

Aspire Monarch Academy

School Accountability Report Card Reported Using Data from the 2017—18 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.



Jen Green, Principal

Principal, Aspire Monarch Academy

About Our School

Our school is dedicated to preparing all of our students for college success. Everything about MON — from the college flags in our hallway to our data-driven rigorous instruction — is designed to put our students on the road to a four-year degree. Helping our students realize the college dream is a challenge that requires the hard work of every member of our school family: our students love learning and achieve amazing results; our staff is the hardest -working group of professionals in the business; our parents and families are involved in supporting every aspect of our college-going culture; and our community partners, volunteers, and supporters enable us to meet the unique needs of our students and our community.

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 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
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: 12/6/2018

School Description and Mission Statement (School Year 2018—19)

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 cultivati

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

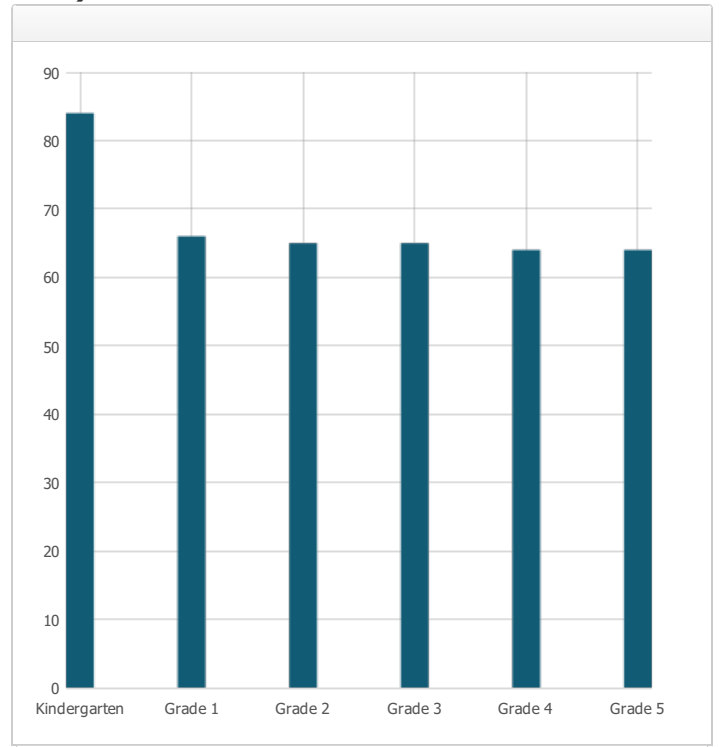
Monarch's Literacy Vision

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: 12/12/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	84
Grade 1	66
Grade 2	65
Grade 3	65
Grade 4	64
Grade 5	64
Total Enrollment	408



Last updated: 12/6/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.2 %
American Indian or Alaska Native	%
Asian	0.2 %
Filipino	%
Hispanic or Latino	95.6 %
Native Hawaiian or Pacific Islander	0.7 %
White	%
Two or More Races	0.2 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.4 %
English Learners	58.8 %
Students with Disabilities	7.6 %
Foster Youth	%

