

MODESTO CITY SCHOOLS

TO:	Dr. Sara Noguchi, Superintendent	Regular Meeting
SUBJECT:	2019-20 Annual Report, Aspire University Charter School	

BACKGROUND

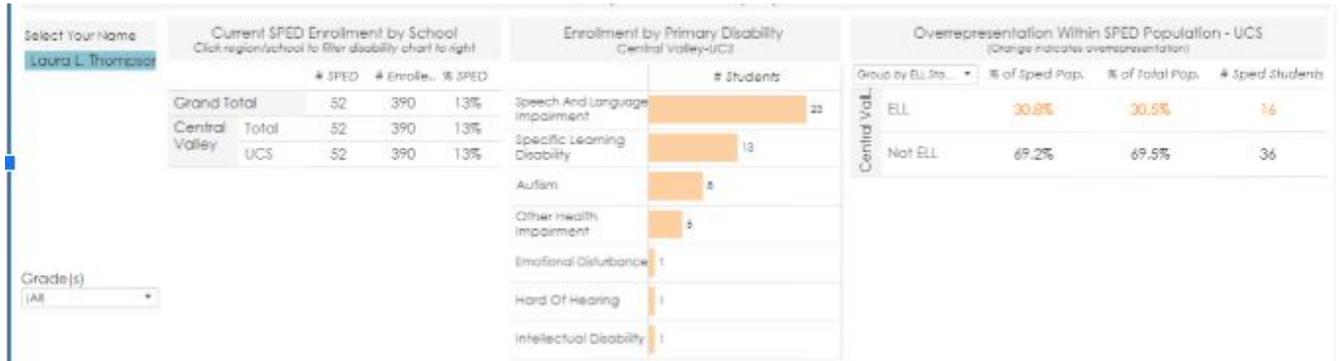
Aspire University Charter School is a direct-funded countywide benefit charter school located in Stanislaus County. It is chartered through Modesto City Schools District. Although Aspire University Charter School has been serving students in the Modesto community since 1999 this is only our second year in our new location on Sunset Ave. When we opened our doors at the Sunset location for the 2018-2019 school year we grew from approximately 263 students to approximately 332 students. This year we have approximately 395 students. For the 20-21 school year we will serve approximately 420 students in grades TK-5.

Currently, the school's demographic profile is 73% Latino/Latina, 3% African American, 3% Asian, 12% Caucasian, 0.1% Pacific Islander, and 5% multiple ethnicities with 75% of the student body eligible for the free and reduced priced meals program. Thirty-one percent of students are classified as English Language Learners and 13% of our students receive Special Education services.

UCS had 75 students relocate with the school to the new Sunset Avenue location for the 18-19 school year, and had 257 students who were new to the school. During the 18-19 school year we added an additional TK, Kindergarten, first grade, and second grade class. This was an exciting and rewarding, but also a very big undertaking.

In 19-20 we added an additional section of third grade. We will add one more fifth grade class for the 20-21 school year to reach our maximum capacity. In many ways UCS is experiencing the joys and challenges that come with opening a new school.

Special Education Data:

**SUMMARY**

Aspire University Charter School is part of Aspire Public Schools. We believe equity=access to grade level standards and ground all our work in our Aspire Equity Belief Statements. We see families as valuable partners in the education process and our school community. UCS has a mix of veteran employees as well as staff who are new to their roles. Every UCS staff member holds the belief that all children are capable learners, and we put student needs first. Below you will find a financial summary, an overview of our educational program and some of the data we used to craft the program, current enrollment data, discipline data, disenrollment, complaint procedures, and updates on operations.

REPORT

Aspire University Charter School shall conduct an annual programmatic/performance review and present a programmatic/performance review report (“Report”) to the District (Attn: Director, State and Federal Programs) by March 1st each year. The Report shall include all information necessary to demonstrate that Aspire University Charter School is meeting the applicable accountability standards and legal requirements as defined by the State of California, the Charter, and this MOU, and operating in a legally compliant and fiscally responsible manner for the then current school year. The Report shall also include, among other things:

(a) A review of budget and financial status including discussion of any debt incurred by Aspire on behalf of Aspire University Charter School.

June 30, 2019 Audited Financial Statements	
Consolidating Statement of Financial Position	
Total Assets	\$ 7,987,192
Total Liabilities	\$ 7,564,253
Total Net Assets	\$ 422,939
Consolidating Statement of Activities	
Total Support and Revenue	\$ 4,437,204
Total Expenses	\$ 4,925,424
Increase in Unrestricted Net Assets	\$ (488,220)
Increase in Restricted Net Assets	\$ -
Net Assets - Beginning of Year	\$ 911,159
Net Assets - End of Year	\$ 422,939

Aspire did not incur any debt on behalf of University Charter School.

