

Inspire School of Arts and Sciences

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Inspire School of Arts and Sciences
Street	335 W. Sacramento Avenue
City, State, Zip	Chico
Phone Number	530-891-3090
Principal	Becky Brown
Email Address	bbrown@inspirechico.org
Website	http://www.inspirechico.org
County-District-School (CDS) Code	04 61424 0120394

Entity	Contact Information
District Name	Inspire School of Arts and Sciences
Phone Number	530-891-3090
Superintendent	Becky Brown
Email Address	bbrown@inspirechico.org
Website	www.inspirechico.org

School Description and Mission Statement (School Year 2019-20)

Inspire School of Arts and Sciences is a college preparation public charter high school designed to provide Chico area students with a school structure and curriculum that offers expanded choice, and challenges students academically, while giving them the opportunity to explore, discover and develop their individual educational and career-pathway plans. Recipient of the California Public Charter School's Grant, and staffed with individuals that have significant experience in the creation and implementation of career pathway-based, smaller learning communities, Inspire's entire staff is unified and supportive of the school's vision and mission.

The mission of the Inspire School of Arts and Sciences is to provide high levels of learning and support within a personalized environment that enables students to explore their interests and develop their talents. To accomplish our mission, Inspire offers a learning environment in which: 1. Teachers and other adults know the needs, interests, and aspirations of each student, closely monitor each student's progress, and provide the academic and other support each student needs to succeed, 2. Foundational skills in core academic areas are taught through an engaging and rigorous college preparatory curriculum that reveals, through course and program-level integration, connections between academic and career/technical skills instruction, 3. A focus is placed on the application of student skills and knowledge to real-world problems and situations wherever possible, thereby modeling for students how real practitioners, in any career area, approach their craft. 4. All adults promote student academic, social, and emotional well-being, self-efficacy, creativity, imagination, innovation, and independence.

Inspire focuses its career/technical educational components on the California Department of Education's Arts, Media and Entertainment Industries (AMEI) and Science and Engineering-related pathways. Our school enjoys partnerships with CSU Chico's Computer Science, Engineering, Robotics, Kinesiology, Natural Science, Biology, Theatre, and Performing Arts departments. Inspire is also developing partnerships with community businesses to procure advice about future employment opportunities as well as mentorships and internships for students. These partnerships will provide Inspire with assistance in organizational planning, curriculum, staff development, financial support, and student scholarship opportunities. Inspire's unique schedule, rigorous academic expectations, highly qualified staff, professional and academic partnerships, active parent support, focused and active Inspire Board of Directors, and smaller learning community structure, as well as twelve majors programs, create a learning environment that is successfully preparing students for their post-secondary academic and career futures. Inspire has established a culture and structure that has the ability to self assess and modify its program for continual improvement.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	119
Grade 10	126
Grade 11	105
Grade 12	94
Total Enrollment	444

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	1.6
Asian	0.7
Filipino	0.2
Hispanic or Latino	12.8
Native Hawaiian or Pacific Islander	0.7
White	73
Two or More Races	5.9
Socioeconomically Disadvantaged	35.1
English Learners	0.7
Students with Disabilities	12.4
Foster Youth	1.4
Homeless	0.7

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	25	26	26
Without Full Credential	2	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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.

