Aspire Monarch Academy

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 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.

Jen Green, Principal

📍 Principal, Aspire Monarch Academy

About Our School

Monarch 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 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.

Contact

Aspire Monarch Academy
1445 101st Ave.
Oakland, CA 94603-3207

Phone: 510-568-3101
E-mail: data-contact@aspirepublicschools.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Kyla Johnson-Trammell
E-mail Address	kyla.johnson@ousd.org
Web Site	http://www.ousd.org

School Contact Information (School Year 2017-18)	
School Name	Aspire Monarch Academy
Street	1445 101st Ave.
City, State, Zip	Oakland, Ca, 94603-3207
Phone Number	510-568-3101
Principal	Jen Green, Principal
E-mail Address	data-contact@aspirepublicschools.org
Web Site	www.aspirepublicschools.org
County-District-School (CDS) Code	01612596117568

Last updated: 11/13/2017

School Description and Mission Statement (School Year 2017-18)

English and Spanish SARCs can be found on the school's website.

Aspire Monarch Academy is a K-5th grade school in Oakland that is part of the Aspire Public Schools network. Aspire Monarch Academy opened in 2000.

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

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:

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

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

Monarch's Vision
At Aspire Monarch Academy, we are committed to cultivating a community of life-long learners who are empowered to have voice and choice in their own path, and are confident and successful in all of their endeavors.

We strive to foster a safe, healthy, supported, and challenging environment through:
• Preparing scholars to be academically and social successful in secondary, college, and beyond
• Student centered practices in which scholars are encouraged to problem solve and drive their own thinking
• Rigorous and engaging curriculum
• Developing social emotional tools and promoting their use through modeling
• Partnering with families and the community to increase support and mutual sharing of knowledge
• Dedicated adults who model life-long learning and growth mindset

Monarch's Literacy Vision
Monarch readers will spend their days immersed in literacy rich environments, reading voraciously, accessing engaging texts, and learning through explicit instruction from well trained teachers so that they develop a love of reading that they can leverage on their path to college and a more just world.

Last updated: 11/13/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	79
Grade 1	65
Grade 2	66
Grade 3	66
Grade 4	62
Grade 5	64
Total Enrollment	402
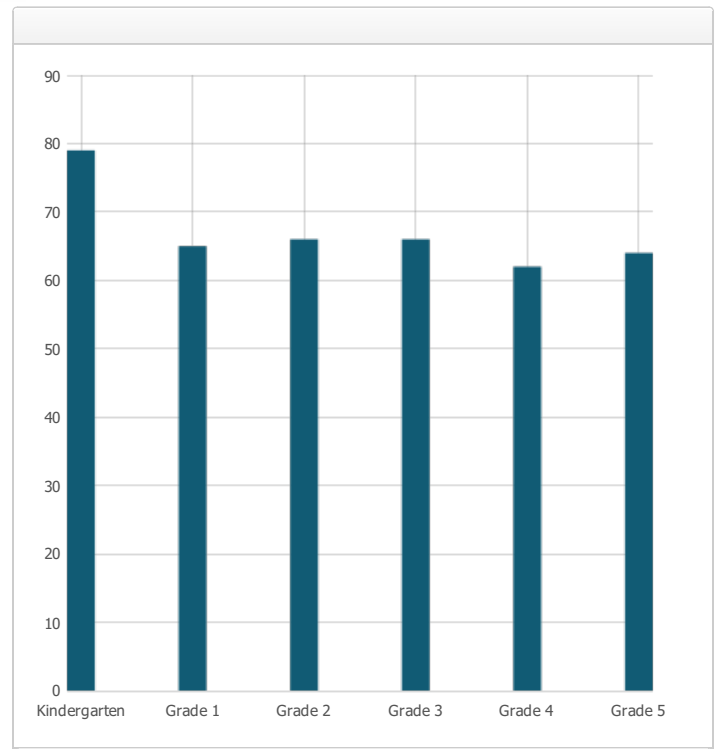
Last updated: 11/13/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.5 %
American Indian or Alaska Native	0.0 %
Asian	0.2 %
Filipino	0.0 %
Hispanic or Latino	95.0 %
Native Hawaiian or Pacific Islander	1.2 %
White	0.0 %
Two or More Races	0.0 %
Other	0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.5 %
English Learners	63.9 %
Students with Disabilities	5.7 %
Foster Youth	0.0 %

