

Aspire Capitol Heights Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Rhema Strafford-Dai, Principal

Principal, Aspire Capitol Heights Academy

About Our School

Greetings from Principal Stradford-Dai at Aspire Capital Heights Academy! The mission of Aspire Public Schools upholds a strong, college-preparatory educational experience infused with the principles of inclusion and social justice. It affirms that for a community to be whole, all must be able to discover and pursue their passions. This certainty about CHA's identity resonates deeply within me. Now, more than ever, we are called to engage our voices in critical ways that connect to the promise of "college for certain."

It is clear to me that part of what makes CHA so outstanding is the conviction that intellectual rigor and human kindness are complementary components of an excellent educational institution. The value placed on providing all students with an innovative and challenging program that promotes critical, ethical, and global thinking is quite compelling, and I'm proud to be joining you in continuing this work.

Contact

Aspire Capitol Heights Academy
2520 33rd St.
Sacramento, CA 95817-1943

Phone: 916-739-8520
Email: data-contact@aspirepublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Jorge Aguilar
Email Address	superintendent@scusd.edu
Website	http://www.scusd.edu

School Contact Information (School Year 2019—20)	
School Name	Aspire Capitol Heights Academy
Street	2520 33rd St.
City, State, Zip	Sacramento, Ca, 95817-1943
Phone Number	916-739-8520
Principal	Rhema Strafford-Dai, Principal
Email Address	data-contact@aspirepublicschools.org
Website	www.aspirepublicschools.org
County-District-School (CDS) Code	34674390102343

Last updated: 12/16/2019

School Description and Mission Statement (School Year 2019—20)

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

Aspire Capitol Heights Academy is a TK-5 school in Sacramento that is part of the Aspire Public Schools network. Aspire Capitol Heights Academy opened in 2003

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

Our Vision

Every student is prepared to earn a college degree.

To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

Increase the academic performance of underserved students

Develop effective educators

Share successful practices with other forward-thinking educators, and

Catalyze change in public schools.

Our Core Values

Purposefulness: Deliberate action, focused on the organization's goals and priorities

Collaboration: Working collectively to accomplish more than what is possible alone

Ownership: Individual and group accountability for results, actions and decisions

Quality: Commitment to excellence and the discipline to continually improve

Customer Service: Responsiveness to the needs of external and internal customers

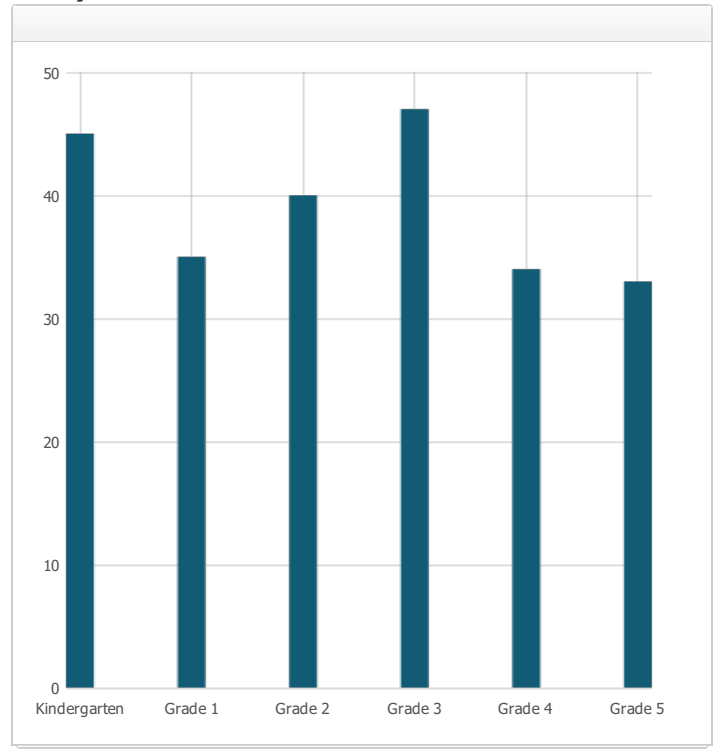
Aspire Capitol Heights Academy is a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge and traits to become college-educated leaders in their communities.

