

Aspire Langston Hughes Academy

School Accountability Report Card Reported Using Data from the 2017—18 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.



Charles McGill

📍 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 Stockton community. 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 continued partnership.

Best,

Charles McGill, Principal

Contact

Aspire Langston Hughes Academy
2050 West Lane
Stockton, CA 95205-3358

Phone: 209-943-2389
E-mail: charles.mcgill@aspirepublicschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Stockton Unified
Phone Number	(209) 933-7070
Superintendent	John Deasy
E-mail Address	jdeasy@stocktonusd.net
Web Site	www.stocktonusd.net

School Contact Information (School Year 2018—19)	
School Name	Aspire Langston Hughes Academy
Street	2050 West Lane
City, State, Zip	Stockton, Ca, 95205-3358
Phone Number	209-943-2389
Principal	Charles McGill
E-mail Address	charles.mcgill@aspirepublicschools.org
Web Site	https://lha.aspirepublicschools.org/
County-District-School (CDS) Code	39686760118497

Last updated: 12/10/2018

School Description and Mission Statement (School Year 2018—19)

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

Aspire Langston Hughes Academy (LHA) is a College-For-Certain secondary charter school within the Aspire Public Schools network. 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. LHA is chartered through Stockton Unified School District in San Joaquin County.

LHA serves approximately 760 of students from grades 6 - 12. Our student body profile is made up of 61% Latino, 19% African American, 9% Asian, and 6% Caucasian with 78% of students eligible for free and reduced lunch and 9% of students designated as English Learners.

Every LHA senior class graduates with 100% acceptance to four-year universities in addition to earning a minimum of 15 college units. As a result of our early college model, LHA has produced close to 30 students who, at the end of their senior year, competed enough college units to earn an Associate of Arts degree. Recently, LHA graduates were offered college acceptances to top colleges throughout California including UCLA, USC, UC Davis, University of the Pacific, UC Irvine, UC Berkeley, and Stanford and colleges outside the state such as Howard, Morehouse, and the University of Pennsylvania. Our students also received nearly \$1 million in scholarships and grants.

Over the past few years, in addition to our focus on developing students socially and emotionally and providing quality learning experiences, LHA has developed a robust athletic program that has won CIF Mountain Valley League championships in volleyball, basketball, softball, and soccer. LHA also offers baseball and cross-country.

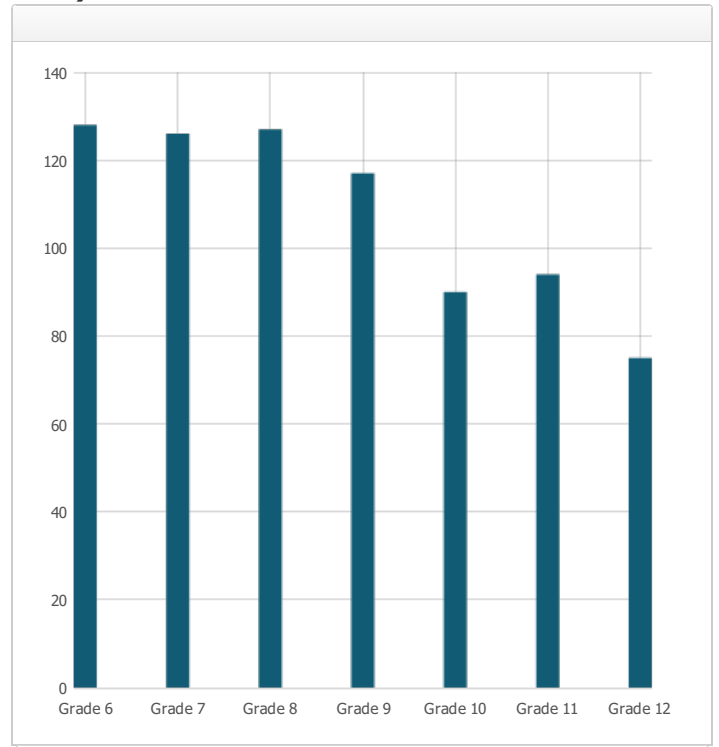
MISSION AND VISION

Aspire Langston Hughes Academy's mission and vision closely align with the mission and vision of Aspire Public Schools. Furthermore, LHA seeks to create a quality learning experiences in a safe, supportive, and academically rigorous learning environment where students are critical thinkers equipped with the tools necessary to advocate for themselves, their communities, and their future.

