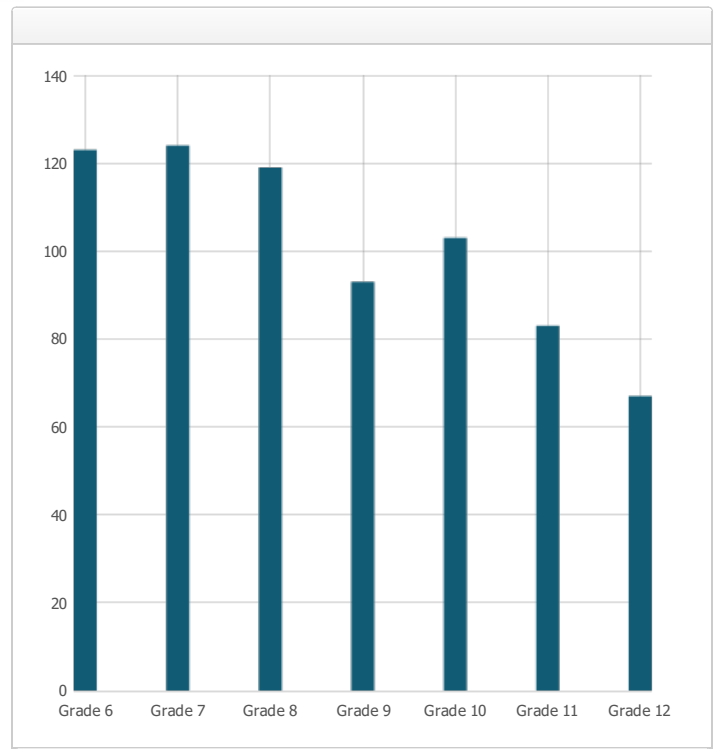
Aspire Langston Hughes Academy is a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge and traits to become college-educated leaders in their communities.

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

*Last updated: 11/9/2017*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	123
Grade 7	124
Grade 8	119
Grade 9	93
Grade 10	103
Grade 11	83
Grade 12	67
<b>Total Enrollment</b>	<b>712</b>



*Last updated: 11/9/2017*

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	16.6 %
American Indian or Alaska Native	0.7 %
Asian	6.7 %
Filipino	2.1 %
Hispanic or Latino	63.6 %
Native Hawaiian or Pacific Islander	0.1 %
White	6.5 %
Two or More Races	3.1 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.4 %
English Learners	8.4 %
Students with Disabilities	10.4 %
Foster Youth	0.3 %