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

Last updated: 12/17/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	45
Grade 1	35
Grade 2	40
Grade 3	47
Grade 4	34
Grade 5	33
Total Enrollment	234



Last updated: 12/16/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	62.80 %
American Indian or Alaska Native	2.60 %
Asian	%
Filipino	0.40 %
Hispanic or Latino	22.60 %
Native Hawaiian or Pacific Islander	%
White	0.40 %
Two or More Races	3.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.30 %
English Learners	6.40 %
Students with Disabilities	4.30 %
Foster Youth	1.30 %
Homeless	%

A. Conditions of Learning

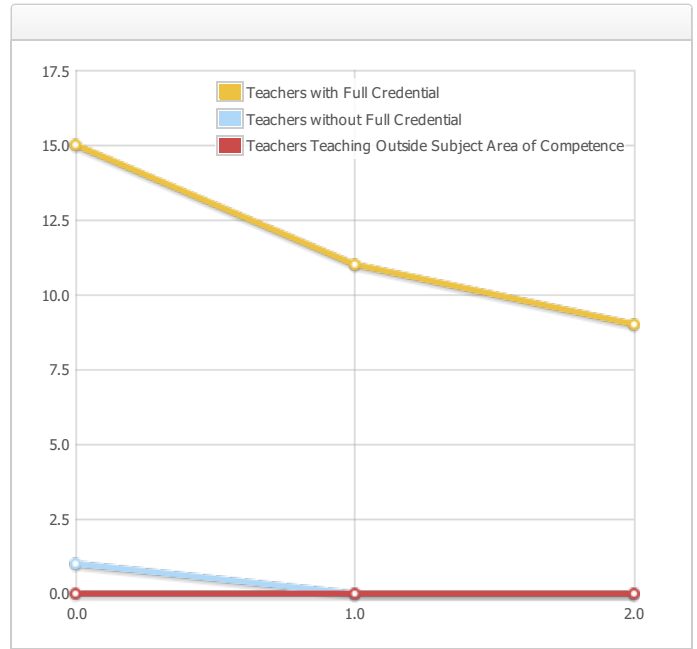
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

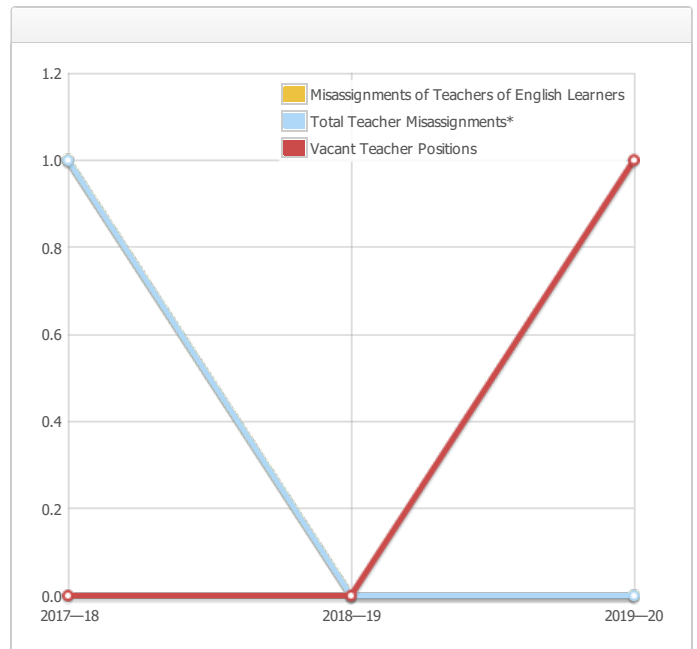
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	15	11	9	
Without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Good quality and availability		0.00 %
Mathematics	Good quality and availability		0.00 %
Science	Good quality and availability		0.00 %
History-Social Science	Good quality and availability		0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/16/2019