Last updated: 12/10/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	128
Grade 7	126
Grade 8	127
Grade 9	117
Grade 10	90
Grade 11	94
Grade 12	75
Total Enrollment	757



Last updated: 12/13/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	15.1 %
American Indian or Alaska Native	0.9 %
Asian	5.8 %
Filipino	2.4 %
Hispanic or Latino	65.3 %
Native Hawaiian or Pacific Islander	%
White	6.2 %
Two or More Races	3.7 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.4 %
English Learners	9.0 %
Students with Disabilities	11.1 %
Foster Youth	0.4 %

A. Conditions of Learning

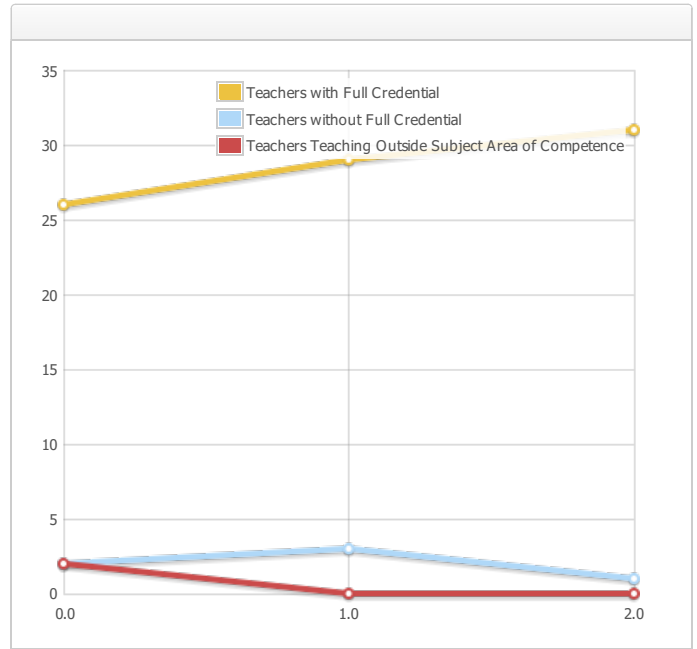
State Priority: Basic

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

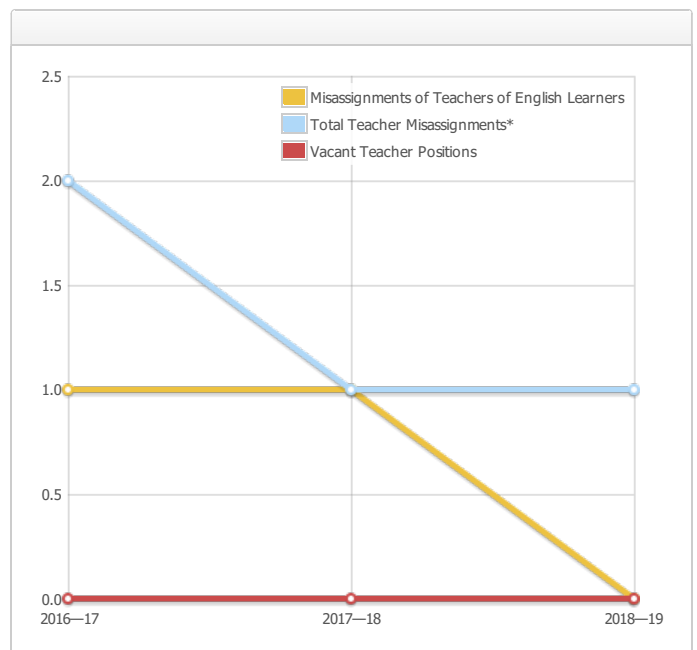
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	26	29	31	
Without Full Credential	2	3	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	



Last updated: 12/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	2	1	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: 12/5/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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: 12/4/2018

School Facility Conditions and Planned Improvements

The school facility is in good condition overall

Last updated: 12/4/2018

School Facility Good Repair Status

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

Overall Rating Good

Last updated: 12/4/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	40.0%	46.0%	26.0%	28.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	35.0%	33.0%	20.0%	21.0%	37.0%	38.0%

