



[SARC Home](#) » Aspire Ollin University Preparatory Academy

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Joel Ramirez, Principal

- Principal, Aspire Ollin University Preparatory Academy

About Our School

Dear Aspire Ollin School Community,

We hope you are well and that you were able to find time during this unique summer break to enjoy your families and relax. We would like to welcome you, in historic fashion, to an upcoming school year that will be like no other. Although we will initially meet virtually, we look forward to the day we can see you in-person again! As you are aware, we will start our school remotely, through the Virtual Learning Model. The first day of school is August 17, 2020. ParentSquare, phone, email, and mail will be the primary method of communication for families. Zoom and Google Classroom will be our primary delivery of instruction as teachers engage with students in a much more robust way than what occurred last Spring, when we were abruptly shut down due to the COVID-19 pandemic. As we begin the year, students will be required to virtually attend classes in order to engage in learning. Prior to the start of the school year, students will receive access information to Zoom and Google classrooms from each of their teachers. On Monday August 17, 2020, Middle School students will log on at 8:15 am and High Students at 8:30am to their assigned first-period class. Teachers will have posted directions and information for how class will be conducted on that first day of school. The start of this school year will be far different than any traditional first day of school in the history of education, but it doesn't mean that we aren't excited to welcome each student back to our schools and provide them with the academic and emotional support we have been committed to providing for them in a traditional setting. I look forward to collaborating with all of you to make sure that students are engaging in their schooling in healthy and constructive ways, and I look forward to our Senior Class of 2021 leading the way! We are doing everything we can to make sure students are safe and get to learn in healthy and supportive environments, and we will keep everyone informed as schedules and local and State directives shift.

I wish everyone a successful start to the school year. We recognize all that you are doing and we sincerely thank you!

Best,

Mr. Ramirez
-Principal

Contact

Aspire Ollin University Preparatory Academy
2540 East 58th St.
Huntington Park, CA 90255-2659

Phone: 323-277-2901

Email: data-contact@aspirepublicschools.org

About This School

Contact Information (School Year 2020–2021)**District Contact Information (School Year 2020–2021)**

District Name	Los Angeles County Office of Education
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Phone Number	(562) 922-6111
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Superintendent	Debra Duardo
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Email Address	duardo_debra@lacoed.edu
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Website	http://www.lacoed.edu
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School Contact Information (School Year 2020–2021)

School Name	Aspire Ollin University Preparatory Academy
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Street	2540 East 58th St.
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City, State, Zip	Huntington Park, Ca, 90255-2659
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Phone Number	323-277-2901
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Principal	Joel Ramirez, Principal
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Email Address	data-contact@aspirepublicschools.org
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Website	www.aspirepublicschools.org
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County-District-School (CDS) Code	19101990112128
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Last updated: 1/14/2021

School Description and Mission Statement (School Year 2020–2021)

School Description: Aspire Public Schools is a national non-profit 501(c)(3) public benefit corporation that operates high performing charter schools that focus on preparing urban students for college. Aspire currently operates charter schools at 40 different campuses in various school districts in the state of California.

Aspire Ollin Academy is a 6-12 grade school in Huntington Park, California, that is part of the Aspire Public Schools network.

Vision: Every student is prepared to earn a college degree.

Mission Statement:

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

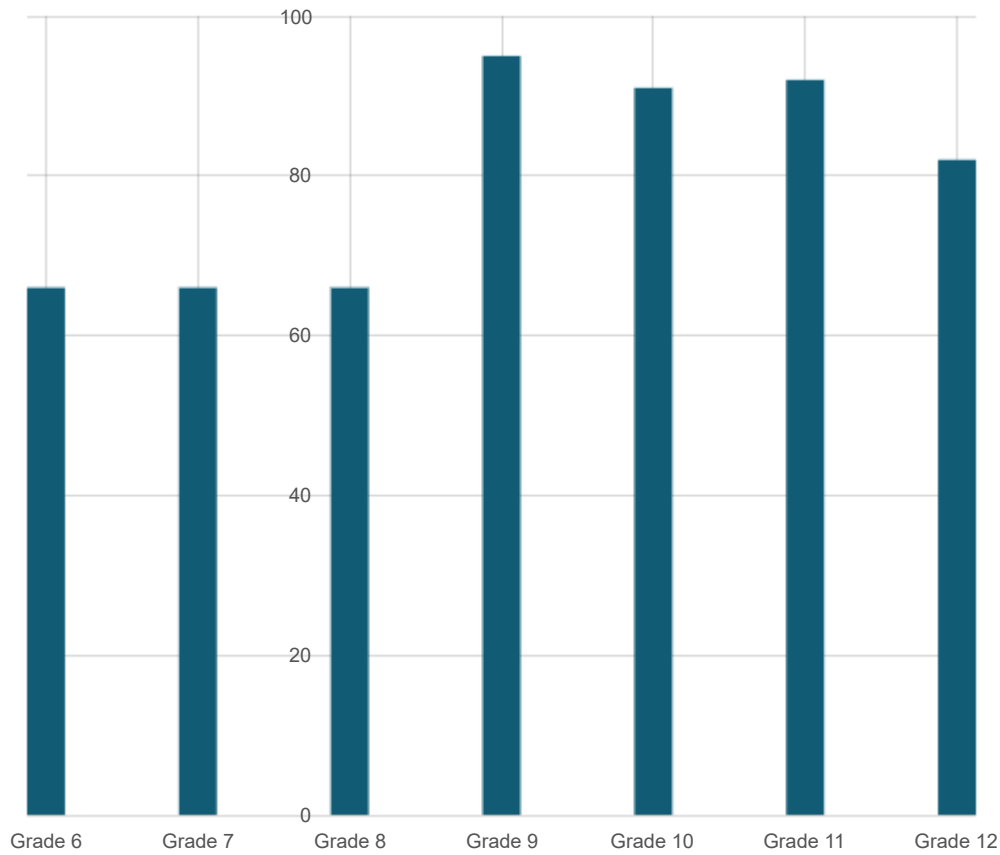
1. Increase the academic performance of underserved students
2. Develop effective educators
3. Share successful practices with other forward-thinking educators, and
4. Catalyze change in public schools.

The School's mission is to provide all students with an exceptional education that will 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: 1/14/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	66	66	66	95	91	92	82	558



Last updated: 1/14/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	0.50 %	%	0.20 %	%	98.90 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	94.10 %	12.90 %	10.80 %	%	
◀ ▶					

