



# ASPIRE Community Day School

26866 San Jacinto St. • Hemet, CA, 92543 • 951-929-3071 • Grades 7-12

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<http://aspirecds.hemetUSD.org/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Hemet Unified School District**

1791 West Acacia Ave.  
Hemet, CA 92545-3632  
(951) 765-5100  
[www.hemetUSD.org](http://www.hemetUSD.org)

### **District Governing Board**

Ms. Stacey Bailey

Mr. Rob Davis

Mrs. Megan Haley

Mr. Gene Hikel

Mr. Vic Scavarda

Mr. Patrick Searl

Mr. Ross Valenzuela

### **District Administration**

Dr. Christi Barrett  
**Superintendent**

Mr. Darrin Watters  
**Deputy Superintendent  
Business Services**

Dr. Derek Jindra  
**Assistant Superintendent  
Human Resources**

Ms. Tracy Chambers  
**Assistant Superintendent  
Educational Services**

Dr. Karen Valdes  
**Assistant Superintendent  
Student Services**

### **School Description**

The mission of ASPIRE Community Day School is to engage and support all students with high-quality instruction and targeted behavior intervention in order to develop the skills and foundation necessary to create a life as successful and responsible students and adults.

ASPIRE CDS utilizes Project-Based Learning as a primary element in instruction. Students learn how to communicate effectively as they work with one another utilizing verbal, written and technological skills that they develop as they engage in challenging projects and curriculum. Systems and Supports for students at ASPIRE include mandated counseling, for every student, where they can be seen one on one by a counselor or in group settings on topics like Anger Management, Decision Making, or Substance Abuse. Using a Positive Growth Mindset, Aspire Staff and Students learn how to engage life and avoid conflict better than ever before! Teachers continue to grow with professional development in areas of Trauma-Informed Practices for Schools and Social and Emotional Learning to better mitigate the challenges that arrive in their classrooms. ASPIRE CDS strives for excellence in maintaining a positive culture and climate that supports all our students and families so that they can be successful. Utilizing restorative practices and the intentional building of relationships increases mutual trust and builds a positive culture where students feel safe, relearn to believe in themselves and how to persevere.

## 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 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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 7                 | 5                  |
| Grade 8                 | 8                  |
| Grade 9                 | 13                 |
| Grade 10                | 17                 |
| Grade 11                | 20                 |
| Grade 12                | 10                 |
| <b>Total Enrollment</b> | <b>73</b>          |

### 2018-19 Student Enrollment by Group

| Group                           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American       | 21.9                        |
| Hispanic or Latino              | 54.8                        |
| White                           | 19.2                        |
| Two or More Races               | 4.1                         |
| Socioeconomically Disadvantaged | 97.3                        |
| English Learners                | 12.3                        |
| Students with Disabilities      | 26                          |
| Foster Youth                    | 2.7                         |
| Homeless                        | 4.1                         |

## 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 for ASPIRE Community    | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | 12    | 12    | 11    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 6     | 7     | 0     |

| Teacher Credentials for Hemet Unified School | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential                         | ♦     | ♦     | 1057  |
| Without Full Credential                      | ♦     | ♦     | 35    |
| Teaching Outside Subject Area of Competence  | ♦     | ♦     | 5     |

### Teacher Misassignments and Vacant Teacher Positions at ASPIRE Community Day School

| Indicator                     | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 0     | 0     |
| Vacant Teacher Positions      | 0     | 0     | 1     |

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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, including English learners, 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. Sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12.

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 9/3/2019 that each pupil in the district, including English learners, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

### Textbooks and Instructional Materials

Year and month in which data were collected: September 3, 2019

| Core Curriculum Area         | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------------|---|
| <b>Reading/Language Arts</b> | California Collections - Houghton Mifflin Harcourt April 2019<br>English 3D - Houghton Mifflin Harcourt June 2014<br>Read 180/System 44 - Scholastic, Inc. July 2015<br>Perrine's Literature: Structure, Sound & Sense - Wadsworth Cengage Learning June 2009<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| <b>Mathematics</b>           | Algebra 1 - Houghton Mifflin Harcourt May 2018<br>Geometry - Houghton Mifflin Harcourt May 2018<br>Algebra 2 - Houghton Mifflin Harcourt May 2018<br>PreCalculus w/limits - Cengage Learning July 2018<br>Trigonometry, Larson - Cengage Learning July 2018<br>AP Calculus - Cengage Learning July 2018<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| <b>Science</b>               | California Earth Science - Prentice Hall June 2008<br>California Life Science - Holt June 2003<br>California Biology - Prentice Hall June 2008<br>Holt Modern Chemistry - Holt June 2008<br>Holt Human Anatomy & Physiology - Glencoe McGraw Hill June 2008<br>Holt Physics California Edition - Holt June 2008<br>Astronomy – Journey to The Cosmic Frontier, 5th Edition - Glencoe McGraw Hill 5th Edition June 2008<br>Integrated Principles of Zoology - McGraw Hill January 2006<br>Invitation to Computer Science - Pearson Education, Inc. Feb 2015<br>Biology - Addison Wesley June 2009<br>Chemistry 9th Edition, AP Zumdahl & Zumdahl - Cengage Learning Nov 2013<br>College Physics: A Strategic Approach - Pearson Education Feb 2015<br>Environment: The Science Behind the Stories - Pearson/Prentice Hall Mar 2011<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0% |