(b) A discussion of the educational program being delivered at Aspire University Charter School.

At Aspire UCS we ground all our planning and instruction in the Common Core Standards. We use the following curriculum:

- Eureka Math
- Expeditionary Learning ELA
- Ruler Social-Emotional learning
- EL Achieve ELD
- Iready Math & Reading

UCS also offers physical education and performing arts courses. Our special education program is inclusive. Every 6 weeks grade level teams have planning days in which they look at student data to inform instruction, internalize lessons, and plan instruction. Staff also meet on Wednesdays after school for professional development, data analysis, and lesson internalization/planning.

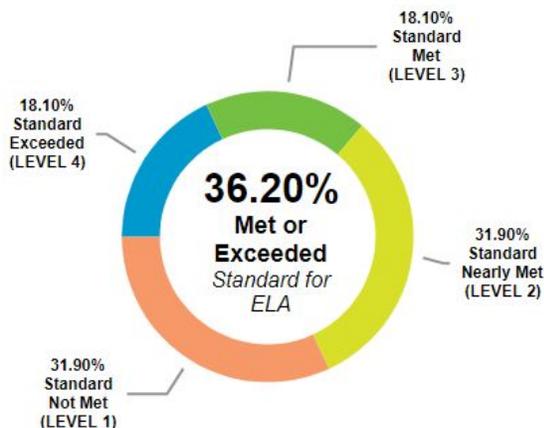
We follow a school wide MTSS plan to support students with behaviors and academics. We have one full time intervention teacher who also teaches designated ELD classes and one part time general education IA who teaches reading foundational skills groups.

(c) An analysis of whether student performance is meeting the goals specified in the Charter using data displayed on a school-wide basis and disaggregated by major racial and ethnic categories, socio-economic status, English learner status, and/or disability.

SBAC Math & ELA Data 18-19

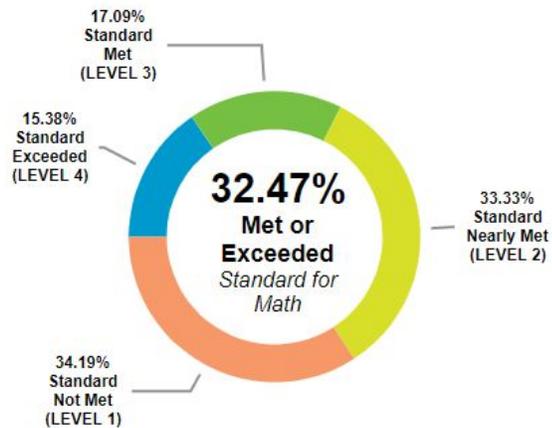
ELA

Percent of students within each achievement level



Mathematics

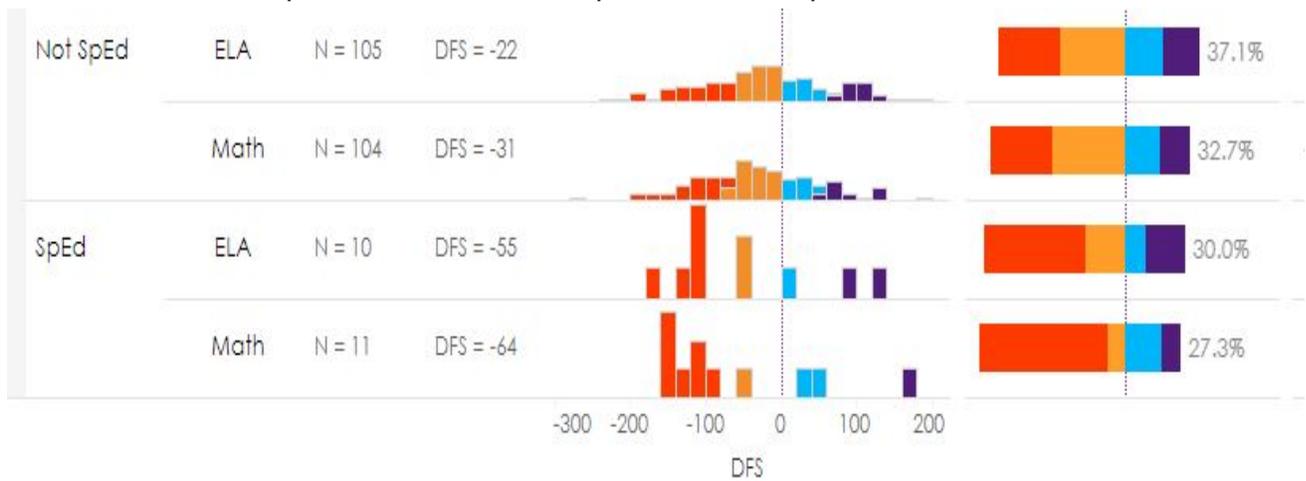
Percent of students within each achievement level



