

School Accountability Report Card for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Aspire - Antonio Maria Lugo Academy

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Principal: Marie Morelock

Grade Span: K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Aspire - Antonia Maria Lugo Academy (AMLA) opened in 2005 and is now in its third year of operation. In 2006 and 2007 it operated out of two separate , but neighboring, campuses; by 2008 it functioned from a single campus. The curriculum is based on researched best practices and is designed to prepare students for college beginning in kindergarten. AMLA uses state adopted texts to deliver a rigorous instructional model . The small school meets for a longer instructional day and a longer school year to continue to improve student achievement. AMLA is part of the Aspire Public Schools network that includes 21 schools statewide with a history of exemplary outcomes in all schools. AMLA is part of Aspire's four-school Huntington Park cluster.

Student Enrollment

Group	Enrollment
Number of students	212
African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	100 %
Pacific Islander	%
White (not Hispanic)	%
Multiple or No Response	%
Socioeconomically Disadvantaged	92 %
English Learners	62 %
Students with Disabilities	9 %

Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Everything was in satisfactory order.

Repairs Needed

Electricity and Air Conditioning and Heating were updated this year

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	%
Health	%
Visual and Performing Arts	%
Science Laboratory Equipment (grades 9-12)	n/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 6,654
District	\$ 6,822
State	\$ 5,512

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	42 %
Mathematics	64%
Science	n/a
History-Social Science	n/a

Academic Progress

Indicator	Result
2009 Growth API Score (from 2008 Growth API Report)	785
Statewide Rank (from 2008 Base API Report)	6
2008-09 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	n/a

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	n/a
Graduates Who Completed All Courses Required for University of California or California State University Admission	n/a

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Antonio Maria Lugo Academy	District Name	Los Angeles Unified
Street	6410 Rita Avenue	Phone Number	213-241-1000
City, State, Zip	Huntington Park, CA 90255	Web Site	www.lausd.net
Phone Number	323-585-1153	Superintendent	David Brewer
Principal	Dr. Marie Morelock	E-mail Address	David.brewer@lausd.net
E-mail Address	Marie.morelock@aspirepublicschools.org	CDS Code	19-64733-0109660

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Antonio Maria Lugo Academy (AMLA) is a small elementary school in Huntington Park that is part of the Aspire Public Schools Charter group.

Our Vision

To enrich students' lives and reshape local public school systems.

Our Mission

- To provide personalized learning experiences for all our students
- To develop outstanding educators
- To catalyze change in public schools
- To share our successful practices with other forward-thinking educators

Our Core Values are:

- *Collective Responsibility* : Individual and group responsibility for and ownership of, 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
- *Purposefulness*: Deliberate action, focused on the organization's goals and priorities

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Aspire Public Schools recognizes that children learn best when parents are engaged in their education. To help parents and guardians become great coaches for their children, and to invite parent participation in all aspects of school life, Aspire features:

- *School-Family-Student Compact*: To underscore that a mutual commitment is needed to promote academic success, the teacher, parent(s), and student all sign a compact during a three-way conference at the beginning of the school year. The compact outlines the rights and responsibilities of each stakeholder, and affirms the three parties' mutual accountability for the success of all students, staff development, and parent satisfaction.
- *Special Saturday Classes*: Scheduled at the beginning of the year, these mandatory half-day sessions allow parents to attend school with their children.
- *Guidance about At-home Support*: Aspire offers coaching to parents on reading at home (20+ min per day K-5); providing the right level of help with homework, participating in projects, and playing games that reinforce learning.
- *Participation in School Decision-making*: In addition to roles in the school's parent organization, Aspire includes two parent representatives on the Site Advisory Council and parent participation on the school's Teacher Hiring Committee.

Aspire's commitment to parents is demonstrated in the formal 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

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The schools had safety plans on file and a fire and safety drill procedures that are practiced monthly.

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, lockdown/shooting incidents, bomb threats, explosions, and intruders.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2008-09	2005-06	2006-07	2008-09
Suspensions		0	1.8	7.0	8.2	6.9
Expulsions		0	0	0.0	0.0	0.1

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Electrical upgrade and air conditioning/heating upgrade in all classrooms.

[School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety		X		
Electrical (interior and exterior)		X		
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		
Restrooms	X			
Sewer	X			
Playground/School Grounds		X		AMLA playground was fenced in
Roofs	X			
Overall Cleanliness	X			

[Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

V. Teachers

[Teacher Credentials](#)

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	7	8	9	35,464
Without Full Credential	1	0	0	1,419
Teaching Outside Subject Area of Competence	0	0	0	

[Teacher Misassignments and Vacant Teacher Positions](#)

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2008-09	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	87.5	12.5
All Schools in District	79.5	20.5
High-Poverty Schools in District	80.7	19.3
Low-Poverty Schools in District	78.0	22.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0.50	n/a
Resource Specialist (non-teaching)	1	n/a
Other	0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good quality/availability	0
Mathematics	Good quality/availability	0
Science	Good quality/availability	0
History-Social Science	Good quality/availability	0
Foreign Language	n/a	0
Health	n/a	0
Visual and Performing Arts	n/a	0
Science Laboratory Equipment (grades 9-12)	n/a	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$ 8566	\$ 1313	\$ 8740	\$ 47287
District	n/d	n/d	n/d	\$ 62407
Percent Difference – School Site and District	n/a	n/a		- 25 %
State	n/d	n/d	\$ 5300	\$ 65008
Percent Difference – School Site and State	n/a	n/a		- 28 %

