

School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	East	District Name	Aspire
Principal	Allis	Superintendent	Don S
Street	1286	Street	426 1
City, State, Zip	East <i>To be provided by Local Educational Agency (LEA)</i>	City, State, Zip	Oakla
Phone Number	650.6 <i>To be provided by LEA</i>	Phone Number	510-2
Fax Number	650.6 <i>To be provided by LEA</i>	Fax Number	510-2
Web Site	www	Web Site	www.
E-mail Address	www	E-mail Address	www.6
CDS Code	41-68999-0114953	SARC Contact	Elise Larwist

School Description and Mission Statement

Information about the school, its programs, and its goals.

Our Vision

To enrich students' lives and reshape local public school systems

Our Mission

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

Our Core Values

- *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

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Allison Leslie	Contact Person Phone Number	650.614.9100
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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

II. Demographic Information

Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	39	Grade 9	
Grade 1	40	Grade 10	
Grade 2	40	Grade 11	
Grade 3	40	Grade 12	
Grade 4	51	Ungraded Secondary	
Grade 5	51		
Grade 6	51		
Grade 7	52		
Grade 8	45		
Ungraded Elementary		Total Enrollment	409

Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	69		Hispanic or Latino	326	
American Indian or Alaska Native	0		Pacific Islander	11	
Asian	1		White (Not Hispanic)	0	
Filipino	0		Multiple or No Response	2	

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	August 2005	Date Last Discussed with Staff	August 2005
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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, lockdown/shooting incidents, bomb threats, explosions, and intruders.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Aspire's educational program is designed to give children, especially in low-income communities, access to opportunities for success in life, work and citizenship:

- EPACS has 15% more learning time with longer school days and a longer school year, in comparison to state requirements. Middle school students have block scheduling to make better use of the instructional time available.
- Rigorous standards and high expectations are present in every classroom at East Palo Alto Charter School
- EPACS uses a balanced, research-based curriculum that includes basic skills, life skills and higher-order thinking skills.
- Teachers at EPACS use a variety of instructional techniques, including direct instruction and interdisciplinary projects in order to promote learning for every student.
- Each student at EPACS has a Personalized Learning Plan with goals that are specific to that child.
- Students, parents and teachers sign a learning contract annually in order to promote growth for every child.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School		
	2003	2004	2005
Number of Suspensions		42	68
Rate of Suspensions		<i>To be provided by LEA</i>	
Number of Expulsions			0
Rate of Expulsions		0%	0%

IV. School Facilities

School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

East Palo Alto Charter School is located in the East Palo Alto. The building is leased from the Ravenswood City School District. Negotiations for a new lease agreement are currently occurring.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems			
Windows/Doors/Gates (interior and exterior)			
Interior Surfaces (walls, floors, and ceilings)			
Hazardous Materials (interior and exterior)			
Structural Damage			
Fire Safety			<i>To be provided by LEA</i>
Electrical (interior and exterior)			
Pest/Vermin Infestation			
Drinking Fountains (inside and outside)			
Restrooms			
Sewer			
Playground/School Grounds			
Other	^		

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST – All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			State		
	2003	2004	2005	2003	2004	2005
English-Language Arts	27%	25%	39%	35%	36%	40%
Mathematics	38%	29%	60%	35%	34%	69%
Science	---	11%	27%	27%	25%	27%
History-Social Science	---	---	8%	27%	28%	32%

CST – Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	38%				37%		
Mathematics	69%				70%		
Science	27%				28%		
History-Social Science	8%				9%		

CST – Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	31%	45%	31%	34%		
Mathematics	71%	68%	67%	68%		
Science	5%	29%	16%	23%		
History-Social Science	26%	11%	11%	9%		

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT – All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			State		
	2003	2004	2005	2003	2004	2005
Reading	31%	30%	19%	43	43	41
Mathematics	54%	51%	50%	50	51	52

NRT – Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	25%				19%		
Mathematics	56%				43%		

NRT – Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	13%	25%	13%	15%		
Mathematics	56%	42%	44%	46%		

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			State		
	Total	Female	Male	Total	Female	Male
5	25%	24%	26%	24%	25%	22%
7	16%	13%	18%	28%	30%	26%

Academic Performance Index

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API – Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data			API Growth Data		
	2002	2003	2004	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99%	100%	100%	Percent Tested	100%	100%
API Base Score	681	723	721	API Growth Score	720	721
Growth Target	656	687	725	Actual Growth	39	-2
Statewide Rank	5	5	7			
Similar Schools Rank	10	10	10			

API – Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score	699	735	702	API Growth Score	732	699	771
Growth Target	704	738	705	Actual Growth	33	-36	69
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	672	714	725	API Growth Score	711	726	780
Growth Target	677	717	728	Actual Growth	39	12	55
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API – Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	667	706	705	API Growth Score	704	705	771
Growth Target	672	709	708	Actual Growth	37	-1	66

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria – Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School		
	2003	2004	2005
All Students	Yes	Yes	Yes

AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "n/a" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School		
	2003	2004	2005
All Students	Yes	Yes	Yes
African American	Yes	Yes	Yes
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	Yes	Yes	Yes
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged	Yes	Yes	Yes
English Learners	Yes	Yes	Yes
Students with Disabilities			

VI. School Completion (Secondary Schools)

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2003			Avg. Class Size	2004			Avg. Class Size	2005					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
K				20	2			20	2					
1				20	2			20	2					
2				20	2			20	2					
3				20	2			20	2					
4				26		2		26		2				
5				26		2		26		2				
6				26		2		26		2				
7				26		2		26		2				
8				26		1		26		2				