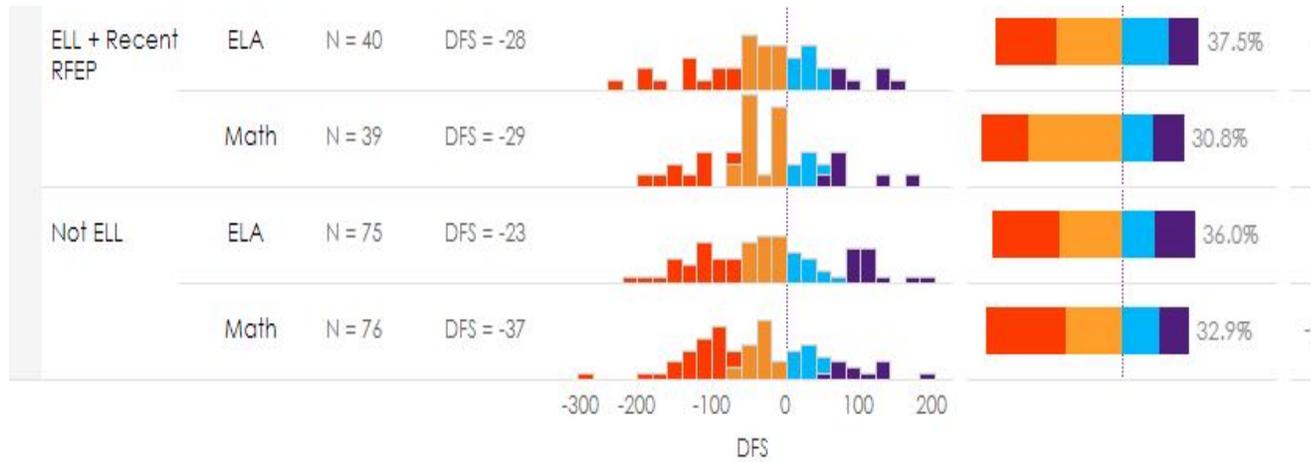
SBAC Data 18-19 By Ethnicity



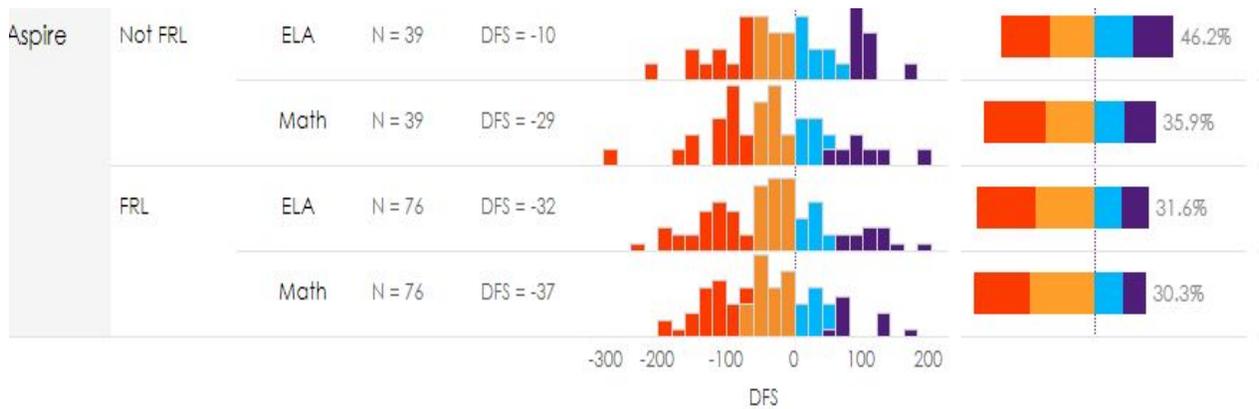
SBAC Data 18-19 Special Education Compared to Non Special Education Students