A. Conditions of Learning

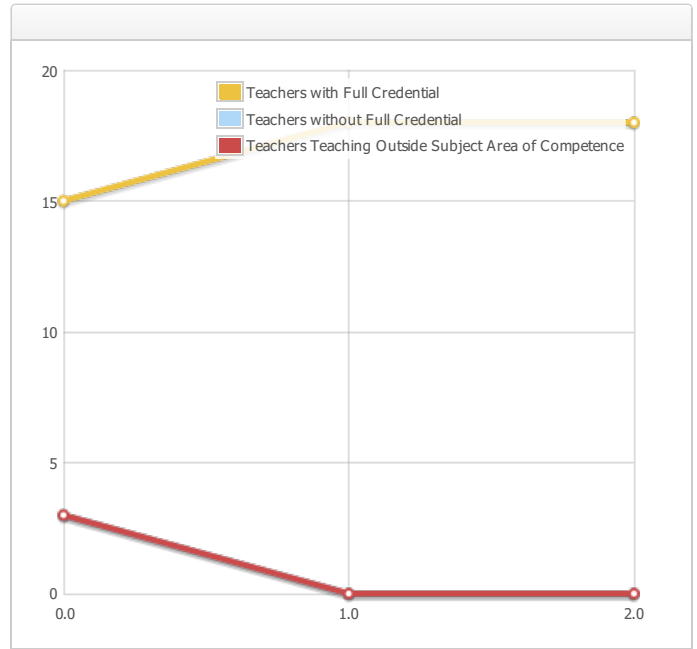
State Priority: Basic

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

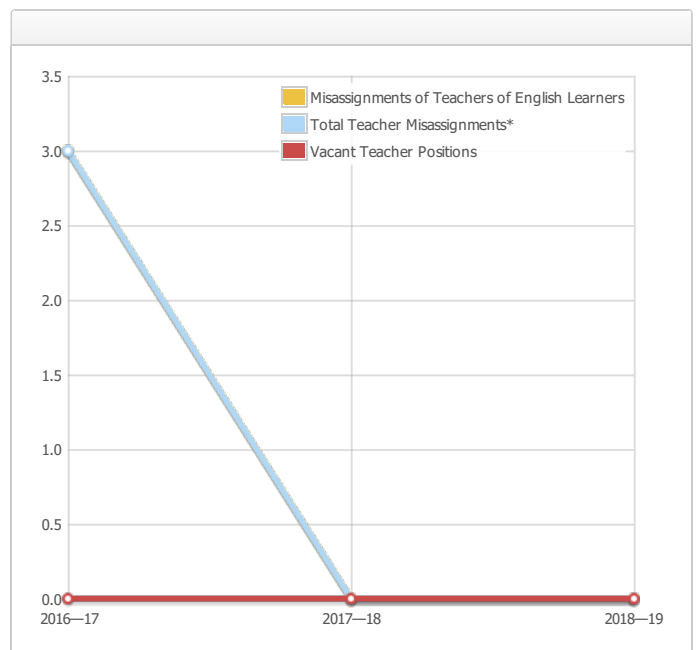
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	15	18	18	
Without Full Credential	3	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	0	0	



Last updated: 12/10/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	3	0	0
Total Teacher Misassignments*	3	0	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: 12/10/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-3, 5th: Teachers College Reading and Writing Workshop 4th: Wit & Wisdom	Yes	0.0 %
Mathematics	TK-5: Eureka Math	Yes	0.0 %
Science	TK-5: Mystery Science	Yes	0.0 %
History-Social Science	N/A		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: 12/14/2018

School Facility Conditions and Planned Improvements

The secondary building could use ADA upgrades to the student restroom and water fountain. Also, new flooring would help refresh the space.

Last updated: 12/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	The main building recently received new flooring in the TK/library space. The secondary building has not received new flooring
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Brand new ADA student restrooms and water fountains installed Summer 2018
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	Phase 1 of seismic retrofit completed Summer 2018. Phase 2 to be done Summer 2019
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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Last updated: 12/12/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	41.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	37.0%	45.0%	28.0%	29.0%	37.0%	38.0%

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: 12/6/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	194	192	98.97%	41.15%
Male	105	104	99.05%	34.62%
Female	89	88	98.88%	48.86%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	186	184	98.92%	39.67%
Native Hawaiian or Pacific Islander	--	--	--	
White				
Two or More Races				
Socioeconomically Disadvantaged	186	184	98.92%	40.76%
English Learners	171	169	98.83%	39.64%
Students with Disabilities	23	22	95.65%	22.73%
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: 12/6/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	194	192	98.97%	45.31%
Male	105	104	99.05%	41.35%
Female	89	88	98.88%	50.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	186	184	98.92%	45.65%
Native Hawaiian or Pacific Islander	--	--	--	
White				
Two or More Races				
Socioeconomically Disadvantaged	186	184	98.92%	44.02%
English Learners	171	169	98.83%	44.97%
Students with Disabilities	23	22	95.65%	18.18%
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: 12/6/2018

**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 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 12/6/2018

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 2017—18)

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	68.2%	36.5%	14.3%

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: 12/11/2018

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 2018—19)

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 sometime 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, and 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.

State Priority: Pupil Engagement

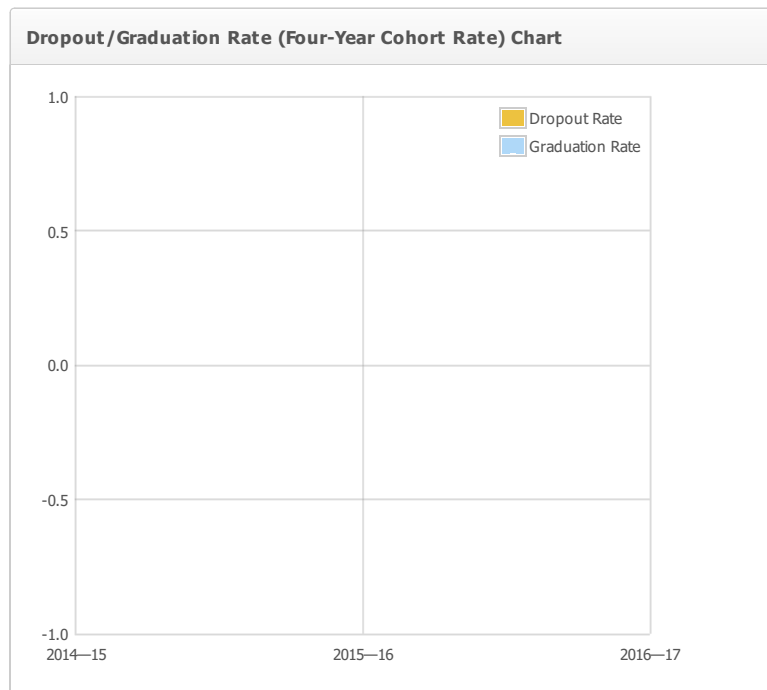
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	24.1%	20.3%	10.7%	9.7%
Graduation Rate	--	--	63.4%	64.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	13.5%	9.1%
Graduation Rate	--	73.7%	82.7%