State Priority: Basic

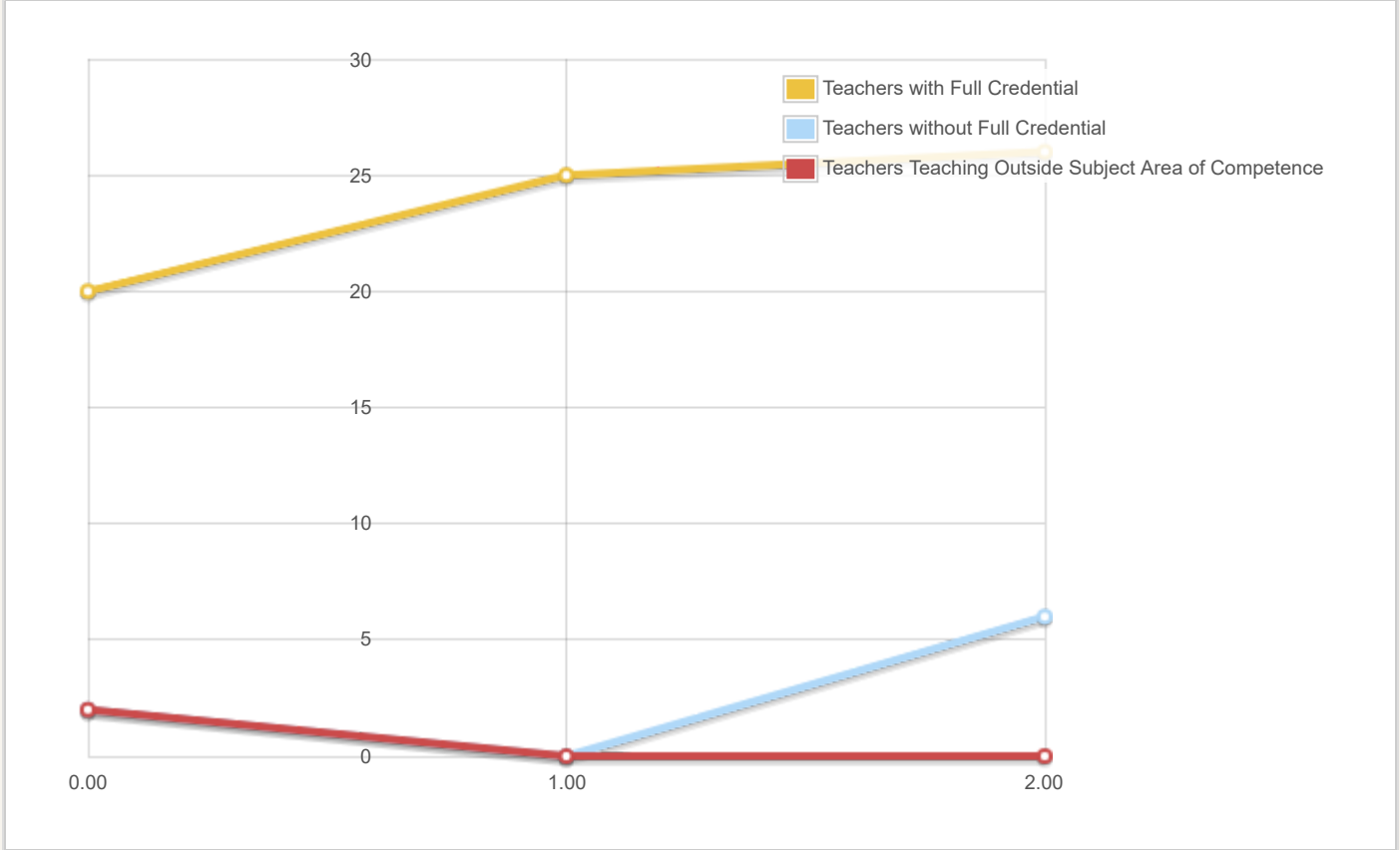
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	20	25	26	
Without Full Credential	2	0	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	