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

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<p>Reading/Language Arts</p>	<p>English 9 and 10. Holt Rhinehart. 2004.</p> <p>Heaney, Seamus. Beowulf: A New Verse Translation (Bilingual Edition). W. W. Norton & Company. 2001.</p> <p>Anaya, Rudolfo. Bless Me, Ultima. Warner Books. 1994.</p> <p>Voltaire. Candide (Bantam Classics). Bantam Classics. 1984.</p> <p>Hesse, Herman. Demian (Dover Thrift Editions). Dover Publications. 2000.</p> <p>Ibsen, Henrik. A Doll's House (Dover Thrift Editions). Dover Publications. 2012.</p> <p>Wharton, Edith. Ethan Frome (Penguin Classics) , Elizabeth Ammons. Penguin Classics. 2005.</p> <p>Lunsford, Andrea and John J. Ruskiewicz. Everything's an Argument. Bedford/St. Martin's. 2016.</p> <p>Shelley, Mary. Frankenstein. Harold Bloom. Signet. 2013.</p> <p>Skloot, Rebecca. The Immortal Like of Henrietta Lacks.</p> <p>Ellison, Ralph. Invisible Man.</p> <p>Shakespeare, William. Macbeth.</p> <p>Shakespeare, William. A Midsummer's Night Dream.</p> <p>Wiesel, Elie. Night.</p> <p>Steinbeck, John. Of Mice and Men.</p>	<p>Yes</p>	<p>0</p>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Hemingway, Ernest. The Old Man and the Sea.</p> <p>Rusesabagina, Paul. An Ordinary Man.</p> <p>Guest, Judith. Ordinary People.</p> <p>Richtel, Matt. A Deadly Wandering.</p> <p>Turner, Lisa Ray. Pauvre Anne.</p> <p>Ray, Blaine. Pobre Ana.</p> <p>Bryce, Courtenay. The Power of One.</p> <p>Goldman, William. Princess Bride.</p> <p>Faulkner, William. Sound and the Fury.</p> <p>Hosseini. Thousand Splendid Suns.</p> <p>Lee, Harper. To Kill a Mockingbird.</p> <p>Mohsin Hamid, Exit West: A novel. 2019</p> <p>Woolf, Virginia, To the Lighthouse 2019</p>		
Mathematics	<p>Algebra 2 Text: CPM for Algebra 2. 2015-2016.</p> <p>Core Connections Course 3 (Math C) : Vol. 1</p> <p>Core Connections Integrated Math 1 Text:: Core Connections Integrated 1: Vol. 1 and Vol. 2</p> <p>Core Connections Integrated II, Math 2 Text: Core Connections Integrated 2: Vol. 2</p> <p>Core Connections integrated III (Algebra III)</p> <p>Calculus Text: Stewart. Single Variable Calculus, AP edition, Early Transcendentals with Vector Function, 7E. Brooks/Cole. 2012</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Algebra II Text: Core Connections course 3 CPM: College Preparatory Mathematics 2013.</p> <p>AP Statistics Text: The Practice of Statistics 4th Edition. Starnes, Yates, Moore</p> <p>Pre-Calculus Text: Precalculus with Trigonometry Concepts and Applications, Student Edition. Key Curriculum Press. 2012.</p>		
Science	<p>Chemistry Text: Chemistry, Visualizing Matter. Holt, Rinehart & Winston. 2000.</p> <p>Physics Text: Conceptual Physics. Addison-Wesley. 1998.</p> <p>Anatomy/Physiology Text: Hole's Anatomy/Physiology. McGraw Hill (12th Edition).</p> <p>Integrated Science Text: Integrated Science. Stockton Unified School District.</p> <p>AP Biology Text: Mader, Sylvia and Michael Windelspecht. AP Edition of the 12th Edition "Biology" This edition is designed specifically for the AP Biology course (from College Board).</p> <p>Bio Tech Text: Biotechnology. Bio-Rad Laboratories. 2011.</p> <p>Chemistry: Chemistry - California Edition. Pearson Prentice Hall. 2006.</p> <p>Physics Text: Chiaverina, Christopher, Diane Riendeau, Kenneth W. Ford, Paul G. Hewitt, Phillip R. Wolf Conceptual Physics: The High School Physics program. PRENTICE HALL. 2009.</p> <p>AP Environmental Science Text: Environmental Science: Earth as a Living Planet. Wiley. 2010.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Biology Text: Modern Biology. Harcourt, Holt, Rinehart & Winston. 1999.</p> <p>Integrated Science Text: Integrated Science.</p> <p>College Physics (AP Edition) Cengage 2018.</p> <p>What Is Life, A Guide to Biology with Physiology. MPS 2015 3rd ed.</p> <p>Living Earth.</p>		
History-Social Science	<p>US History Text: TCI. History Alive! Pursuing American Ideals. 2013.</p> <p>APUSH Text: 1) David E. Shi , George Brown Tindall. A.P. American; A Narrative History. W. W. Norton & Company; 2) Brinkley, Alan. American History. McGraw Hill Education. 2014; 3)</p> <p>AP Gov Text: AP Government and Politics: United States, 15th Edition (Pearson Education AP Test Prep Series) (Government in America People, Politics, and Policy) Longman. 2011</p> <p>Economics Text: TCI. Econ Alive! The Power to Choose. 2015.</p> <p>Government Text: TCI. Government Alive! Power, Politics, and You. 2014</p> <p>World History Text: TCI. History Alive! World Connections. 2013</p>	Yes	0
Foreign Language	<p>Spanish Text 1-4: Met, Myriam Met and Peggy Palo Boyles , Richard S. SayersRealidades 1. Pearson Prentice Hall. 2011.</p> <p>French 1-4. D'accord! 1-3 Langue et culture du monde francophone. Vista Higher Learning (2015)</p> <p>Baker, Katie. La Llorona De Mazatlan 3-6</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Saint-Exupery, Antoine de. Le Petit Prince. La meilleure vente de l'histoire des enfants (illustre). CreateSpace. 2012.</p> <p>Tyrner et Blaine, Lisa Ray. Le Voyage de sa vie.</p>		
Health	On line curriculum through teachers Justin Peek, Lee Holcomb and Sarah Shoemaker.		0
Visual and Performing Arts	<p>Dancers are provided with dance floor, dance bars as well as multi-media materials. All students in the orchestra have instruments as well as sufficient music and support materials.</p> <p>Digital Art: Duarte, Nancey. slide:ology: The Art and Science of Creating Great Presentations. O'Reilly Media. 2008.</p> <p>Recording Arts Text: Owsinski, Bobby. The Mixing Engineer's Handbook. 2013.</p> <p>Musical Theater: Harvard, Paul. Acting With Song. Nick Hern Books. 2014</p> <p>Theater: Stanislavski, Constantin. Actor Prepares. Theater Art Books. 1948.</p> <p>Music: White, Paul. Basic Live Sound (The Basic Series). Music Sales America. 2006.; Essentials of Music Theory: Complete Book: Complete Book & CD-ROM (Texas Edition). Alfred Publishing Company. 2004.; Duarte, Leonard. The Practice & Understanding of Harmony.</p> <p>Theater Design: Gillette, J. Michael. Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup. McGraw-Hill Education. 2012.</p> <p>Tonal Harmony (AP Music Theory) McGraw-Hill 2013 7th Ed.</p> <p>Essentials of Music Theory. Alfred Publishing, Inc. 2004</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Faber, Nancy. Adult Piano Adventures All in One Piano Course Book 1. 2019		
Science Laboratory Equipment (grades 9-12)	In the implementation of the school, sufficient lab equipment has been purchased for Chemistry, Biology, and Physics and Integrated Science.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School is safe, clean and facilities are adequate. Facilities are inspected yearly by the insurance inspectors, fire inspectors and CUSD facilities personnel. Facilities are maintained in accordance with all safety requirements, and CUSD facilities personnel work to maintain the aesthetics and working order of the facilities as well.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/28/2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVACS have been replaced in the last four years.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	LED lighting has been installed in all classrooms.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Student restrooms were remodeled in summer of 2018.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	A perimeter fence was installed in December 2018.
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	85	79	54	56	50	50
Mathematics (grades 3-8 and 11)	46	40	44	43	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	99	98.02	1.98	78.79
Male	43	42	97.67	2.33	69.05
Female	58	57	98.28	1.72	85.96
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	12	12	100.00	0.00	75.00
Native Hawaiian or Pacific Islander					
White	74	72	97.30	2.70	83.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00	0.00	73.33
English Learners	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	46.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	78.26