Last updated: 11/13/2017

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		District
	2015-16	2016-17	2017-18	2017-18
With Full Credential				
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				
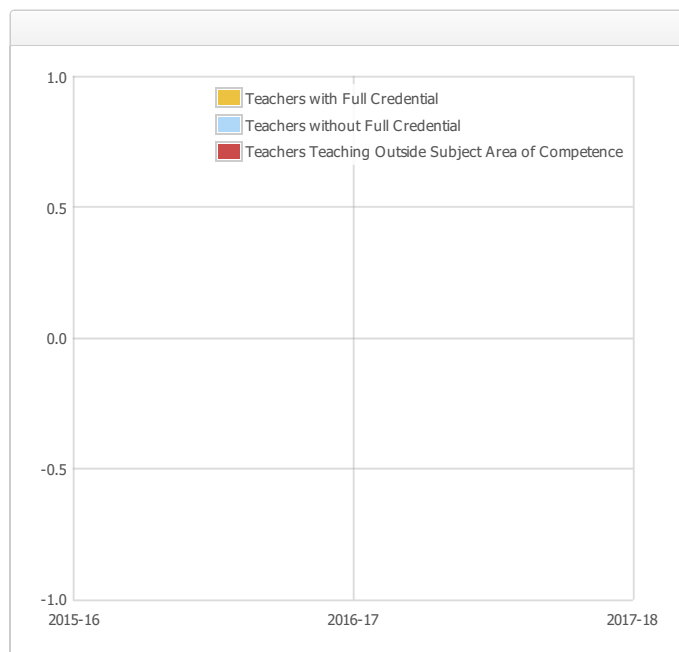
Last updated: 11/13/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	3	0
Total Teacher Misassignments*	0	3	0
Vacant Teacher Positions	0	0	0
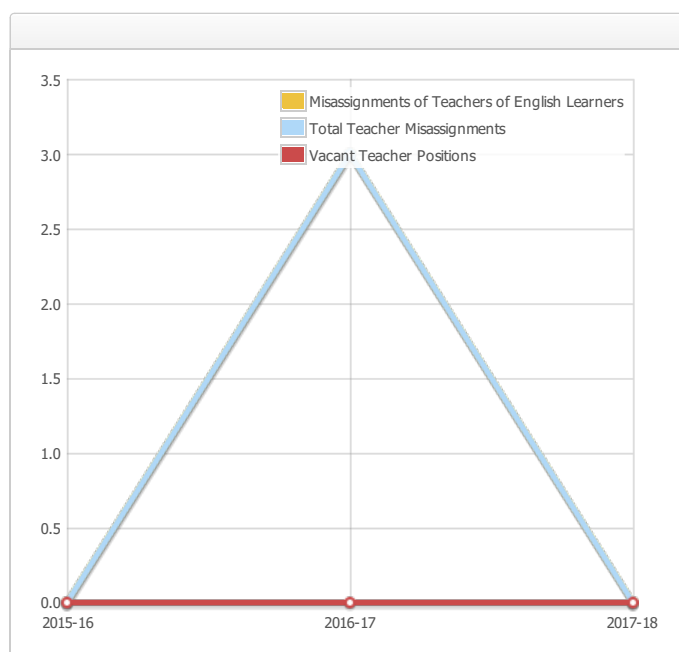
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/14/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5 Reading and Writing Units of Study	Yes	0.0 %
Mathematics	Eureka Math	Yes	0.0 %
Science	N/A		0.0 %
History-Social Science	N/A. Resources from History Alive, DBQ Project and Facing History of Ourselves		0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
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: 12/13/2017

School Facility Conditions and Planned Improvements

Aspire Monarch Academy is located at 1445 101st Avenue in Oakland, CA. The recent site inspection found the facility to be in fair condition. School facility is clean and safe. It is an older building, so some things need to be fixed with regularity, but we maintain that ourselves in cooperation with the church. New Exit signs were recently installed.

Last updated: 12/13/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

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: November 2017

Overall Rating	Good

Last updated: 12/13/2017

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2015-16**	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts / Literacy (grades 3-8 and 11)	19%	41%	33%	35%	48%	48%
Mathematics (grades 3-8 and 11)	16%	37%	27%	28%	36%	37%

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.

Last updated: 11/13/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	190	99.48%	40.53%
Male	94	94	100.00%	37.23%
Female	97	96	98.97%	43.75%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	181	180	99.45%	38.89%
Native Hawaiian or Pacific Islander	--	--	--	
White				
Two or More Races				
Socioeconomically Disadvantaged	184	183	99.46%	39.34%
English Learners	169	168	99.41%	39.29%
Students with Disabilities	17	16	94.12%	25.00%
Students Receiving Migrant Education Services				
Foster Youth				

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: 12/14/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	190	99.48%	37.37%
Male	94	94	100.00%	39.36%
Female	97	96	98.97%	35.42%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	181	180	99.45%	36.67%
Native Hawaiian or Pacific Islander	--	--	--	
White				
Two or More Races				
Socioeconomically Disadvantaged	184	183	99.46%	36.61%
English Learners	169	168	99.41%	36.90%
Students with Disabilities	17	16	94.12%	31.25%
Students Receiving Migrant Education Services				
Foster Youth				

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: 12/14/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

| | Percentage of Students Scoring at Proficient or Advanced | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	12.0%	13.0%	38.0%	39.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 11/13/2017

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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.