*Last updated: 11/9/2017*

## A. Conditions of Learning

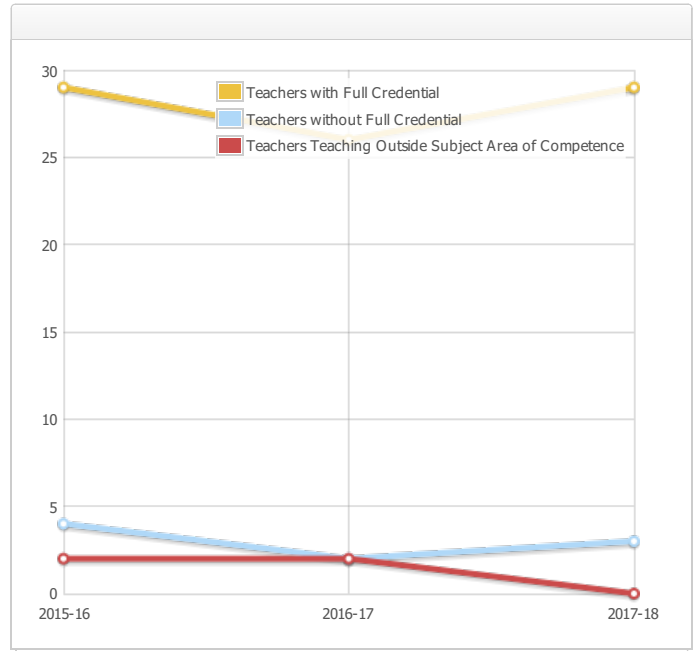
### State Priority: Basic

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

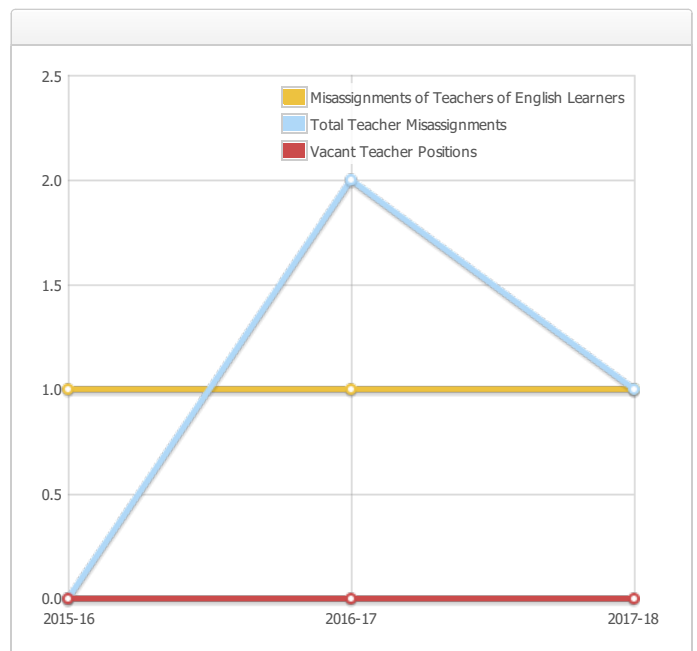
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	29	26	29	
Without Full Credential	4	2	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	0	



Last updated: 12/12/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments*	0	2	1
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: 12/12/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Good quality and availability.		0.0 %
Mathematics	Good quality and availability.		0.0 %
Science	Good quality and availability.		0.0 %
History-Social Science	Good quality and availability.		0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		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: 12/6/2017

### School Facility Conditions and Planned Improvements

Site overall looks to be in good condition.

*Last updated: 11/9/2017*

### School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

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: January 2018

Overall Rating	Good
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*Last updated: 12/6/2017*



## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	41%	40%	25%	26%	48%	48%
Mathematics (grades 3-8 and 11)	37%	35%	21%	20%	36%	37%

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.

*Last updated: 11/9/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	450	445	98.89%	40%
Male	237	235	99.16%	34.04%
Female	213	210	98.59%	46.67%
Black or African American	66	66	100.00%	33.34%
American Indian or Alaska Native	--	--	--	
Asian	30	29	96.67%	75.86%
Filipino	--	--	--	
Hispanic or Latino	292	289	98.97%	37.02%
Native Hawaiian or Pacific Islander	--	--	--	
White	26	26	100.00%	53.85%
Two or More Races	19	19	100.00%	42.11%
Socioeconomically Disadvantaged	335	331	98.81%	31.72%
English Learners	50	49	98%	--
Students with Disabilities	55	55	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth				

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: 12/12/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	450	448	99.56%	34.76%
Male	237	236	99.58%	33.19%
Female	213	212	99.53%	36.49%
Black or African American	66	66	100.00%	31.82%
American Indian or Alaska Native	--	--	--	
Asian	30	30	100%	62.06%
Filipino	--	--	--	
Hispanic or Latino	292	291	99.66%	30%
Native Hawaiian or Pacific Islander	--	--	--	
White	26	26	100.00%	53.85%
Two or More Races	19	19	100.00%	47.37%
Socioeconomically Disadvantaged	335	333	99.4%	27.41%
English Learners	50	49	98%	--
Students with Disabilities	55	55	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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: 12/12/2017*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62.0%	57.0%	29.0%	30.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 11/9/2017*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	51.6%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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.

Last updated: 12/14/2017

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

##### Family and Community Involvement

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to share local control with an Advisory School Council ("ASC"), consisting of family and school representatives. Each school's ASC may participate in developing school policies and share in efforts to engage the support of the community. The ASC may make recommendations about issues related to the school and participate in reviewing family and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and family members. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors. In short, Aspire's Board of Directors oversees issues related to Aspire schools in general, while the ASCs focus on the day-to-day concerns of each respective Aspire school.