| Core Curriculum Area                | Textbooks and Instructional Materials/Year of Adoption   |
|-------------------------------------|--|
| <b>History-Social Science</b>       | <p>World Geography - McDougal Littell June 2007<br/>           America's History - Bedford, St. Martin November 2017<br/>           Prentice Hall Health Behavioral Health Science - Prentice Hall Nov. 2009<br/>           World History, The Modern World - Prentice Hall June 2007<br/>           US History, Modern America - Prentice Hall 2 June 2007<br/>           Magraders American Government - Prentice Hall June 2007<br/>           Economics, Principles in Action - Prentice Hal June 2007<br/>           Western Civilization - Thomson Learning, Inc. January 2006<br/>           Out of Many, A History of the American People - Pearson Publisher June 2009<br/>           The Western Heritage - Pearson Education Ltd Prentice Hall Publisher June 2017<br/>           Human Geography, 1st Edition - McGraw-Hill Publishing Dec 2014<br/>           Stokstad Art History - Prentice Hall Publisher June 2009<br/>           American Government - Houghton Mifflin Dec. 2006<br/>           Economics, 7th Ed. - Thompson Dec. 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0%</p> |
| <b>Foreign Language</b>             | <p>Bon Voyage, French 1-3 - Glencoe McGraw Hill May 2013<br/>           Descubre, 2nd Ed. Level 1-3 - Vista Higher Learning November 2014<br/>           El Español para Nosotros 1 &amp; 2 - Glencoe/McGraw Hill November 2014<br/>           Temas - Vista Higher Learning Nov 2014<br/>           Abriendo Puertas: Tomo I - McDougal Littell, Inc. June 2009<br/>           Abriendo Puertas: Tomo II - McDougal Littell, Inc. June 2009<br/>           AP Imaginez "Le Francais Sans Frontieres" - Vista Higher Learning Mar 2012<br/>           Aprenon 2nd Edition - Wayside Publishing May 2014<br/>           T'es Branche 1, 2, 3, 4 - EMC Publishing May 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0%</p>   |
| <b>Visual and Performing Arts</b>   | <p>Music Appreciation - McGraw Hill Jan. 2006<br/>           Stage Makeup - Watson-Guptill Dec. 2001<br/>           Simply 3D - Micrografx April 2000<br/>           Music in Theory &amp; Practice, Vol. I &amp; II, 8th Edition - McGraw-Hill Publishing Dec. 2010</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0%</p>   |
| <b>Science Laboratory Equipment</b> | <b>Percent of students lacking their own assigned textbook:</b> 0%   |

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

### 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: 9/2/2019

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                | Good          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | Good          |   |
| <b>Electrical:</b><br>Electrical                                     | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains           | Good          |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                   | Good          |   |

| System Inspected   | Repair Status    | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good             |   |
| <b>Overall Rating</b>  | <b>Exemplary</b> |   |

## 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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 0            | 7            | 36             | 37             | 50          | 50          |
| Math    | 0            | 0            | 22             | 22             | 38          | 39          |

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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A          | N/A          | N/A            | N/A            | N/A         | N/A         |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 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

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 9           | 18.8   | 6.2    |        |

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                    | 45               | 42            | 93.33          | 7.14                    |
| Male                            | 33               | 31            | 93.94          | 9.68                    |
| Female                          | 12               | 11            | 91.67          | 0.00                    |
| Black or African American       | --               | --            | --             | --                      |
| Hispanic or Latino              | 28               | 26            | 92.86          | 0.00                    |
| White                           | --               | --            | --             | --                      |
| Two or More Races               | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged | 41               | 39            | 95.12          | 7.69                    |
| English Learners                | 12               | 12            | 100.00         | 0.00                    |
| Students with Disabilities      | --               | --            | --             | --                      |
| Foster Youth                    | --               | --            | --             | --                      |
| Homeless                        | --               | --            | --             | --                      |

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                    | 45               | 41            | 91.11          | 0.00                    |
| Male                            | 33               | 30            | 90.91          | 0.00                    |
| Female                          | 12               | 11            | 91.67          | 0.00                    |
| Black or African American       | --               | --            | --             | --                      |
| Hispanic or Latino              | 28               | 25            | 89.29          | 0.00                    |
| White                           | --               | --            | --             | --                      |
| Two or More Races               | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged | 41               | 38            | 92.68          | 0.00                    |
| English Learners                | 12               | 11            | 91.67          | 0.00                    |
| Students with Disabilities      | --               | --            | --             | --                      |
| Foster Youth                    | --               | --            | --             | --                      |
| Homeless                        | --               | --            | --             | --                      |

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parents of the students at ASPIRE Community Day School have the opportunity to be involved in the following:

- Parent Meetings (Monthly)
- School Site Council/ELAC
- Back to School Night
- Open House
- Family BBQ Night
- FAFSA Night
- College and Career Day

### 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.

### School Safety Plan

(1) Assessment of the current status of school crime committed on school campuses and at school-related functions.