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The schools share a Language Arts Coach and a Mathematics Coach with the other two Aspire schools in Los Angeles. Each school offers some intervention services in Language Arts and Math.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 42,460	\$ 41,031
Mid-Range Teacher Salary	\$ 62,431	\$ 63,366
Highest Teacher Salary	\$ 79,325	\$ 80,596
Average Principal Salary (Elementary)	\$101,114	\$ 100,937
Average Principal Salary (Middle)	\$ 116,492	\$ 105,066
Average Principal Salary (High)	\$ 130,984	\$106,534
Superintendent Salary	\$ 170,000	\$147,438
Percent of Budget for Teacher Salaries	29.50 %	40.60 %
Percent of Budget for Administrative Salaries	9.10 %	6.10 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	34	25	42	29	31	35	42	43	46
Mathematics	50	54	64	31	31	35	40	40	43
Science	7			23	27	36	35	38	46
History-Social Science				20	20	24	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	42 %	65 %		
Pacific Islander				
White (not Hispanic)				
Male	44 %	67 %		
Female	40 %	63 %		
Economically Disadvantaged	42 %	65 %		
English Learners	33 %	55 %		
Students with Disabilities	6 %	28 %		
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts									
Mathematics									

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Male						
Female						
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	
7	
9	

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide		4	2
Similar Schools		7	4

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2008
All Students at the School	B *	- 31	40	785
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		-31	40	785
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged		- 25	39	784
English Learners	n/a	- 24	87	770
Students with Disabilities	n/a			

* "B" means the school did not have a valid 2007 Base API and will not have any growth or target information

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2008-09\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	Yes

[Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	n/a	333
Percent of Schools Currently in Program Improvement	n/a	40.4

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

[University of California](#)

Admission requirements for the University of California (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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

[California State University](#)

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)		0	0	5.5	5.0	7.8	3.1	3.5	4.4
Graduation Rate		n/a	n/a	65.7	62.9	66.0	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tq/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	n/a		
African American	n/a		
American Indian or Alaska Native	n/a		
Asian	n/a		
Filipino	n/a		
Hispanic or Latino	n/a		
Pacific Islander	n/a		
White (not Hispanic)	n/a		
Socioeconomically Disadvantaged	n/a		
English Learners	n/a		
Students with Disabilities	n/a		

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Not applicable

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

[Courses for University of California and/or California State University Admission \(School Year 2008-09\)](#)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	n/a
Graduates Who Completed All Courses Required for UC/CSU Admission	n/a

[Advanced Placement Courses \(School Year 2008-09\)](#)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		n/a
English		n/a
Fine and Performing Arts		n/a
Foreign Language		n/a
Mathematics		n/a
Science		n/a
Social Science		n/a
All courses		

XII. Instructional Planning and Scheduling

[Professional Development](#)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

<p>Aspire understands that the demands we put on professional educators are greater than most schools. We have high expectations for all of our students; therefore we must have high expectations for our educators. Every new teacher to Aspire is required to attend two weeks of summer training. – one week in mathematics and one week in Language Arts/ Humanities. These teacher institutes expose new teachers to the rigorous curricula and instruction that Aspire expects to take place in all the schools. Lead teachers and administrators at Aspire attend a yearly 3 day workshop every summer. In the past, workshops have focused on building culture, parent involvement, analyzing data, and effective observation of instruction techniques. Lead teachers and principals also attend training for 4 hours every six weeks. Individual sites take an additional 3-5 days for professional development that is tailored to the site. Aspire sites usually choose one topic to focus on for the year and this topic guides the professional development. Topics have included: improving writing scores, teaching English language learners in the regular education classroom and community learning environments.</p>
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[Instruction](#)

<p>In Aspire Schools, textbooks are used as a tool for instruction; they never take the place of good teaching and the facilitation of learning.</p> <p>Mathematics: The Aspire mathematics program follows the California Mathematics Standards in delivering a rigorous curriculum, effective instruction and useful assessments. In providing this program, Aspire teachers give students opportunities to build their skills, gain conceptual understanding, and learn how to solve complex problems.</p> <p>Materials for K-5: Harcourt Mathematics, Roll and Write Cubes, Mathematics manipulatives, Math games, Calculators,</p>

Problem of the Month.

Language Arts and Humanities:

The Aspire K-5 Language Arts Program follows the California Language Arts Standards in offering a rigorous curriculum, effective instruction, and meaningful assessments. In providing this program, Aspire teachers provide students with opportunities to build their reading and writing skills in a variety of forms, styles and genres, and engage in examinations of themes across history, science, and literature.

Resources K-5:

Strategies That Work, Harvey & Goudvis,

Reading with Meaning, Miller

The Art of Teaching Reading, Calkins

Guiding Readers and Writers, grades 3-6, Pinnell and Fountas

An Introduction to Shared Inquiry, The Great Books Foundation

Assessment materials include:

DRA K-3 from Celebration Press

DRA 4-8 from Celebration Press

Observation Survey Marie Clay