##### Additional Opportunities for Family Involvement

- Families, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals
- Exhibition Panels – families may sit on panels to judge student work
- School and Staff Evaluations – families fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School
- Student-led Conferences – students will lead conferences on their work during the year to keep their families informed
- Volunteer Opportunities – various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees
- Fundraising – families and community members may work with the school to raise additional resources to support students and the school program
- Aspire Board of Directors Meetings – families and community members are welcome to the Board meeting. In compliance with the Brown Act, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

### State Priority: Pupil Engagement

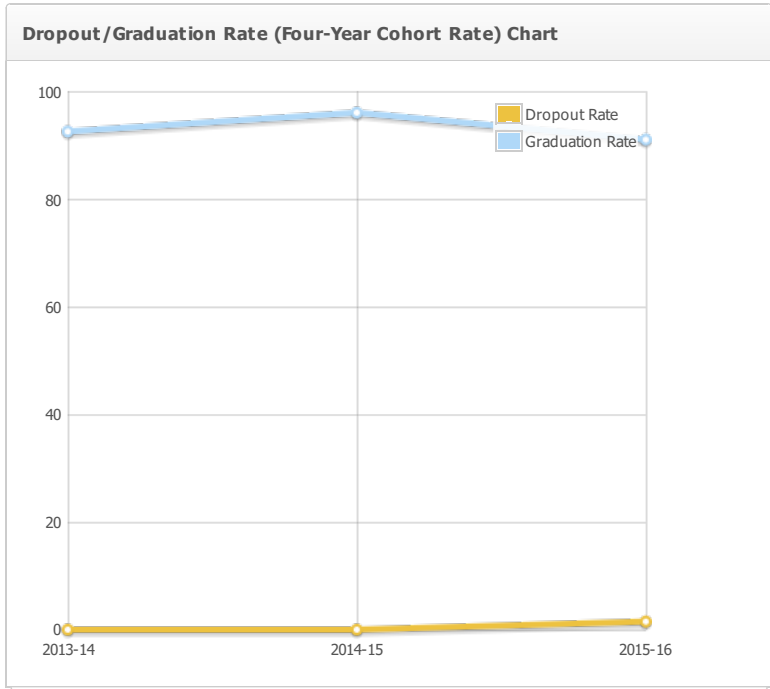
*Last updated: 11/9/2017*

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	1.5%	17.9%	11.8%	12.4%	11.5%	10.7%	9.7%
Graduation Rate	92.5%	96.0%	91.0%	76.4%	82.6%	83.6%	81.0%	82.3%	83.8%



Last updated: 11/9/2017

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	96.9%	83.2%	87.1%
Black or African American	100.0%	78.8%	79.2%
American Indian or Alaska Native	0.0%	83.1%	80.2%
Asian	100.0%	92.0%	94.4%
Filipino	0.0%	89.2%	93.8%
Hispanic or Latino	97.4%	82.2%	84.6%
Native Hawaiian or Pacific Islander	0.0%	92.3%	86.6%
White	0.0%	79.7%	91.0%
Two or More Races	0.0%	77.8%	90.6%
Socioeconomically Disadvantaged	100.0%	84.9%	85.5%
English Learners	0.0%	63.4%	55.4%
Students with Disabilities	100.0%	43.8%	63.9%
Foster Youth	0.0%	73.7%	68.2%