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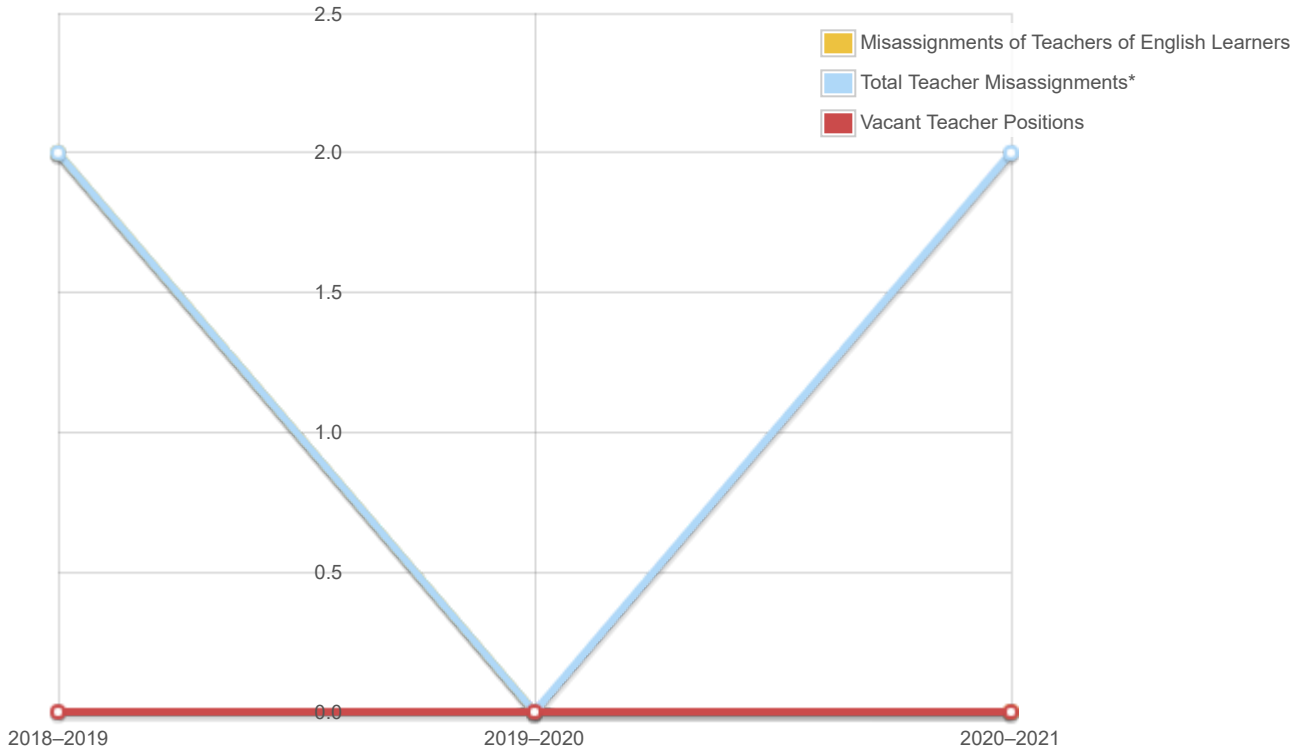


Last updated: 1/11/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	0	2
Vacant Teacher Positions	0	0	0