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

Last updated: 12/6/2018

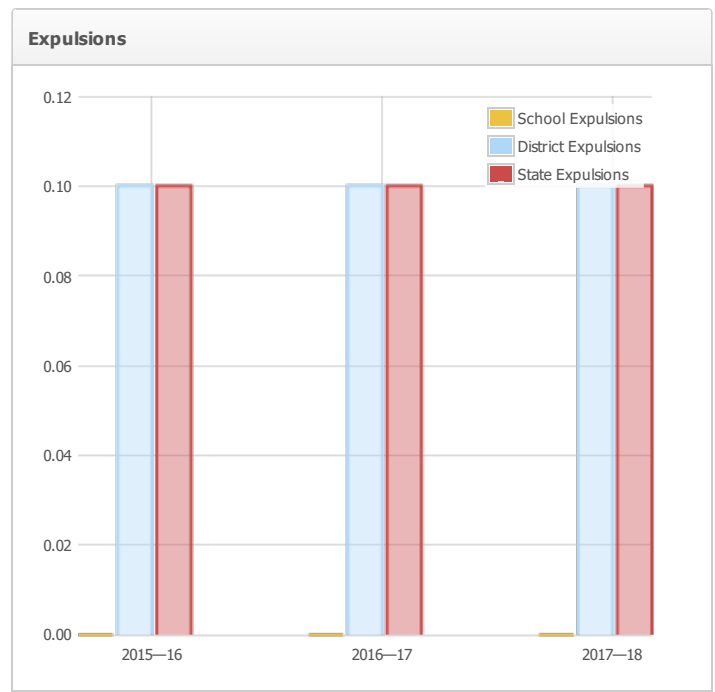
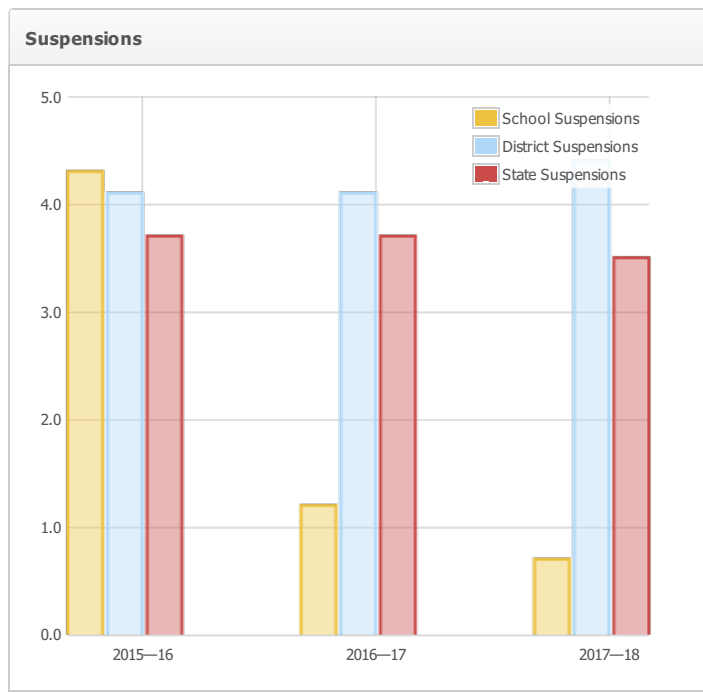
State Priority: School Climate

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	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.3%	1.2%	0.7%	4.1%	4.1%	4.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/6/2018

School Safety Plan (School Year 2018—19)

The school has safety plans on file and fire and safety drill procedures that are practiced monthly.

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.

Last updated: 12/12/2018

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	59.0		18	2
1	22.0		18	
2	22.0		18	
3	22.0		18	
4	33.0		6	6
5	32.0		12	
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.

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	70.0	5	15	3
1	22.0		15	
2	22.0		15	
3	22.0		15	
4	31.0		10	
5	30.0	1	10	
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.