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: 12/11/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	465	460	98.92%	46.29%
Male	227	225	99.12%	38.39%
Female	238	235	98.74%	53.85%
Black or African American	71	70	98.59%	43.48%
American Indian or Alaska Native	--	--	--	--
Asian	26	24	92.31%	70.83%
Filipino	--	--	--	--
Hispanic or Latino	302	301	99.67%	41.33%
Native Hawaiian or Pacific Islander			--	--
White	29	28	96.55%	57.14%
Two or More Races	18	18	100.00%	72.22%
Socioeconomically Disadvantaged	331	329	99.40%	38.53%
English Learners	112	110	98.21%	21.82%
Students with Disabilities	43	40	93.02%	2.50%
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: 12/11/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	465	460	98.92%	32.83%
Male	227	225	99.12%	31.11%
Female	238	235	98.74%	34.47%
Black or African American	71	70	98.59%	28.57%
American Indian or Alaska Native	--	--	--	--
Asian	26	24	92.31%	66.67%
Filipino	--	--	--	--
Hispanic or Latino	302	301	99.67%	27.57%
Native Hawaiian or Pacific Islander			--	--
White	29	28	96.55%	53.57%
Two or More Races	18	18	100.00%	55.56%
Socioeconomically Disadvantaged	331	329	99.40%	23.40%
English Learners	112	110	98.21%	19.09%
Students with Disabilities	43	40	93.02%	2.50%
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: 12/11/2018

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 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Last updated: 12/11/2018

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/11/2018

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	51.9%
2016–17 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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	81.6%	57.9%	36.0%
9	75.3%	57.9%	33.3%

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: 12/11/2018

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 2018—19)

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

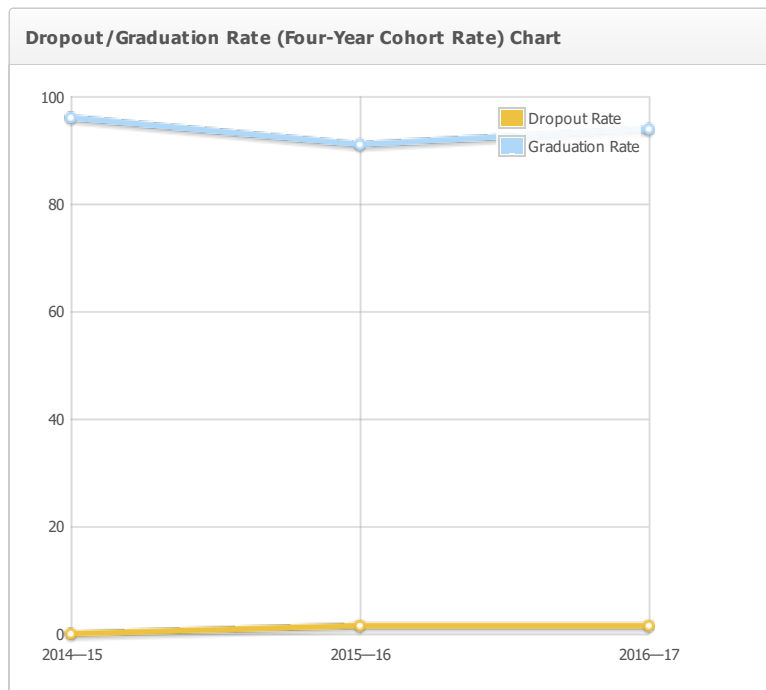
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	1.5%	11.8%	12.4%	10.7%	9.7%
Graduation Rate	96.0%	91.0%	82.6%	83.6%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.5%	10.4%	9.1%
Graduation Rate	93.9%	79.5%	82.7%



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

Last updated: 12/13/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	98.5%	83.7%	88.7%
Black or African American	100.0%	75.6%	82.2%
American Indian or Alaska Native	0.0%	73.9%	82.8%
Asian	100.0%	90.0%	94.9%
Filipino	0.0%	93.8%	93.5%
Hispanic or Latino	97.6%	83.7%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	100.0%	74.5%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	98.2%	84.0%	88.6%
English Learners	100.0%	50.6%	56.7%
Students with Disabilities	100.0%	50.8%	67.1%
Foster Youth	100.0%	68.2%	74.1%