Last updated: 12/14/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

This is Aspire's 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.

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 features:

- Special Saturday classes: Scheduled at the beginning of the year, these three mandatory half-day sessions allow parents to attend school with their children.
- Participation in school decision-making: Aspire includes parent representatives on the Advisory School Council and parent participation on the school's Teacher Hiring Committee.
- 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 Home Office and are a factor in personnel decisions such as merit raises.
- Regular communication about student learning and behavior: parents, students and teachers meet at least twice a year during Family 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 tries to create ways for families to invest some time in volunteer service each year. The School provides a variety of opportunities to match with different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending ASC meetings, serving on parent committees, fundraising, and communicating with other parents.

Advisory School Council
Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. The School has a recently-formed Advisory School Council ("ASC"), which meets occasionally as needed, and consists of teachers, parents, and the School Principal. The School's ASC is intended to assist in developing School policies, engaging the community, and fulfilling certain compliance requirements related to state and federal funding. The ASC may make recommendations about issues related to the School and participate in reviewing parental and community concerns. If necessary, the principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

English Language Advisory Council (ELAC)
The ELAC advises the principal, staff, and ASC on programs and services for English learners. The ELAC assists the school in the development of the school's English learner needs assessments and ways to make parents aware of the importance of school attendance.

# State Priority: Pupil Engagement

Last updated: 11/13/2017

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)

	School			District			State		
Indicator	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	60.5%	63.4%	64.9%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
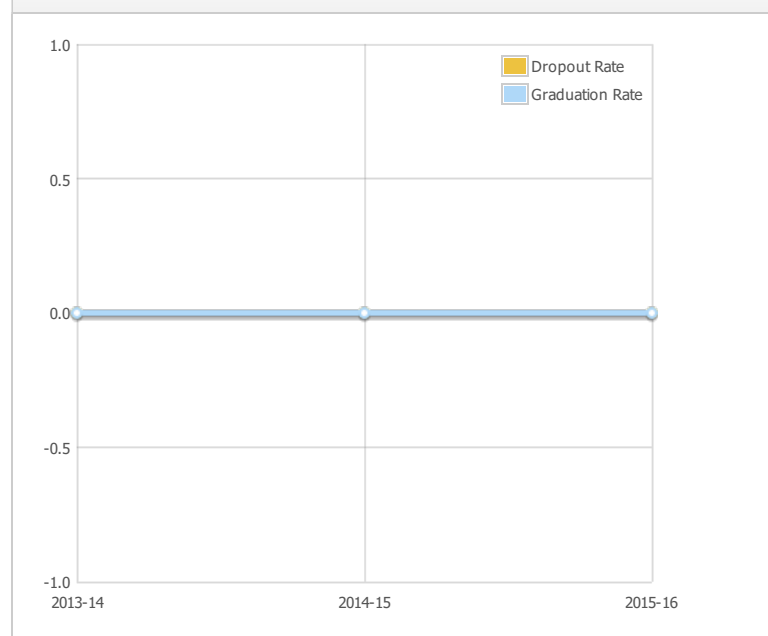
State Priority: School Climate

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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.8%	4.3%	1.2%	4.1%	4.1%	4.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2017-18)

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 in August 2014.

Last updated: 11/13/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	75.7%

Last updated: 12/14/2017

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	59.0	0	18	2	59.0	0	18	2	22.0	5	15	3
1	22.0	0	18	0	22.0	0	18	0	22.0	0	15	0
2	22.0	0	18	0	22.0	0	18	0	22.0	0	15	0
3	22.0	0	18	0	22.0	0	18	0	22.0	0	15	0
4	33.0	0	6	6	33.0	0	6	6	31.0	0	10	0
5	33.0	0	6	6	32.0	0	12	0	30.0	1	10	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 11/13/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*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: 12/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12499.0	$2647.0	$9852.0	$60078.0
District	N/A	N/A	$0.0	$62935.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-4.7%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	39.9%	-27.5%

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

Last updated: 12/14/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary

Types of Services Funded (Fiscal Year 2016-17)

Students receive tutoring after school in the areas of reading/language arts and math. Students in intervention receive services both during the day and after school (for our 4th and 5th graders) from credentialed and qualified teachers. We also create and implement programs for our families to help work with their children at home in reading, writing, math, and homework.