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	100	100	100
1	100	<i>To be provided by LEA</i>	
2	100		
3	100	100	100

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers 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 CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2004	2005
Total Teachers	18	18
Teachers with Full Credential	9	10
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	1
Teachers in Alternative Routes to Certification (district and university internships)	4	3
Pre-Internship	3	2
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	2	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners		<i>To be provided by LEA</i>	
Total Teacher Misassignments			

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School
Doctorate	
Master's Degree plus 30 or more semester hours	
Master's Degree	2
Bachelor's Degree plus 30 or more semester hours	15
Bachelor's Degree	1
Less than Bachelor's Degree	

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	<i>To be provided by LEA</i>	

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

At Aspire, the educator performance evaluations have several purposes:

1. to provide regular feedback to teachers to inform their professional growth;
2. to ensure that teachers are appropriately rewarded according to their actual performance;
3. to build a culture of ownership

The Criteria in which teachers are evaluated are:

1. Learning environment
2. Classroom management
3. Curriculum and Instruction
4. Assessment
5. Aspire Values

A teacher evaluation rubric can be referenced on each of the above stated criteria demonstrating expected levels of competency for Aspire educators.

Principals at Aspire are expected to spend at least 1 hour per day in classrooms, observing each teacher at least 1-2 times per week. Site principals meet formally with each educator to develop a Personalized Learning Plan, with follow-up meetings according to the PLP. Frequency of supervision and evaluation is individual to each teacher depending on their needs as a professional educator.

Year-end evaluations for teachers include data from the following areas:

1. Review of student data: including STAR, Aspire benchmark assessments and in-class assessments
2. Scheduled classroom observations
3. Unannounced classroom observations
4. Self-evaluations
5. Peer/Lead teacher feedback
6. Parent feedback: provided by yearly parent surveys

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Aspire makes every effort to provide the highest quality substitute teachers when one of our own educators is out due to illness or for staff development purposes. We have contracted with Kelly Services in order to provide credentialed teachers in our classrooms whenever possible due to teacher absenteeism.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	
Librarian	1
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Aspire understands that the demands we put on professional educators is 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 three weeks of summer training – one week in mathematics and two weeks in Language Arts/Humanities. These teacher institutes expose new teachers to the rigorous curriculums and instruction that we expect to take place in all of our 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 6 weeks. Individual sites take an additional 3-5 days for professional development that is tailored to their site. Aspire sites usually chose one topic to focus on for the year and this topic helps to guide their professional development. Topics have included: improving writing scores, teaching English language learners in the regular education classroom and community learning environments.

Professional Development

Information about the program for training the school's teachers and other professional staff.

In Aspire Schools, textbooks are used as a tool for instruction; they never take place of good teaching and the facilitation of learning.

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.

Materials for K-5: Harcourt Mathematics, Roll & Write Cubes, Mathematics Manipulatives, Math Games, Calculators, Problem of the Month

Materials for 6-12: College Prep Mathematics (CPM), Math Exhibitions, Mathematics Manipulatives, Calculators, Computers

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.

The Aspire Humanities Program in grades 6-12 follows the California Language Arts and Social Studies 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 and literature.

Resources K-5:

Open Court Reading Instructional Materials

Strategies That Work, Harvey & Goudvis

Reading with Meaning, Miller

The Art of Teaching Reading, Calkins

Guiding Readers and Writers grades 3-6, Pinnell & Fountas An Introduction to Shared Inquiry, The Great Books Foundation

Assessment materials

Open Court Unit Assessments

DRA K-3 from Celebration Press

DRA 4-8 from Celebration Press

Observation Survey- Marie Clay

Materials for 6-12:

History Alive units, various literary and nonfiction works

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Sufficient state-adopted and standards-aligned textbooks
Mathematics	Sufficient state-adopted and standards-aligned textbooks
Science	Sufficient state-adopted and standards-aligned textbooks
History-Social Science	Sufficient state-adopted and standards-aligned textbooks

To be provided by LEA

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Sufficient state-adopted and standards-aligned textbooks
Mathematics	Sufficient state-adopted and standards-aligned textbooks
Science	Sufficient state-adopted and standards-aligned textbooks
History-Social Science	Sufficient state-adopted and standards-aligned textbooks
Foreign Language	Sufficient state-adopted and standards-aligned textbooks
Health	Sufficient state-adopted and standards-aligned textbooks

To be provided by LEA

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	69,360	36,000
1		50,400
2		50,400
3		50,400
4	<i>To be provided by LEA</i>	54,000
5		54,000
6		54,000
7		54,000
8		54,000

Minimum Days

Information about the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

East Palo Alto Charter School had a total of 38 minimum days in the 2004-2005 school year. These days were used for conferences and professional development of teachers.

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,589	\$36,605
Mid-Range Teacher Salary	\$53,285	\$56,479
Highest Teacher Salary	\$76,293	\$69,452
Average Principal Salary (Elementary)	\$81,907	\$86,269
Average Principal Salary (Middle)	\$n/a	
Average Principal Salary (High)	\$79,769	
Superintendent Salary	\$144,063	\$122,177
Percent of Budget for Teacher Salaries	31%	42.3%
Percent of Budget for Administrative Salaries	4%	6%

District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
16,100,00	5,824	7,339	6,822

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

East Palo Alto Charter School provides after school tutoring, as well as intervention programs for students struggling academically.