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	98	97.03	2.97	39.80
Male	43	42	97.67	2.33	40.48
Female	58	56	96.55	3.45	39.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	12	12	100.00	0.00	50.00
Native Hawaiian or Pacific Islander					
White	74	71	95.95	4.05	38.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	60	59	98.33	1.67	33.90
English Learners	--	--	--	--	--
Students with Disabilities	15	14	93.33	6.67	14.29
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	30.43

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: 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.

Career Technical Education Programs (School Year 2018-19)

Inspire offers twelve majors - concentrations of study/pathways - that prepare for career or work. They are 1) Visual Art, 2) Dance, 3) Engineering, 4) Instrumental Music, 5) Musical Theater, 6) Science, 7) Theater Performance, 8) Technical Theater, 9) Vocal Music, 10) Digital Media Arts, 11) Recording Arts and 12) Humanities.

In addition, we have three CTE pathways: Arts, Media and Entertainment; Production and Managerial Arts; and Performing Arts.

Each of the majors has a blend of requirements to include academic and elective courses related to the major or pathway. Each CTE pathway has an introductory course, a concentrator course and a completor course. Within the Arts pathways there are various concentrations for students to choose.

All majors and pathways are open for declaration to all students on campus, and we will make accommodations when necessary.

They are measured by portfolio, performance, completion of sequence and grades.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	420
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1.3

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	99.32
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	40

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
9	27.6	18.1	8.6

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.

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 are invited into partnership with Inspire in a plethora of ways. We have designed it this way because we know that different parents, depending upon their circumstances, will be involved at a variety of levels of commitment. We know that parent involvement is key to a student's success.