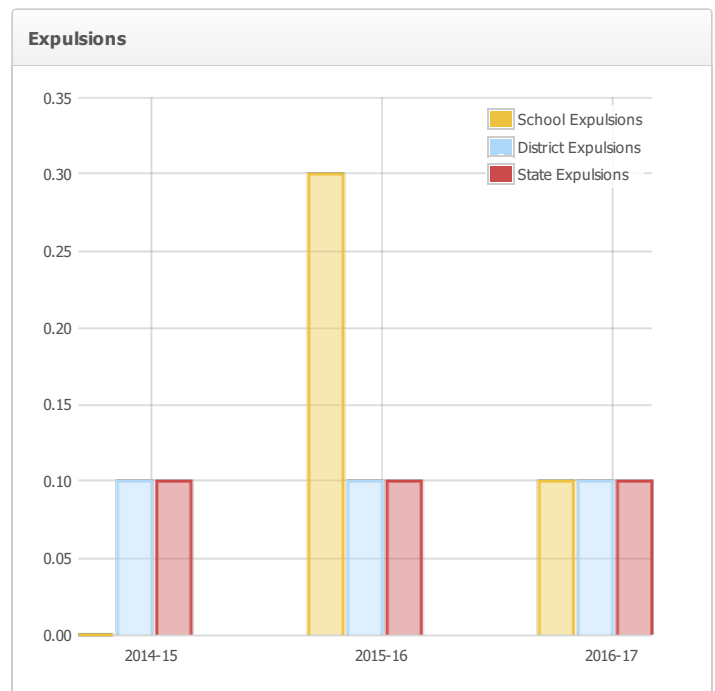
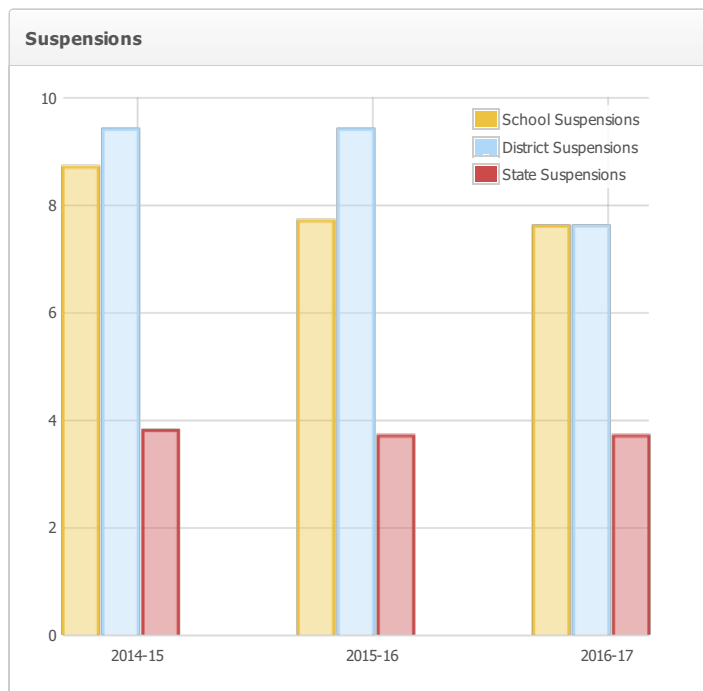
# State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.7%	7.7%	7.6%	9.4%	9.4%	7.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/14/2017

## School Safety Plan (School Year 2017-18)

### STATEMENT OF SAFETY POLICY

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

### ASSIGNMENT OF RESPONSIBILITY

Aspire Principals have the ultimate responsibility for the implementation and enforcement of the IIP Program at their school site. Aspire Office Managers are responsible for the record keeping and coordination of the safety training programs at their school site. Employees – It is the responsibility of all Aspire employees to bring any unsafe actions, practices, or conditions to the attention of his/her manager or supervisor.

### DISASTER PLANS

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

*Last updated: 11/9/2017*

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	50
Percent of Schools Currently in Program Improvement	N/A	86.2%

*Last updated: 12/14/2017*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	28.0	2	10	5	31.0	0	11	10	28.0	4	16	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 11/9/2017*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	5	16	6	29.0	6	16	7	26.0	4	25	4
Mathematics	29.0	2	12	6	29.0	6	4	12	27.0	6	16	2
Science	28.0	2	6	1	28.0	2	6	2	27.0	3	7	2
Social Science	31.0	0	5	1	32.0	0	6	1	29.0	0	7	1

\* 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: 11/9/2017

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.5	350.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	1.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.2	N/A

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

\*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: 12/6/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10585.0	\$1577.0	\$9008.0	\$56336.0
District	N/A	N/A	\$0.0	\$68852.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-20.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	31.2%	-33.8%