In addition, Aspire Monarch Academy also has:

• Robust RTI system that tracks all students' data closely to determine appropriate interventions
• 1:1 targeted support from Literacy Specialist
• Strong afterschool program that provides intervention/support
• We have a School Psychologist and Counselor who provide proactive socioemotional support
• All students have Data Binders so each student tracks his/her progress
• All students have Student-Led Conferences
• All teachers have weekly data meetings as well as weekly team meetings to collaborate around lessons
• PD focus on reading , math, behavior wellness and equity
• A SPED program is based on inclusion

Last updated: 12/14/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,258	$47,808
Mid-Range Teacher Salary	$63,694	$73,555
Highest Teacher Salary	$83,162	$95,850
Average Principal Salary (Elementary)	$107,457	$120,448
Average Principal Salary (Middle)	$109,728	$125,592
Average Principal Salary (High)	$126,332	$138,175
Superintendent Salary	$288,400	$264,457
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	10.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
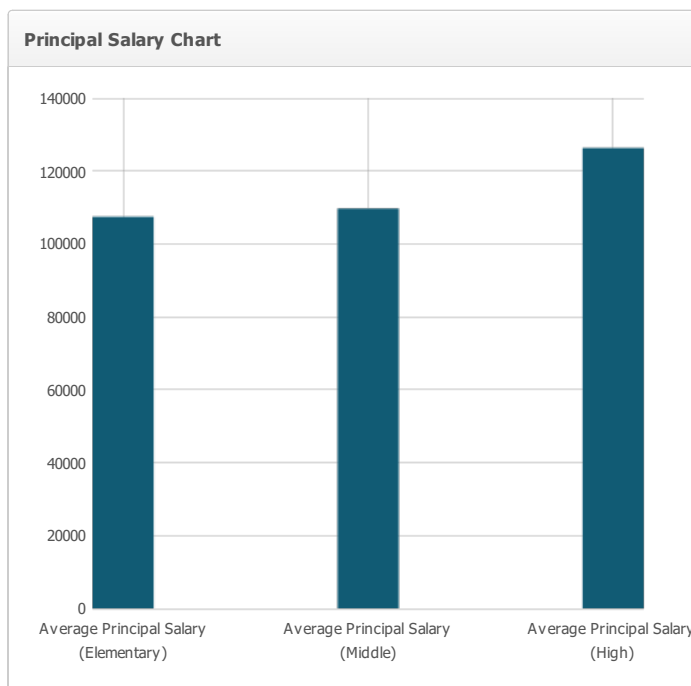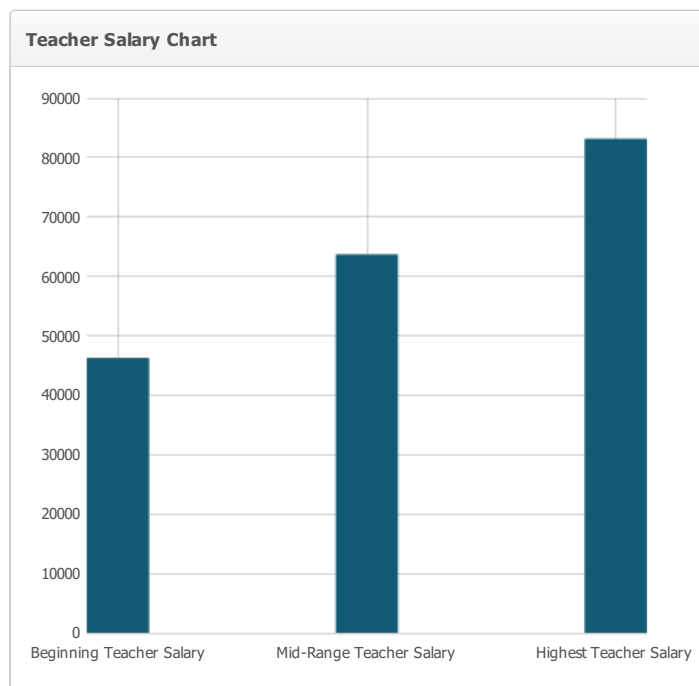
Last updated: 11/13/2017

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 11/13/2017

Professional Development

Aspire is committed to the professional development of all of its team members. Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 1-2 weeks of summer training to build classroom management skills, increase their capacity to plan meaningful and engaging lessons, and practice specific Instructional Guidelines that are core to the Aspire education program, and then receive on-going coaching support from a variety of individuals to reinforce and deepen their training. The School Principal and the Administrative Team, in their capacities as instructional leaders, provide on-site observation and coaching to all teachers, in addition to professional development. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. The school Culture Team focuses on providing observation and feedback to teachers in the areas of classroom management, social-emotional learning, relationship-building, conflict management, and classroom learning environment. Teachers are given time during the regular school day to collaborate and support each other to reach the Schools' and individual students' learning goals, including common preparation time through use of Integral Subjects (e.g. art/music, PE, Science, or Media) and early release days on Fridays. Aspire also has Instructional Coaches, embedded in the Admin Teams, to provide additional support, give one-on-one feedback, and conduct school-based professional development sessions. In addition, Aspire conducts two-four regional training sessions/data-collaboration days in areas identified as region-wide areas for growth.

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