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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: 1/11/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	What is the What? by Dave Eggers Animal Farm/1984 by George Orwell The Jungle By Upton Sinclair The Absolutely True Diary of Part-Time Indian by Sherman Alexie The Great Gatsby by F. Scott Fitzgerald The Joy Luck Club The Catcher in the Rye The Things They Carried by Tim O Brien Fahrenheit 451 The Ancient World © 2017 Hunger Games by Suzanne Collins Comparative Religion: Investigate the World Through Religious Tradition (Inquire and Investigate) by Carla Mooney Esperanza Rising The Lightening Thief History Alive! The Medieval World and Beyond © 2017	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Chaucer's Canterbury Tales Retold And Illustrated by Marcia Williams</p> <p>Does My Head Look Big in This? by Randa Abdel-Fattah</p> <p>Red Scarf Girl By Ji Li Liang</p> <p>Master Puppeteer By Katherine Paterson</p> <p>A Wrinkle in Time by Madeleine L'Engle</p> <p>Popol Vuh: The Sacred Book of the Maya by Victor Montejo</p> <p>History Alive! The United States Through Industrialism</p> <p>History Alive! The United States Through Industrialism</p> <p>The Scarlet Letter (Townsend Library Edition) by Nathaniel Hawthorne</p> <p>My Brother Sam is Dead by James Lincoln Collier & Christopher Collier</p> <p>The Lewis and Clark Journals (Abridged Edition): An American Epic of Discovery</p> <p>Narrative of the Life of Frederick Douglass, An American Slave by Frederick Douglass</p> <p>Harriet Tubman: Conductor of the Underground Railroad by Ann Petry</p> <p>To Kill a Mockingbird by Harper Lee</p> <p>The Pearl by John Steinbeck</p> <p>Lord of the Flies by William Golding</p> <p>The Metamorphosis By Franz Kafka</p> <p>In the Time of the Butterflies by Julia Alvarez</p> <p>Bless Me Ultima by Rudolfo Anaya</p> <p>Brave New World by Aldous Huxley</p> <p>Great Expectations by Charles Dickens</p> <p>Heart of Darkness by Joseph Conrad</p> <p>Hamlet</p> <p>Othello</p> <p>One Flew Over the Cuckoo's Nest (Play)</p> <p>The Bean Trees (P.S.) by Barbara Kingsolver</p> <p>Master Harold & the Boys</p> <p>The Crucible by Arthur Miller</p> <p>Romeo and Juliet (Shakespeare Made Easy) by William Shakespeare</p> <p>"New Directions: Reading, Writing, and Critical Thinking (Cambridge Academic Writing Collection) by Peter S. Gardner"</p> <p>The Four Agreements</p> <p>House on Mango Street</p> <p>National Geographic INSIDE & EDGE</p>		
Mathematics	College Preparatory Math (CPM)	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	AP BIOLOGY by Mader / Windelspecht Biology AP Edition by McGraw-Hill Education and Darrel James Environmental Science for AP by Friedland & Relyea, 2nd Edition by W. H. Freeman Bring Science Alive! 6th Grade Integrated Bring Science Alive! 7th Grade Integrated Bring Science Alive! 8th Grade Integrated "Physics (4th Edition) 4th Edition by James S. Walker" Hole's Essentials of Human Anatomy & Physiology 12th Ed. by David Shier, Jackie Butler, Ricki Lewis (Author)" Living By Chemistry Jan 1, 2012, by Angelica M. Stacy	Yes	0.00 %
History-Social Science	Econ Alive! The Power to Choose Government Alive! Power, Politics, and You History Alive! Pursuing American Ideals AP Making America: A history of the United States History Alive! World Connections The Ancient World © 2017 History Alive! The Medieval World and Beyond © 2017 History Alive! The United States Through Industrialism	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Temas AP Spanish Language (Spanish) Hardcover – 2014 by Vista Higher Learning La Casa de Bernarda Alba by Federico Garcia Lorca Ficciones by Jorge Luis Borges Pedro Páramo by Juan Rulfo Cien Poemas de Amor by Pablo Neruda ASI SE DICE! LEVEL 1 (Spanish) 1st Edition by Conrad Schmitt La Llorona de Mazatlán - Novel Burro Genio (Spanish Edition) by Victor Villasenor Cajas de Carton by Francisco Jimenez ASI SE DICE! LEVEL 2 (Spanish) 1st Edition by Conrad Schmitt Morir en el Intento: La Peor Tragedia de Immigrantes en la Historia de los Estados Unidos (Spanish Edition) by Jorge Ramos ...y no se lo tragó la tierra / ...And the Earth Did Not Devour Him (English and Spanish Edition) by Tomás Rivera and Evangelina Vigil-Piñón El principito (Spanish) by Antoine de Saint-Exupéry and Bonifacio del Carril Como agua para chocolate (Spanish and English Edition) by Laura Esquivel ¡Asi se dice! Level 3, Student Edition (Spanish Edition) 1st Edition El Alquimista: Una Fabula Para Seguir Tus Suenos by Paulo Coelho Aura (English and Spanish Edition) by Carlos Fuentes and Lysander Kemp El amor en los tiempos del cólera (Spanish Edition) by Gabriel García Márquez El Burlador De Sevilla: Edicion De Alfredo Rodriguez Lopez-Vazquez (Letras Hispanicas) (Spanish Edition) by Tirso de Molina & Joaquin Casaldueiro	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts	Zoot Suit Riots The Harcourt Brace Anthology of Drama Third Edition Theatre Art In Action		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: 1/14/2021

School Facility Conditions and Planned Improvements

Aspire Ollin facilities are in excellent condition. We have an excellent custodial staff that keeps the school clean and safe. Aspire Ollin moved into a new facility during the 2013-2014 school year.