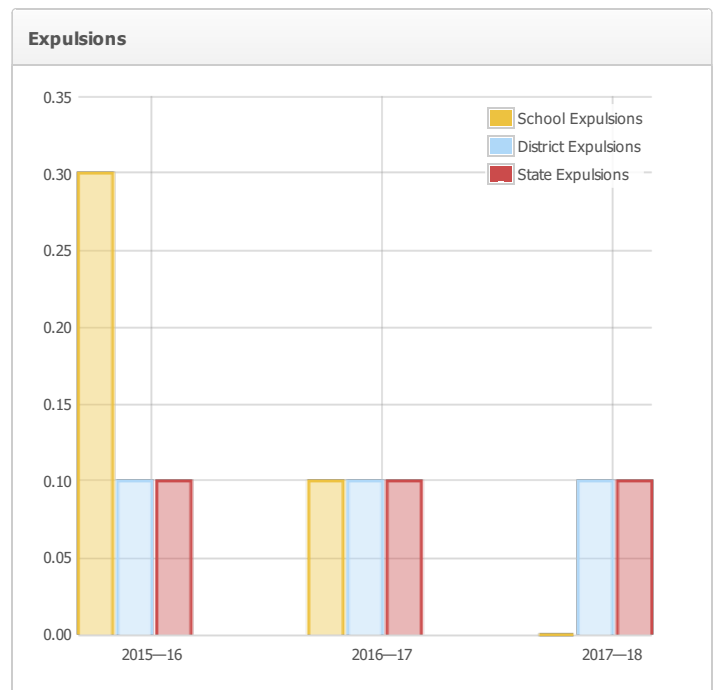
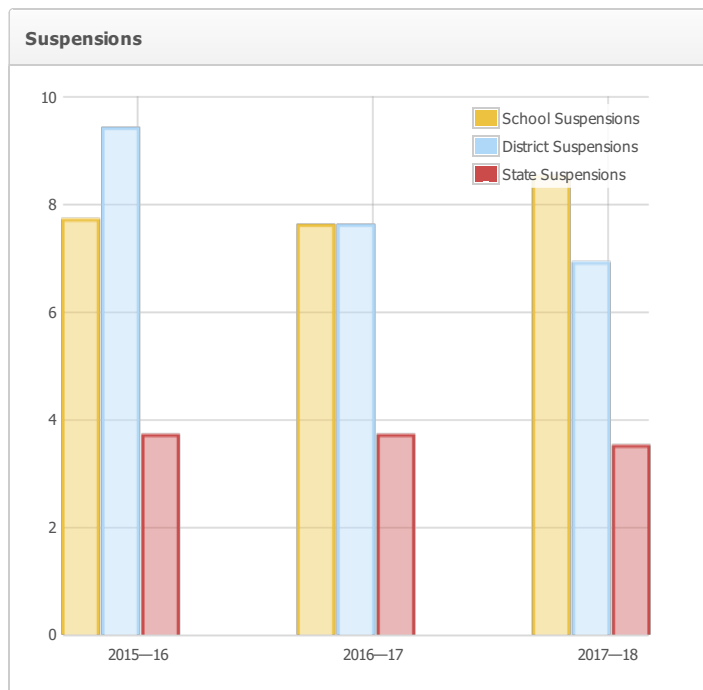
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	7.7%	7.6%	8.5%	9.4%	7.6%	6.9%	3.7%	3.7%	3.5%
Expulsions	0.3%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/13/2018

School Safety Plan (School Year 2018—19)

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.

The School Safety Plan was reviewed, updated, and discussed with faculty and a student representative between August 8 - September 14

Last updated: 12/4/2018

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 (2015—16)

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	31.0		11	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 (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				
1				
2				
3				
4				
5				
6	28.0	4	16	
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				
1				
2				
3				
4				
5				
6	28.0	4	13	5
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.