Every student at Inspire is involved in an advisory which loops from their freshmen to their senior year with the same advisor. Parents are involved with their students' advisories in many ways to include donations of food and supplies for advisory family events, planning for trips and special gatherings and transportation. This is also another opportunity for parents to connect with a staff member, one who has experience with their student academically and emotionally in ways that teachers of their classes don't.

We encourage all parents to create a student information parent portal through our student information system, Aeries. They can access attendance information, transcripts and grades, and if they have questions and concerns, they can contact the instructor directly. For more timely grade information, we have set up a learning management platform called Schoology, and we have invited all our parents to set up an account. Not only can they see current grades but also a listing of assignments for most classes. This level of involvement and partnership, alone, makes a significant difference for student success.

School administration publishes a parent and community newsletter monthly alerting parents to upcoming events and vital information related to scholarships, counseling opportunities, school safety and educational program. In every newsletter, we encourage our community to provide feedback, ask questions, articulate concerns, and make suggestions, and they frequently do.

Administration meets once a month with the Parent Support Team, a group of parent volunteers who raise money for educational program and for scholarships. They also provide feedback on school reports such as the Local Control Accountability Plan and the School Accountability Report Card. Both of these documents are posted on our web site and updated annually. We also invite feedback through the website.

Counseling provides workshops related to college finance, scholarships, and planning which many of our parents attend.

Inspire is a school of many events to include performances, exhibitions, and robotics competitions. Our staff, when there is a need, reach out to parents of the students involved for help with props, transportation, costuming, set-up, supervision and other needs related to the particular event or activity.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	2.1	0	9.9	7.1	4.9	8	9.7	9.1	9.6
Graduation Rate	96.8	92.9	89	89.6	89.7	88.7	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/>.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.7	1.7	5.3	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.6	0.0	0.4	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan is updated annually in accordance with SB 187. This plan's key elements include specific and detailed procedures for dealing with traumatic incidents, threat of imminent danger (Code Red), evacuation, relocation, civil defense, bomb threats, earthquakes, chemical spills, crime in progress, and fire/explosion. The plan includes guidelines for collaboration with emergency services. Staff and students, as per state law, practice emergency plan and evacuation procedures regularly.

As Inspire is located on the Chico High School campus, the two schools collaborate to insure there is a coordinated response to situations related to Code Red or other possible incidents. The schools share the same channel for radio communication as well as have the same supervisory staff.

The plan also contains student behavior guidelines, including policies to reduce truancy, resolve conflict, and increase students engagement with school.

Inspire School of Arts & Sciences administrators and campus supervisors work closely with the Chico Police Department and Butte County Probation Department to maintain a safe campus atmosphere for all students on a daily basis.

The plan is updated annually and a copy may be viewed by request at the Inspire office.

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* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	26	6	10	5	26	7	9	5	24	6	11	4
Mathematics	27	5	9	3	24	7	10	1	26	5	6	4
Science	28	2	7	5	27	2	9	3	24	4	10	
Social Science	26	4	4	4	26	4	6	2	29	1	6	4

*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.

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

Title	Ratio
Academic Counselors*	222.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,153	\$1,884	\$9,269	\$62,467
District	N/A	N/A		\$68,670.00
Percent Difference - School Site and District	N/A	N/A		-7.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	34.0	-21.9

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.

Types of Services Funded (Fiscal Year 2018-19)

Inspire School of Arts and Sciences is a public California Charter High School. The school receives the LCFF funding, per ADA, that public schools receive plus additional funds through the Career and Technical Education (CTE) Incentive Grant, Prop 39 Clean Energy, Multi Tiered System of Supports, and CA Career Pathways Trust or CCPT (AME grant).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	1	N/A
All courses	7	17.3

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

The primary areas for staff development are 1) Training for transition to the Common Core using outside workshops, 2)Formative assessment as instruction: day to day and minute to minute 3) Development of learning targets for every discipline 4) Further development of Common Assessments 5) Use of student achievement data to inform instruction in the core disciplines, 6) Project Lead the Way, and 7) Career and Technical Education. Staff development is delivered by teacher leaders in stipended positions who elicit full staff input to develop best practices and provide training in improving instruction and student learning.

Professional Development is primarily delivered via the professional learning communities on site. It is complimented by cross site collaboration, and when needed, educational conferences. Teachers this year will continue to observe their colleagues with a focus on instructional techniques related to formative assessment and transition to the Common Core and NGSS standards.

Teachers attend professional conferences related to their discipline generally once every other year.

Teachers are supported through observation of their peers, principal and assistant principal observation and feedback, and student data reporting. Inspire's teaching staff place focused observation of their peers in high priority as they know, by observing each other, they can collaborate to enhance and improve student instruction and learning.