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	71.0	5	15	3
1	22.0		15	
2	22.0		15	
3	22.0		15	
4	32.0		10	
5	30.0	1	10	
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.

Last updated: 12/6/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

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	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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: 12/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12768.0	\$3209.0	\$9559.0	\$63124.0
District	N/A	N/A	--	\$62742.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/10/2018

Types of Services Funded (Fiscal Year 2017—18)

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:

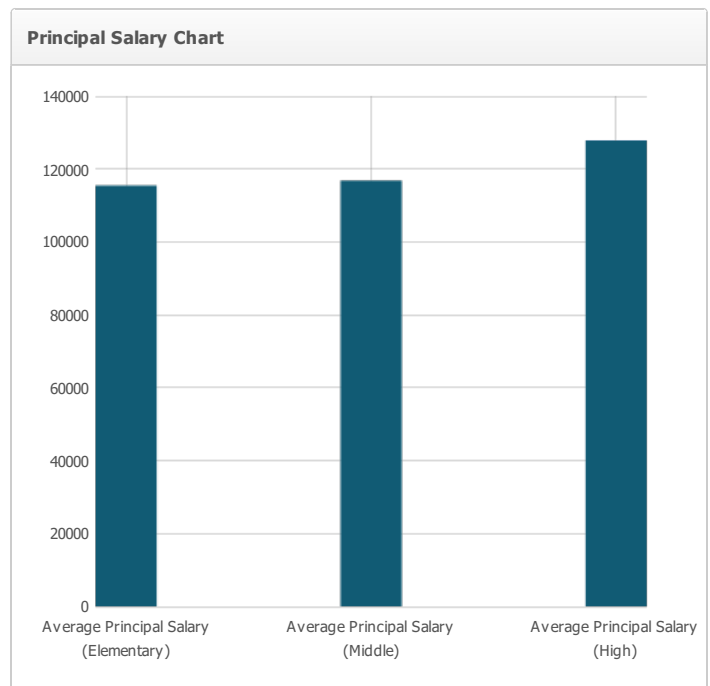
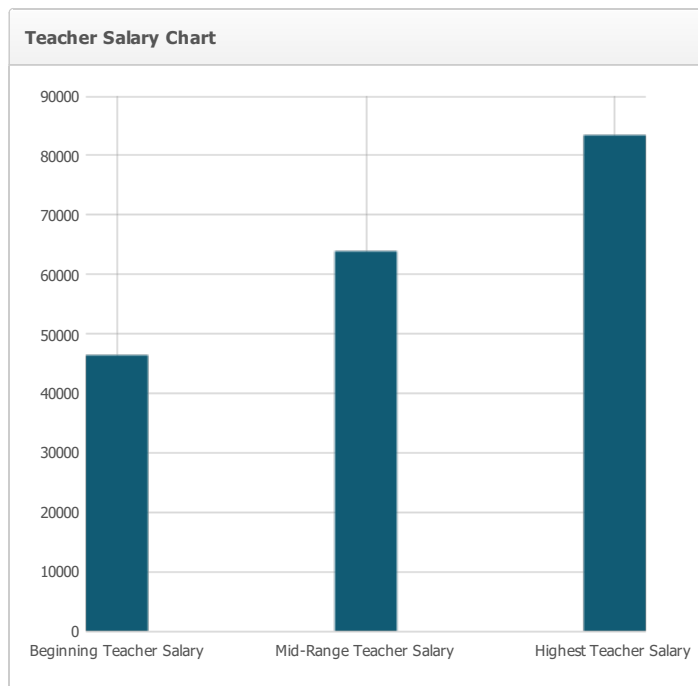
- Robust RTI system that tracks all students' data closely to determine appropriate interventions
- 1:1 targeted support from Literacy Specialist
- Strong afterschool program that provides intervention/support
- We have a School Psychologist and Counselor who provide proactive socioemotional support
- 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: 12/19/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,411	\$47,903
Mid-Range Teacher Salary	\$63,904	\$74,481
Highest Teacher Salary	\$83,437	\$98,269
Average Principal Salary (Elementary)	\$115,474	\$123,495
Average Principal Salary (Middle)	\$116,841	\$129,482
Average Principal Salary (High)	\$127,847	\$142,414
Superintendent Salary	\$297,052	\$271,429
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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/10/2018

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, in his/her capacity as instructional leader, provides on-site coaching to all teachers. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. 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. music, Spanish) and early release days on Fridays. Aspire also has instructional coaches who travel between school sites to provide additional support, give one-on-one consultation, and conduct school-based professional development sessions. Instructional coaches also guide experienced educators in their application for certification from the National Board for Professional Teaching Standards. In addition, Aspire conducts one or two regional training sessions in areas identified as system-wide weaknesses.

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