Last updated: 1/14/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

Overall Rating	Exemplary
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Last updated: 1/14/2021

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	School	District	District	State	State
	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	46%	N/A	42%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	33%	N/A	28%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/14/2021

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/14/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/14/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	13	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/14/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/14/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	99.13%

Last updated: 1/14/2021

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 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/14/2021

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 2020–2021)

The school 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, the school provides various features. Parents are important partners in the education of the students, and their input and involvement are sought and highly valued:

1. An open invitation to attend their child's classes.
2. Easy, open communication with their child's teacher.
3. Proactive communication through various ways: the school sends out ParentSquare messages, weekly newsletters, flyers, Robo-calls, and agendas for all parent meetings which are posted a week in advance through ParentSquare.
4. Opportunities to evaluate the School and its staff: Each spring, parents are asked to complete a survey evaluating the

School, the principal, and their child's teachers. The survey results are reviewed by the School staff, as well as Aspire's Leadership, and are a factor in personnel and instructional decisions.

5. Regular communication about student learning and behavior: parents, students, and teachers meet at least twice a year during Student Led Conferences to plan and assess the students' learning progress and determine goals. In addition, the School staff will call parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the School's behavior and academic expectations.

In addition, the School creates ways for families to invest some time in volunteer service each year. The School provides a variety of opportunities to match different skills and interests with needs. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending various parent meetings (parent workshops, coffee with the principal, SSC), serving on parent committees (such as ELAC and SSC), and communicating with other parents.

School Site Council: Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. The School has a School Site Council ("SSC"), which meets regularly, and consists of teachers, parents, and the School Principal. The school's SSC is intended to assist in developing and reviewing school policies, engaging the community, and fulfilling certain compliance requirements related to state and federal funding. The SSC may make recommendations about issues related to the School and participate in reviewing parent and student concerns, community issues, and special projects.

Last updated: 1/14/2021

State Priority: Pupil Engagement

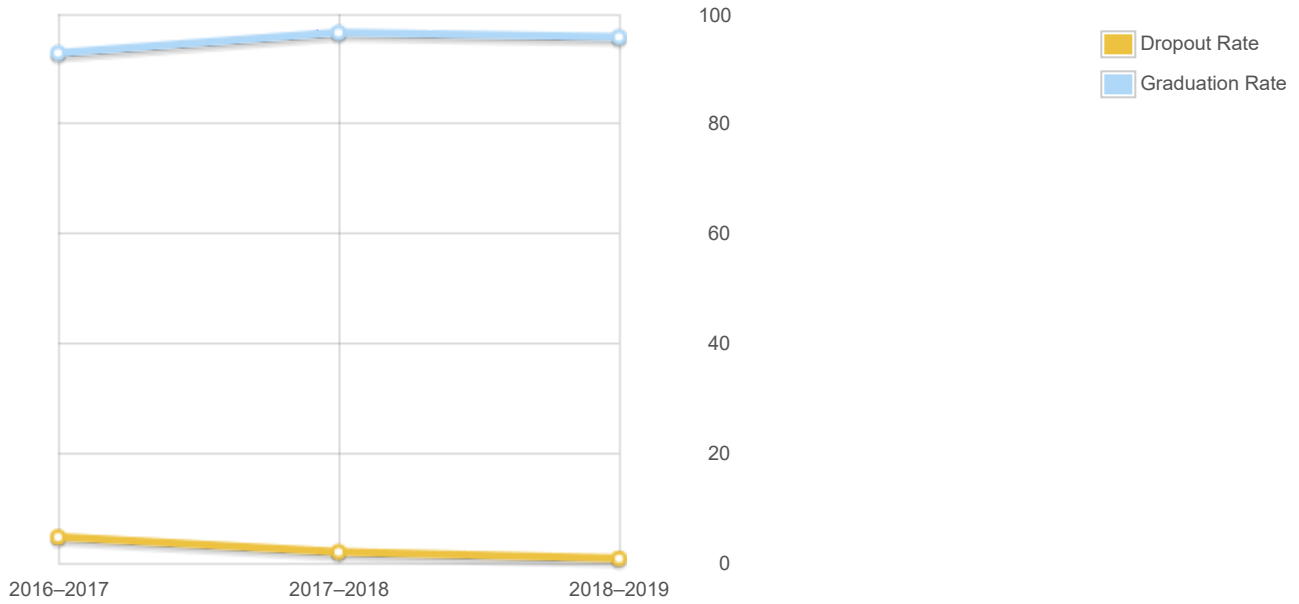
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	4.70%	2.00%	0.80%	35.90%	36.60%	28.60%	9.10%	9.60%	9.00%
Graduation Rate	92.90%	96.60%	95.80%	39.30%	50.70%	57.10%	82.70%	83.00%	84.50%