School Facility Conditions and Planned Improvements

The school facility is in good condition overall

Last updated: 12/16/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good
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Last updated: 12/16/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	28.0%	24.0%	40.0%	43.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	16.0%	32.0%	32.0%	38.0%	39.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/6/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	116	100.00%	0.00%	24.14%
Male	59	59	100.00%	0.00%	25.42%
Female	57	57	100.00%	0.00%	22.81%
Black or African American	80	80	100.00%	0.00%	22.50%
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	27	27	100.00%	0.00%	33.33%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	103	103	100.00%	0.00%	21.36%
English Learners	--	--	--	--	
Students with Disabilities	13	13	100.00%	0.00%	15.38%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	116	100.00%	0.00%	16.38%
Male	59	59	100.00%	0.00%	20.34%
Female	57	57	100.00%	0.00%	12.28%
Black or African American	80	80	100.00%	0.00%	15.00%
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	27	27	100.00%	0.00%	22.22%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	103	103	100.00%	0.00%	15.53%
English Learners	--	--	--	--	
Students with Disabilities	13	13	100.00%	0.00%	7.69%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.60%	15.60%	25.00%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/6/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Family and Community Involvement

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

Additional Opportunities for Family Involvement

Families, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals

R.O.P.E.S Panels – families may sit on panels to judge student work

School and Staff Evaluations – families fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School

Student-led Conferences – students will lead conferences on their work during the year to keep their families informed

Volunteer Opportunities – various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees

Fundraising – families and community members may work with the school to raise additional resources to support students and the school program

Families interested in participating or learning more about our parent involvement opportunities can contact our school's main office at (916)739-8520

Aspire Board of Directors Meetings – families and community members are welcome to the Board meeting. In compliance with the Brown Act, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

State Priority: Pupil Engagement

Last updated: 1/6/2020

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

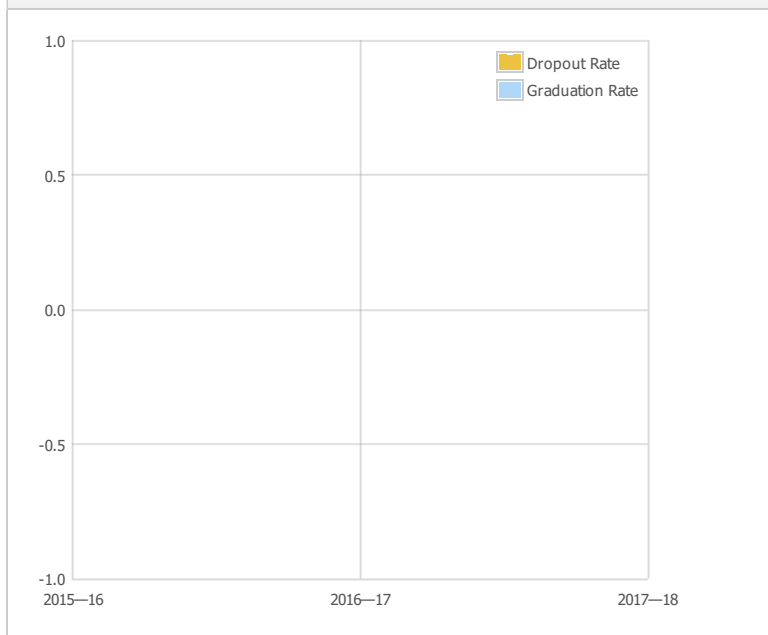
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	9.90%	9.70%
Graduation Rate	--	81.40%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	8.80%	8.30%	9.10%	9.60%
Graduation Rate	--	--	82.50%	82.50%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/16/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	7.00%	10.00%	5.60%	6.30%	6.20%	5.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

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.

The School Safety Plan was reviewed, updated and discussed with faculty and a student representative between August 1 - September 14

Last updated: 12/16/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		10	4
1	23.00		10	
2	23.00	5	5	
3	24.00		10	
4	24.00		10	
5	27.00	1	10	
6				
Other**	9.00	1		

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

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	5	6	2
1	22.00		11	
2	24.00		12	
3	24.00		12	
4	27.00	1	5	
5	31.00		10	2
6				
Other**	22.00		1	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		11	2
1	23.00			
2	24.00	1	16	
3	24.00		11	
4	22.00		5	
5	22.00	6	5	
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/16/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14896.00	\$3604.00	\$11292.00	\$56408.00
District	N/A	N/A	--	\$73236.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/16/2019

