

Executive Summary School Accountability Report Card, 2005-06

For: East Palo Alto Charter School

Address: 1286 Runnymede St.,
East Palo Alto CA 94303-

**Phone
Number:** (650) 614-9100

Principal: Allison Leslie

**Grade
Span:** K-8

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 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 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

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

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	405	Teachers With Full Credential	17
African American	15.3 %	Teachers Without Full Credential	3
American Indian or Alaska Native	0.0 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	0.0 %	Misassignments of Teachers of English Learners	0
Filipino	0.0 %	Total Teacher Misassignments	0
Hispanic or Latino	82.0 %		
Pacific Islander	2.7 %		
White (Not Hispanic)	0.0 %		
Multiple or No Response	0.0 %		
Socioeconomically Disadvantaged	70.3 %		
English Learners	61.0 %		
Students with Disabilities	7.0 %		

School Facilities

Summary of Most Recent Site Inspection

School site is satisfactory and meets all requirements

Repairs Needed

No repairs are currently needed.

Corrective Actions Taken or Planned

Not applicable.

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	0 %
Health	0 %
Science Laboratory Equipment (grades 9-12)	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$ 9,019
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	45
Mathematics	82
Science	52
History-Social Science	4

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	823
Statewide Rank (from 2005 API Base Report)	7
2006-07 Program Improvement Status	Not in PI

School Completion

Indicator	Result
Graduation Rate	n/a

Postsecondary Preparation

Measures	Percent of Graduates
Completed a Career Technical Education Program	n/a
Completed All Courses Required for University of California California State University Admission	n/a

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

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 at the California Department of Education (CDE) Web site 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.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School Information		District Information	
School Name	East Palo Alto Charter School	District Name	Aspire Public Schools
Principal	Allison Leslie	Superintendent	Don Shalvey, Ed.D
Street	1286 Runnymede Street	Street	426 17 th Street, Suite 200
City, State, Zip	East Palo Alto, CA 94303	City, State, Zip	Oakland, California 94612
Phone Number	650.614.9100	Phone Number	510-251-1660
Fax Number	650.614.9183	Fax Number	510-251-1670
Web Site	www.aspirepublicschools.org	Web Site	www.aspirepublicschools.org
E-mail Address	www.aspirepublicschools.org	E-mail Address	www.aspirepublicschools.org
CDS Code	41-68999-6114953	SARC Contact	Elise Darwish

School Description and Mission Statement

This section provides information about the school's goals and programs.

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
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Opportunities for Parental Involvement

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

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	40	Grade 8	37
Grade 1	40	Ungraded Elementary	0
Grade 2	40	Grade 9	0
Grade 3	40	Grade 10	0
Grade 4	52	Grade 11	0
Grade 5	52	Grade 12	0
Grade 6	52	Ungraded Secondary	0
Grade 7	52	Total Enrollment	405

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	15.3	White (not Hispanic)	0.0
American Indian or Alaska Native	0.0	Multiple or No Response	0.0
Asian	0.0	Socioeconomically Disadvantaged	70.3
Filipino	0.0	English Learners	61.0
Hispanic or Latino	82.0	Students with Disabilities	7.0
Pacific Islander	2.7	---	---

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2003-04			2004-05			2005-06					
	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	20.0	2			20.0	2			20.0	2		
1	20.0	2			20.0	2			20.0	1		

2	20.0	2			20.0	2			19.5	2		
3	20.0	3			20.0	2			20.0	2		
4	26.0		2		26.0		2		20.0	2		
5	26.0		2		26.0		2		26.0		2	
6												
K-3												
3-4												
4-8												
Other												

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	2003-04			2004-05			2005-06					
	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+
English	25.5		8		23.8		4					
Mathematics	25.4		5		24.2		6		25.2		6	
Science	25.4		5		24.2		6		25.2		6	
Social Science	25.4		5		23.8		4					

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K			
1			
2			
3			

II. School Climate

School Safety Plan

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

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 Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's 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

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06

Suspensions						
Expulsions						

III. School Facilities

School Facility Conditions and Improvements

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

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

School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks			
Mechanical Systems			
Windows/Doors/Gates (interior and exterior)			
Interior Surfaces (walls, floors, and ceilings)			
Hazardous Materials (interior and exterior)			
Structural Damage			
Fire Safety			
Electrical (interior and exterior)			
Pest/Vermin Infestation			
Drinking Fountains (inside and outside)			
Restrooms			
Sewer			
Playground/School Grounds			
Other			

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	10	14	17	177
Without Full Credential	11	7	3	60
Teaching Outside Subject Area of Competence				---

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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found 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	44.4	0.0
All Schools in District	0.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	0.0	0.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

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.

Teacher Evaluation Process

This section provides information about the procedures and the 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

Parent feedback: provided by yearly parent surveys

V. Support Staff

Academic Counselors and Other Support Staff

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		
Library Media Teacher (Librarian)	1.0	---

Library Media Services Staff (paraprofessional)	.5	---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	1.0	---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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		
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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				
District	---	---		\$50,304
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$56,471
Percent Difference - School Site and State	---	---		

Types of Services Funded

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

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

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information 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 can 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/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,243	\$37,797
Mid-Range Teacher Salary	\$53,867	\$57,601
Highest Teacher Salary	\$69,334	\$71,233
Average Principal Salary (Elementary)	\$90,584	\$88,676
Average Principal Salary (Middle)		\$91,944
Average Principal Salary (High)		\$81,156
Superintendent Salary	\$165,000	\$127,179
Percent of Budget for Teacher Salaries	31.2	42.1
Percent of Budget for Administrative Salaries	9.1	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	26	37	45	14	19	22	36	40	42
Mathematics	41	67	82	20	27	31	34	38	40
Science	6	27	52	3	7	15	25	27	35
History-Social Science	0	8	4	7	7	7	29	32	33

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	56	85	59	8
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	44	82	50	3
Pacific Islander	*	*	*	*
White (Not Hispanic)				
Male	42	81	46	5
Female	48	84	59	4
Economically Disadvantaged	43	83	49	0
English Learners	32	78	31	4
Students with Disabilities	13	39	*	*
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	30	19	38	18	19	23	43	41	42
Mathematics	52	49	72	29	33	36	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	45	73

American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	36	71
Pacific Islander	*	*
White (not Hispanic)		
Male	35	76
Female	41	66
Economically Disadvantaged	36	69
English Learners	26	63
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	46%
7	44%
9	n/a

IX. 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 CDE Web site 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	2003-04	2004-05	2005-06
Statewide	5	5	7
Similar Schools	10	10	10

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			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-2	56	46	823
African American	-36	69		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12	55	42	822
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-1	66	52	823
English Learners	--	--	16	819
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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

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 CDE Web site 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 Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	6
Percent of Schools Currently in Program Improvement	---	60.0

X. School Completion and Postsecondary Preparation

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 comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, this table displays by student group the percent of students 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. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

No data are available for this section

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

n/a

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	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

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 and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

n/a

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's 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

This section provides 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

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year

This section provides information about the total number of days in 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.