(2) Includes strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine, and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.).

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy is consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibit pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.

(J) School site council or school safety planning committee, develops and updates the comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other school site councils or school safety planning committees.

(K) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(L) As comprehensive school safety plans are reviewed and updated and includes policies and procedures aimed at the prevention of bullying.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 47.7    | 41.2    | 39.6    |
| Expulsions Rate                           | 1.7     | 0.5     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 7.0     | 6.4     | 4.9     |
| Expulsions Rate                             | 0.6     | 0.3     | 0.4     |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate                         | 3.6     | 3.5     | 3.5     |
| Expulsions Rate                          | 0.1     | 0.1     | 0.1     |

#### 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.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 73.0  |

\* 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.

##### Student Support Services Staff (School Year 2018-19)

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.0                                  |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  |                                      |
| 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.

##### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2016-17            | 2016-17                 | 2016-17                  | 2016-17                | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                |
|----------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|                | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ |
| English        | 6                  | 14                      |                          |                        | 7                  | 15                      |                          |                        | 6                  | 16                      |                          |                        |
| Mathematics    | 3                  | 4                       |                          |                        | 9                  | 9                       |                          |                        | 5                  | 16                      |                          |                        |
| Science        | 6                  | 7                       |                          |                        | 9                  | 9                       |                          |                        | 7                  | 10                      |                          |                        |
| Social Science | 6                  | 9                       |                          |                        | 10                 | 8                       |                          |                        | 7                  | 10                      |                          |                        |

\* 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.

##### Professional Development provided for Teachers

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2       | 2       | 2       |

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 by 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 primary focus of the Professional Development Academy is supporting instruction of California State Standards and the new curriculum adoptions that have taken place during the past few years. The district's Educational Services Department, including Teachers On Special Assignment (TOSA), provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the TOSAs provide a variety of district and site-based trainings based on data, principal feedback and, teacher survey results.

The PDA also supports new teachers through our Center for Teacher Innovation (CTI) Induction Program, which provides intensive coaching and support in the inquiry process. Additionally, the TOSAs support seven elementary site-based Instructional Coaches and eight secondary Math Coaches, located



at designated schools across the district. A new teacher academy is offered for all new HUSD teachers during the summer, and all elementary classroom teachers participated in ongoing training which supports ELA and Math standards, and our secondary ELA teachers also participated in training for the newly adopted secondary ELA curriculum (Collections). Additional training and support are offered to Special Education Teachers, Science and History/Social Studies teachers.

#### FY 2017-18 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$51,636        | \$48,612                                     |
| Mid-Range Teacher Salary      | \$77,713        | \$74,676                                     |
| Highest Teacher Salary        | \$104,786       | \$99,791                                     |
| Average Principal Salary (ES) | \$127,240       | \$125,830                                    |
| Average Principal Salary (MS) | \$129,756       | \$131,167                                    |
| Average Principal Salary (HS) | \$143,241       | \$144,822                                    |
| Superintendent Salary         | \$223,000       | \$275,796                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 34%             | 34%  |
| Administrative Salaries    | 6%              | 5%   |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Unrestricted funds support small class sizes, counselors and MFT's to provide more one-to-one intervention for students in a community day program. In addition, base/unrestricted funds are used to cover the costs for admin and student supervision staff, professional development and EL, math and reading intervention. Restricted funds are used for teachers and materials for CTE programs, college readiness and instructional supplies for intervention.

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

| Rate for ASPIRE Community Day | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------|---------|---------|
| Dropout Rate                  | --      | --      | --      |
| Graduation Rate               | --      | --      | --      |

| Rate for Hemet Unified School District | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Dropout Rate                           | 5.7     | 7       | 5.6     |
| Graduation Rate                        | 87.4    | 82.8    | 87.2    |

| Rate for California | 2015-16 | 2016-17 | 2017-18 |
|---------------------|---------|---------|---------|
| Dropout Rate        | 9.7     | 9.1     | 9.6     |
| Graduation Rate     | 83.8    | 82.7    | 83      |

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

#### Career Technical Education Participation

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 58                        |
| % of pupils completing a CTE program and earning a high school diploma                                   | 6                         |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0                         |

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total    | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$26,146 | \$4,258    | \$21,887     | \$67,188               |
| District    | N/A      | N/A        | \$6,871      | \$82,190.00            |
| State       | N/A      | N/A        | \$7,506.64   | \$82,403.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 104.4        | -20.1                  |
| School Site/ State   | 97.8         | -20.3                  |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission          | 50.68   |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 0       |

#### 2018-19 Advanced Placement Courses

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

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

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

### **Career Technical Education Programs**

Aspire Community Day School serves students in grades 7-12.

Our 9-12 students have access to our Career Technical Education Program (Arts, Media and Entertainment). CTE Digital Imaging is an introductory course where students learn the basics of digital photography and digital imaging. CTE Creative Digital Media is a capstone course for students and focuses on the application of skills learned in CTE Digital Imaging. Here, students learn to apply those skills and create various projects through the manipulation of digital media.

### **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.