Types of Services Funded (Fiscal Year 2018–19)

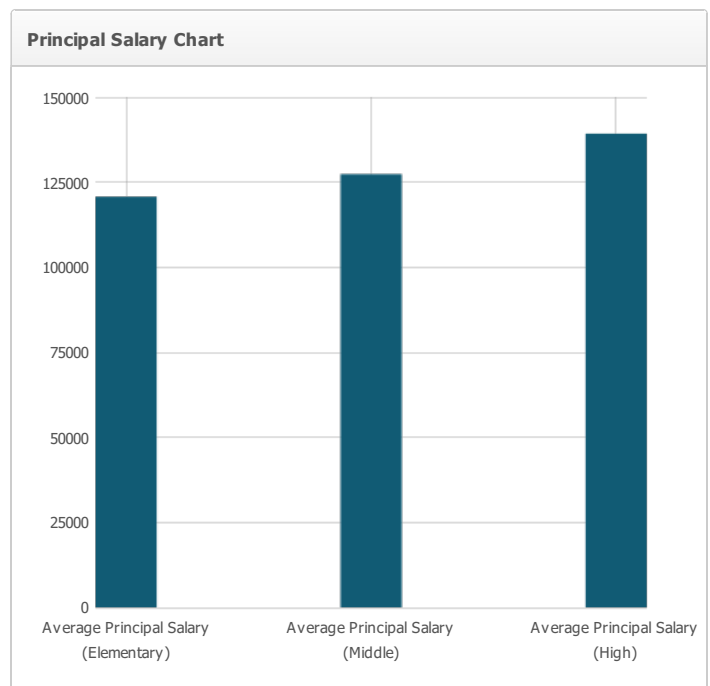
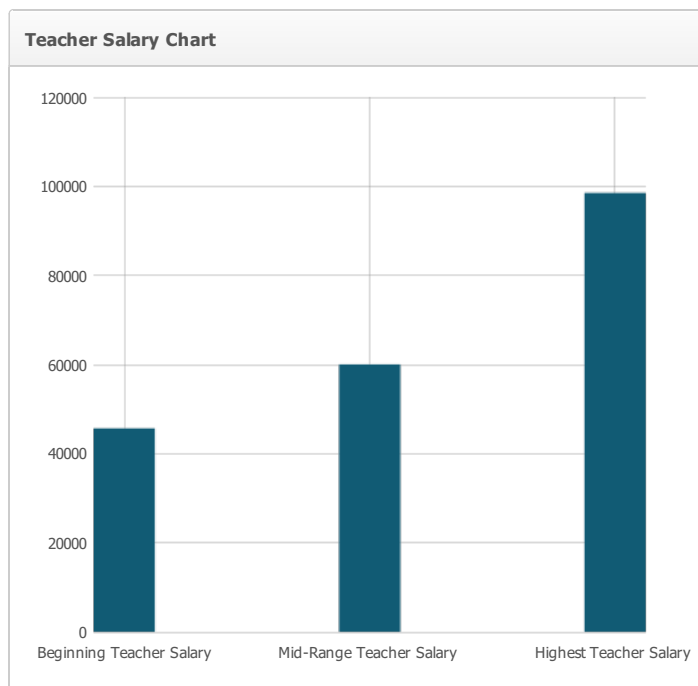
Special Education Tutoring Math Professional Development for Teachers Writing Professional Development for Teachers After School ASES Guided Reading College Field Trips Extensive PD on Common Core Standards Music, Art, PE Library Enrichment Advisory School Council Positive Behavior Int. Supports
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Last updated: 12/16/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,673	\$48,612
Mid-Range Teacher Salary	\$60,025	\$74,676
Highest Teacher Salary	\$98,512	\$99,791
Average Principal Salary (Elementary)	\$120,748	\$125,830
Average Principal Salary (Middle)	\$127,364	\$131,167
Average Principal Salary (High)	\$139,247	\$144,822
Superintendent Salary	\$295,000	\$275,796
Percent of Budget for Teacher Salaries	29.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 12/16/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	22	15	18