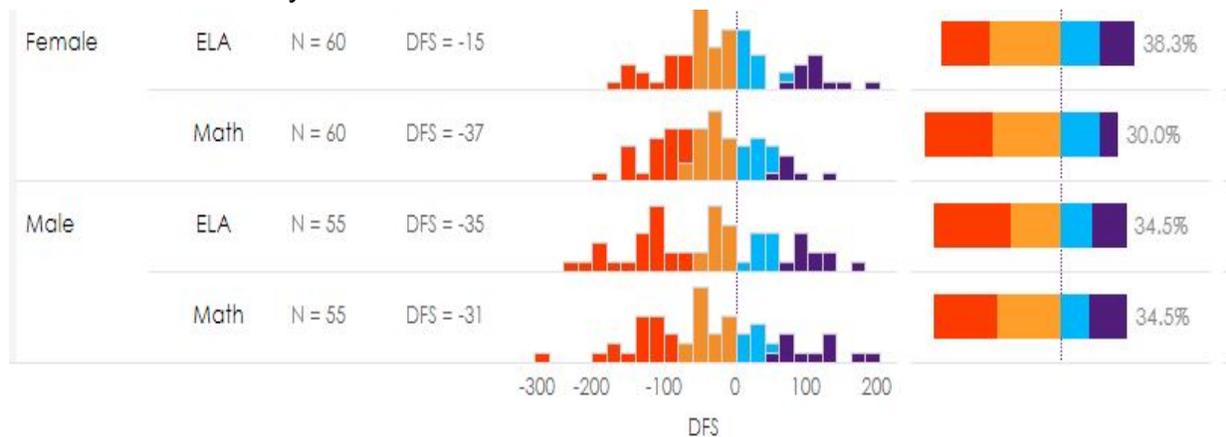
SBAC Data 18-19 ELL Compared to Non ELL Students



SBAC Data 18-19 FRL Compared to Non FRL Students



SBAC Data 18-19 By Gender



The 18-19 SBAC data is baseline data for our school. Most of the students who took the SBAC were new to our school last year.

UCS SBAC data was lower than the Aspire average in both math and ELA for grades 3 and 5, but was higher than the Aspire average in grade 4. There was an achievement gap in both math and ELA for our students who identify as Latinx.

UCS' population of English learners outperformed students who are not English learners in ELA and performed very similarly to students who are not English learners in math.

As new students enroll in our school we are finding that many students are coming with gaps in knowledge. We use a variety of benchmarks and interims that assess students in order to begin to build on their knowledge and grow foundational skills.

To ensure our students have strong reading foundational skills and practice with complex text we switched ELA curriculums for the 19-20 school year. The UCS teaching staff has spent the year internalizing and planning using the EL Education curriculum. Our students in grades K-2 are performing around the Aspire averages on the ERD (Early Reading Diagnostic) assessment which assesses students reading foundational skills.

We know the more we work with the standards and EL Education materials paired with a frequent assessment cycle, the better equipped we will be to make informed decisions on ELA instruction.

ELPAC Data

Aspire University Charter

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Academic Performance

- English Language Arts
- Mathematics
- English Learner Progress
- Implementation of Academic Standards

Academic Engagement

- Chronic Absenteeism
- Access to a Broad Course of Study

Conditions and Climate

- Suspension Rate
- Basics: Teachers, Instructional Materials, Facilities
- Parent and Family Engagement
- Local Climate Survey

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

ELPAC Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

English Learner Progress

All Students
State

27.9% making progress towards English language proficiency

Number of EL Students: 68

Performance Level
Very Low

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Category	Percentage
ELs Who Decreased at Least One ELPI Level	33.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	38.2%
ELs who Maintained ELPI Level 4	8.8%
ELs Who Progressed at Least One ELPI Level	19.1%

Our ELPAC data is showing that we have work to do in order to ensure our students who are classified as English Language learners are able to access grade level standards and become college ready. In order to address this we are piloting EL Achieve with some of our designated ELD groups. Next year, we plan to extend the pilot. All our teachers will go through three days of EL Achieve training prior to the start of next school year.

(d) An overview of Aspire University Charter School's admissions practices during the year and data regarding the numbers of students enrolled and the number on waiting lists.

The following is Aspire University Charter School's Enrollment Procedures:

The Charter School shall admit all pupils who reside in the State of California who wish to attend The Charter School subject to the provisions set forth below. No test or assessment shall be administered to students prior to acceptance and enrollment into The Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. The Aspire application process is comprised of the following steps:

1. Completion of a Student Interest Form for each child who is interested in attending The Charter School.

2. Lottery Procedure - Applications will be accepted during a publicly advertised open application period, which occurs in late January through the end of February of each year for enrollment in the following school year. Based on a 40 week school calendar, this is weeks 23-26.

3. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, The Charter School will hold a lottery to determine enrollment for the impacted grade level(s). SchoolMint is the platform through which all Aspire Central Valley schools, including Aspire University Charter School, conduct their lotteries. The lottery takes place every year during week 28. Each lottery is public and takes place at the school. **Families do not need to attend in order to secure a spot.** Once the lottery is complete, the information is posted publicly and emailed to families. Open enrollment and lottery information is communicated through letters sent home, ParentSquare messages, and information on SchoolMint. The Charter School holds at least one parent information session and comprehensive information is available on school websites and in the Charter School office. SchoolMint is programmed with the below lottery parameters. SchoolMint first fills spots with preference #1 (Children of Aspire permanent employees). The remaining spots are then filled with preference #2 (Siblings of students currently enrolled in The Charter School). Once all these students have been seated, each subsequent preference is filled before moving to fill seats with the next preference.

The Charter School holds at least one parent information session and comprehensive information is available on school websites and in the Charter School office. Enrollment preferences in the case of a public random drawing shall be as follows:

- All students currently enrolled in the School
- Children of Aspire permanent employees
- Siblings of students currently enrolled in the Charter School

- All students who seek to continue their preparation and readiness for college who are currently enrolled in an Aspire school
- Children residing within the District
- All other students who reside in the state of California

4. The Central Valley Area Superintendent or designee will be in attendance at the lottery, which is open to the public. All names will be drawn randomly to determine the students who are accepted and those who are on the waitlist. The order of names drawn will determine the order of names on the waitlist.

5. At the conclusion of the lottery, students who were accepted will be notified by the Charter School Business Manager phone, email, and mail within two days and asked to register within two weeks for the upcoming school year online or in person. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist and then asked if they would like to stay on the waitlist for the upcoming year. This wait list will be posted in a public place in the school and will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, the Business Manager will offer enrollment to students in the order as listed on the waitlist through the online enrollment system. ***In no circumstance will a wait list carry over to the following school year.***

6. Upon confirmation that a student has secured a spot at The Charter School, parents must submit a completed Registration Form usually within two weeks. Every effort will be made to contact the parents and ensure that the forms are submitted in a timely fashion. The Charter School's Business Manager will also help any parents who need assistance in completing the lottery and/or registration forms, and the school will keep written records of the lottery forms, procedures, accepted lists, and wait lists for a period of one year.

7. SchoolMint automatically transfers the online student applications to a random lottery which has been organized to follow the Charter School priorities (as listed above) to a numbered priority list and Wait List, all of which are printed and displayed in real time. Although the Charter School Business Manager organizes and oversees the lottery, The Central Valley Regional Operations Director and the Central Valley Special Projects Manager are responsible to see that the process is followed fairly, accurately, and in a timely manner from start to finish. Monthly Business Manager meetings address lottery procedures in detail starting in December, and full accounts of the process, procedures, and updates are reported to the Area Superintendent.

PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE

The Charter School typically utilizes the following application, lottery, and admission schedule. The schedule below may be abbreviated to ensure all steps are followed within a shorter time frame.

December – January- Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Interest Forms.

January – March- Send re-enrollment forms to existing students to identify open seats. Lottery conducted (if necessary).

March – May- Waitlist letters distributed to applicants not selected in the lottery. Acceptance letters and registration packets distributed to parents and children who have been drawn in the lottery.

The following is Aspire University Charter School’s data regarding the numbers of students enrolled and the number on waiting lists:

Currently Enrolled	Number of Students
TK and Kinder	95
1st Grade	67
2nd Grade	70
3rd Grade	69
4th Grade	45
5th Grade	42
Total	388

2019/20 Schoolmint Waitlist	Number of Students
TK and Kinder	38
1st Grade	29
2nd Grade	41
3rd Grade	5
4th Grade	43
5th Grade	35
Total	191

(e) Data regarding student discipline, expulsion and any disenrollment including the basis for any disenrollment.**Student data regarding student discipline and expulsion**

Discipline Data	
Total Number of Students Suspended At Least One Time	6
Suspension Rate	1.5%
Total Number of Ed Code violations	7
Total Number of Suspension Days <ul style="list-style-type: none"> ● Out of School 7 ● In School 0 	7
Number of students Expelled	0

Student data regarding student disenrollment including the basis for any disenrollment

Basis for Disenrollment	Number of Students Disenrolled by Grade
1. Family Relocation (within CA)	8- TK-K
2. Family Relocation (out of CA)	5- 1st
	6- 2nd
3. Other	6- 3rd
	8- 4th
	0- 5th
	33 - TOTAL

(f) Analysis of the effectiveness of Aspire University Charter School's internal and external dispute mechanisms and data on the number and resolution of written, formal disputes and complaints.

Informal Concerns/Complaints	Formal Complaints
1	0

(g) Any updates on Aspire University's operations.

There are no changes to Aspire University Charter School's school operations at this time.