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



Last updated: 1/14/2021

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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017-2018	0.80%	0.00%
School 2018-2019	1.00%	0.17%
District 2017-2018	9.60%	0.00%
District 2018-2019	11.50%	0.17%
State 2017-2018	3.50%	0.10%
State 2018-2019	3.50%	0.10%

State 2017-2018

Suspensions and Expulsions for School Year 2019-2020 Only

State 2018-2019 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	0.90%	0.00%
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/11/2021

School Safety Plan (School Year 2020–2021)

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. 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. 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.

Students are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students are held accountable for their behavior in school and during any school-sponsored activity. The staff are responsible for positive reinforcement, consistency, and modeling appropriate behavior, in particular through Positive Behavior Intervention and Supports.

Through Restorative Practices, students learn to be effective decision-makers and problem-solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual. Each school will be a safe and orderly place for our students to receive a quality education. Our students also create Safety and Respect agreements in their classroom that they follow throughout the year. Our school also has school-wide safety and respect agreements that are adhered to across the campus.

DISASTER PLANS – School Safety Plans are written and revised annually, and 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 and shooting incidents, bomb threats, explosions, and intruders.

Monthly drills include fire, earthquake, shelter in place, intruder, etc. All drills are held in synchronization with LAUSD Early Education Center as they are on the same site. Debriefs and discussion to improve follow each drill. The School Safety Plan was reviewed, updated, and discussed with faculty in August 2020.

Last updated: 1/14/2021

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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							32.00	
Number of Classes * 1-20							1	
Number of Classes * 21-32							4	

Number of Classes * 33+ * 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 (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							32.00	
Number of Classes * 1-20							2	
Number of Classes * 21-32							7	

Number of Classes * 33+ * 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 (2019–2020)

K	1	2	3	4	5	6	Other**
						30.00	
						1	
						4	
						2	

Grade Level

Average Class Size

Number of Classes *
1-20

Number of Classes *
21-32

Number of Classes *
33+

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

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

Last updated: 1/14/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	27.00	28.00	27.00	26.00
Number of Classes * 1-22	4	2	3	2
Number of Classes * 23-32	8	12	9	9
Number of Classes * 33+	4	1	3	3

**Number of Classes *
33+** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	27.00	27.00	31.00	31.00
Number of Classes * 1-22	5	2	7	1
Number of Classes * 23-32	6	10	5	6
Number of Classes * 33+	6	6		7

**Number of Classes *
33+** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	23.00	23.00	28.00	30.00
Number of Classes * 1-22	6	6	2	1
Number of Classes * 23-32	10	13	8	10
Number of Classes * 33+	1		2	1

**Number of Classes *
33+**

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/14/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	2

*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: 1/14/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	7.00

Number of FTE* Assigned to School

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: 1/14/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$29006.00	\$3670.00	\$25336.00	\$68232.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	26.60%	-4.90%

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

Last updated: 1/14/2021

Types of Services Funded (Fiscal Year 2019–2020)

Meal Program – As of the 2019-2020 Academic school year, our school is following Provision 2 under the National School Lunch Program. All students receive nutrition and lunch at no charge to them.

We used LCAP funding to provide supplemental materials and services to support English Learners and socioeconomically disadvantaged students. Funds were dedicated to providing summer school courses, technology, college and career support, counseling services, and specialized personnel support, and staff development. We also used the funds to support technology upgrades, student incentives, and student field trips.

Last updated: 1/14/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 55.30%

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	1
Foreign Language	5
Mathematics	0
Science	3
Social Science	3
Total AP Courses Offered*	15

*Where there are student course enrollments of at least one student.

Last updated: 1/14/2021

Professional Development

Measure	2018– 2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16

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