ASPIRE Community Day School

26866 San Jacinto St. • Hemet, CA, 92544 • 951-929-3071 • Grades 7-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Hemet Unified School District
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District Governing Board

Mrs. Marilyn Forst

Mr. Patrick Searl

Mrs. Megan Haley

Mr. Vic Scavarda

Mr. Jim Smith

Mr. Ross Valenzuela

Mr. Joe Wojcik

District Administration

Dr. Barry L. Kayrell
Superintendent

Dr. Barry L. Kayrell
Superintendent

Dr. David Horton
Assistant Superintendent
Educational Services

Dr. LaFaye Platter
Deputy Superintendent
Human Resources

Vince Christakos
Assistant Superintendent
Business Services

School Description

It is the mission of ASPIRE Community Day School to support and nurture students who have become disconnected from their educational path. ASPIRE will provide students with an opportunity and a place to feel safe and valued as they are challenged to rise to new heights and engage in active preparation towards 21st century skills that will assist them in their immediate and future successes. ASPIRE will offer its students an opportunity to learn in a blended learning environment with Google Chromebooks as our in class, 1:1 devices. Additionally ASPIRE's students will be able to explore business technology and web design electives, all in a school environment and culture built on safety, responsibility, and respect. Hemet Unified takes great pride in ensuring that our students are given every opportunity to become successful and engaged members of our community. ASPIRE is the product of that deep seated belief in all of the children we serve within our district.

District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 21,157 students. Preschool centers at nine school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter high school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

About the SARC

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 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 at 951-929-3071 or the district office.

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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			
ASPIRE Community Day School	**13-14**	**14-15**	**15-16**
With Full Credential	N/A	N/A	10
Without Full Credential	N/A	N/A	0
Teaching Outside Subject Area of Competence	N/A	N/A	2
Hemet Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1061
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	57

Teacher Misassignments and Vacant Teacher Positions at this School			
ASPIRE Community Day School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	N/A	N/A	0
Total Teacher Misassignments	N/A	N/A	0
Vacant Teacher Positions	N/A	N/A	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9-1-15 that each pupil, including English learners, in the district in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Adopted Textbooks				
	Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
Reading/Language Arts				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
Mathematics				
K-5	Scott Foresman - Addison Wesley enVisionMath - California	Pearson Scott Foresman	2010	6/08
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Pre-Algebra	McDougal, Littell and Company	2008	12/11
8-12	California Geometry	McDougal Littell	2007	6/08
9-12	Algebra 1	McDougal, Littell	2008	6/08
9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12	Algebra 2	McDougal Littell	2007	6/08
9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12	PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
13	Calculus	Addison Wesley	1999	6/99
13	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08

Adopted Textbooks

	Grade Levels / Title	Publisher	Edition	Adopted
	Social Science			
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
6	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	6/07
7	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	6/07
8	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	6/07
9	World Geography	McDougal Littell	2006	6/07
9	Health	Prentice Hall	2011	11/09
11	World History, The Modern World	Prentice Hall	2007	6/07
12	US History, Modern America	Prentice Hall	2008	6/07
13	Magruders American Government / American Govt. 10th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994	6/07 & 12/06
13	Economics, Principles in Action Economics, 7th Ed.	Prentice Hall South-Western	2001/20072005	6/07 & 12/06
13	Western Civilization	Thomson Learning, Inc.	2006	1/06
	Foreign Language			
6-8	Dime! Uno	McDougal Littell	1997	
9-12	Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12	Bienvenue, French 1	Glencoe	1998	7/00
9-12	A bord, French 2	McDougal Littell	2000	6/00
9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antologia de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antologia de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abiendo Puertas (AP)	McDougal Littell	2003	6/27
	----Science----			
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01
6	Earth Science	Holt, Rinehart & Winston	2001	3/01
7	Life Science	Holt, Rinehart & Winston	2001	3/01
8	Physical Science	Holt, Rinehart & Winston	2001	3/01
9	California Earth Science	Prentice Hall	2006	6/08
10-12	California Biology	Prentice Hall	2007	6/08
10-12	Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2010	6/08
10-12	Holt Physics California Edition	Holt	2007	6/08
12-13	Holt Modern Chemistry	Holt	2010	6/08
12-13	Astronomy - Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
12-13	Integrated Principles of Zoology	McGraw Hill	2006	1/06
	----Health----			
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05
6-8	Decisions for Health	Holt, Rinehart & Winston	2005	7/05
	Visual & Performing Arts			
9-12	Music Appreciation	McGraw Hill	2000	12/01
9-12	Stage Makeup	Watson-Guptill	1999	12/01
9-12	Simply 3D	Micrografx	1998	4/00

School Facility Conditions and Planned Improvements (Most Recent Year)

ASPIRE is newly remodeled and recently opened. The facilities have been completely restored and a number of improvements especially in technology have been implemented.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/29/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

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], Science California Standards Tests); and
- The percentage of pupils 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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
ASPIRE Community Day School is the latest addition to the 26 schools in the Hemet Unified School District with traditions dating back to 1882. ASPIRE Community Day School has an ethnically diverse student body and is served by a dedicated and professional staff. Both staff and parents comment on the positive climate and rigorous learning environment that ASPIRE has fostered in a very short amount of time.

ASPIRE Community Day School faces a number of challenges in ensuring a safe school environment due to the nature of the student population. This Comprehensive School Safety Plan will describe programs in place at our school designed to provide a safe and orderly school environment conducive to learning and student success:

1. ASPIRE Community Day School will provide a safe, orderly, and secure environment conducive to learning.

2. ASPIRE Community Day School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.

3. ASPIRE Community Day School will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.

4. ASPIRE Community Day School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.

5. ASPIRE Community Day School will develop a technology infused academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.

6. ASPIRE Community Day School will work collaboratively with other middle schools and high schools to assist in providing options to students who are experiencing a lack of academic success couple with a high incidence of disciplinary issues.

7. ASPIRE Community Day School will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate			
Expulsions Rate			
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate			
Expulsions Rate			
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate			
Expulsions Rate			

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate			Yes
Met Percent Proficient			N/A
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient			N/A
Made AYP Overall			Yes
Met Attendance Rate			Yes
Met Graduation Rate			Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	80

* 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.

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided through the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Academic Coaches provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,161	$43,165
Mid-Range Teacher Salary	$66,464	$68,574
Highest Teacher Salary	$87,860	$89,146
Average Principal Salary (ES)	$118,248	$111,129
Average Principal Salary (MS)	$127,067	$116,569
Average Principal Salary (HS)	$135,629	$127,448
Superintendent Salary	$227,058	$234,382
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site				
District	♦	♦		$71,130
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
ASPIRE Community Day School	**2012-13**	**2013-14**	**2014-15**
English-Language Arts			
Mathematics			
Hemet Unified School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts			
Mathematics			
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts			
Mathematics			

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
ASPIRE Community Day School	2011-12	2012-13	2013-14
Dropout Rate			
Graduation Rate			
Hemet Unified School District	2011-12	2012-13	2013-14
Dropout Rate			
Graduation Rate			
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.