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

Last updated: 12/12/2017

### Types of Services Funded (Fiscal Year 2016-17)

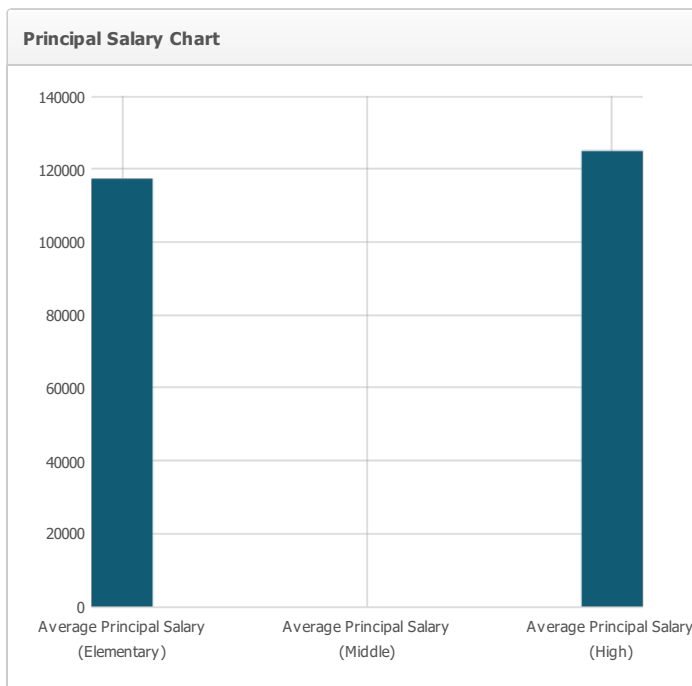
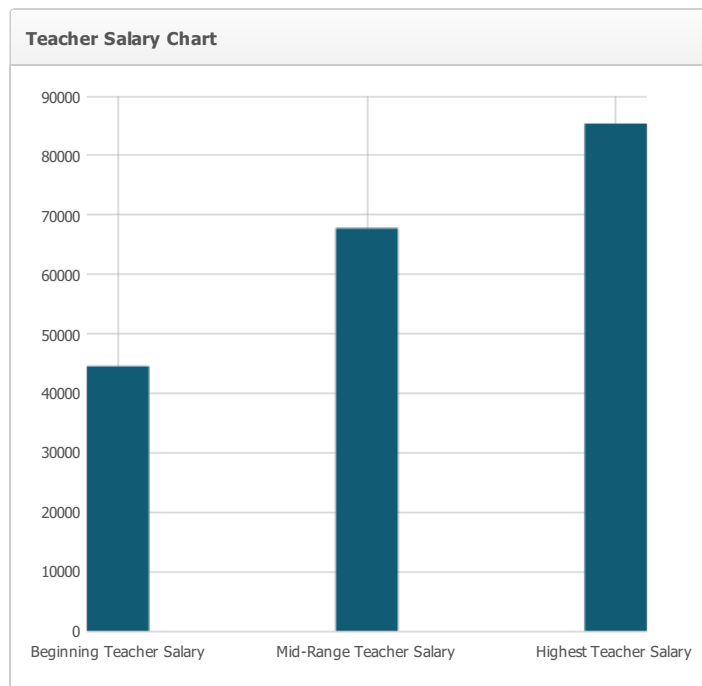
- After School Program
- SAT Prep
- CAHSEE Prep Classes
- AVID Tutors
- Early College High School Classes
- College Visits
- Outdoor School
- Middle and High School Sports
- Family Night
- ASC Meetings
- Special Education
- Read 180
- iPass
- Text Talk
- Tutoring
- Math Professional Development for Teachers
- Writing Professional Development for Teachers
- New Teacher training
- Summer School

Last updated: 11/9/2017

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (Elementary)	\$117,335	\$120,448
Average Principal Salary (Middle)	\$	\$125,592
Average Principal Salary (High)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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





**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 11/9/2017*

**Professional Development**

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

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

Instructional coaches also guide experienced educators in their application for certification from the National Board for Professional Teaching Standards. In addition, Aspire conducts one or two regional training sessions in areas identified as system-wide weaknesses based on the prior year's SARC results. Teachers are observed and given feedback a minimum of four times per year by their school administrator.

*Last updated: 12/6/2017*