Last updated: 12/13/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	6	16	7
Mathematics	29.0	6	4	12
Science	28.0	2	6	2
Social Science	32.0		6	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	4	25	4
Mathematics	27.0	6	16	2
Science	27.0	3	7	2
Social Science	29.0		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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	4	25	3
Mathematics	29.0	2	25	4
Science	28.0	2	10	2
Social Science	30.0		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: 12/13/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	250.0
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	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.5	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: 12/13/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11932.0	\$2330.0	\$9602.0	\$55830.0
District	N/A	N/A	--	\$72903.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/5/2018

Types of Services Funded (Fiscal Year 2017—18)

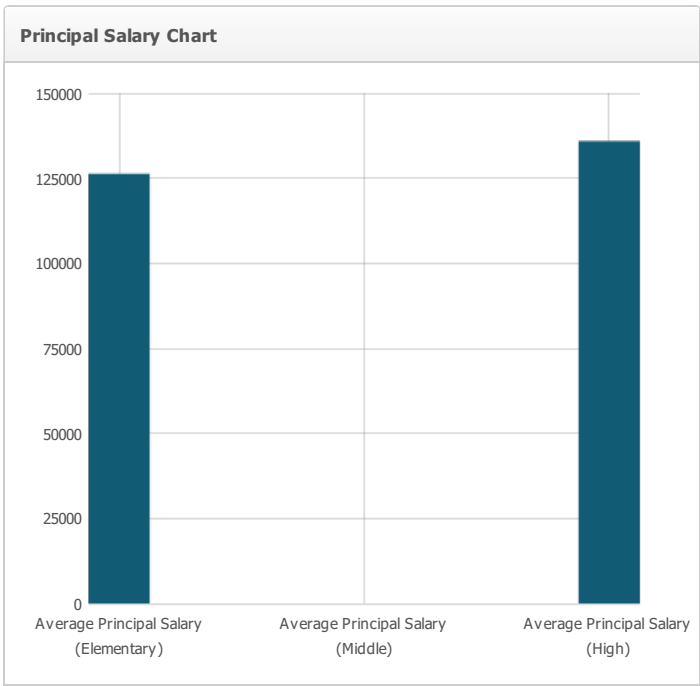
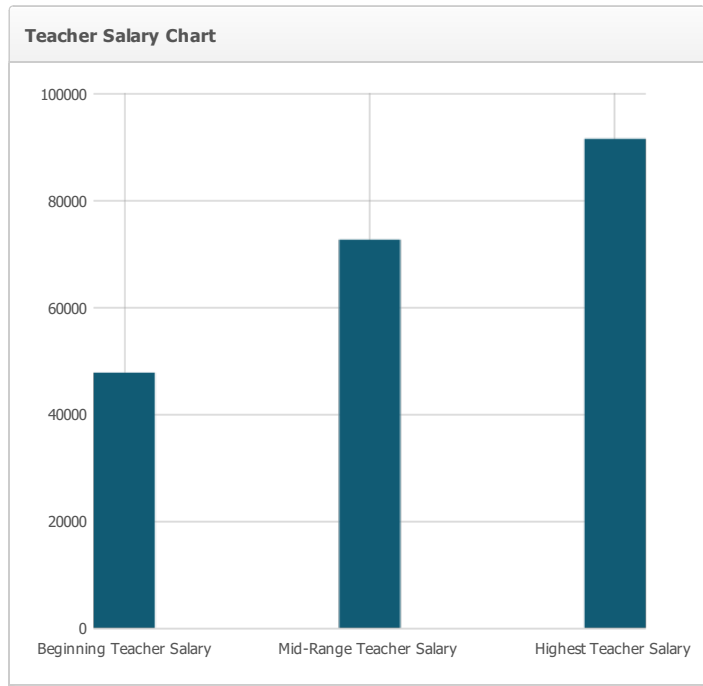
After School Program SAT Prep AVID Tutors Early College High School Classes College Visits Outdoor School Middle and High School Sports Family Night ASC Meetings Special Education Read 180 iPass Text Talk Tutoring Math Professional Development for Teachers

Last updated: 12/14/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (Elementary)	\$126,294	\$123,495
Average Principal Salary (Middle)	\$	\$129,482
Average Principal Salary (High)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/5/2018

Advanced Placement (AP) Courses (School Year 2017—18)

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: 12/13/2018

Professional Development

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

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

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

Last updated: 12/6/2018