Inspire Charter School - South

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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.

Herbert Taylor Nichols, Executive Director

📍 Principal, Inspire Charter School - South

About Our School

Dear Families,

Thank you for considering Inspire Charter Schools as your independent study public charter school. At Inspire we strive to offer innovative personalized learning options for all styles of homeschool families and respect a family's right to educate their children.

We understand the needs of the homeschool community and we are proud to be blazing the way for homeschoolers partnering with a public charter school in California and beyond. Please take a look around our website to find the program that best suits your family.

Inspire Charter Schools is committed to supporting all families on their homeschooling journey and we look forward to supporting you and your children.

Sincerely,

Dr. Nick Nichols

Founder & Executive Director

Contact

Inspire Charter School - South
4612 Dehesa Rd.
El Cajon, CA 92019-2922

Phone: 818-207-3837
E-mail: info@inspireschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Dehesa Elementary
Phone Number	(619) 444-2161
Superintendent	Nancy Hauer
E-mail Address	nancy.hauer@dehesasd.net
Web Site	www.dehesasd.net/

School Contact Information (School Year 2016-17)	
School Name	Inspire Charter School - South
Street	4612 Dehesa Rd.
City, State, Zip	El Cajon, Ca, 92019-2922
Phone Number	818-207-3837
Principal	Herbert Taylor Nichols, Executive Director
E-mail Address	info@inspireschools.org
Web Site	www.inspireschools.org
County-District-School (CDS) Code	37680490132506

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

School Description:
Inspire Charter School – South is a tuition-free, personalized learning public charter school for TK-12th grade students. Offering both flexibility and choice, Inspire empowers families to tailor a school program that is designed around the specific and unique needs of each student. Under the direction of highly qualified credentialed teachers, students engage in learning models that could include 100% online coursework, offline textbook work, project based learning, and unique enrichment opportunities. Inspire Charter School - South is authorized by Dehesa School District and began serving students on July 1, 2015.

Mission Statement:
Inspire Charter Schools provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

Vision Statement:
Inspire Charter Schools develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real life success in the 21st century.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	87
Grade 1	60
Grade 2	58
Grade 3	69
Grade 4	71
Grade 5	74
Grade 6	60
Grade 7	71
Grade 8	70
Grade 9	42
Grade 10	49
Grade 11	49
Grade 12	66
Total Enrollment	826
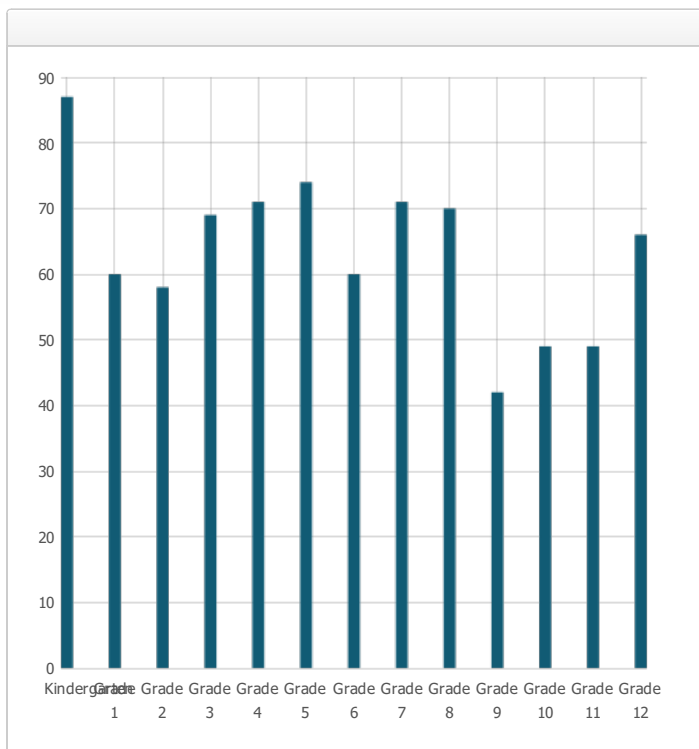
Last updated: 2/1/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.5 %
American Indian or Alaska Native	1.0 %
Asian	0.7 %
Filipino	1.2 %
Hispanic or Latino	28.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	52.9 %
Two or More Races	4.7 %
Other	4.2 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.6 %
English Learners	5.2 %
Students with Disabilities	4.1 %
Foster Youth	0.7 %

Last updated: 2/1/2017

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		District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	50	150	12	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
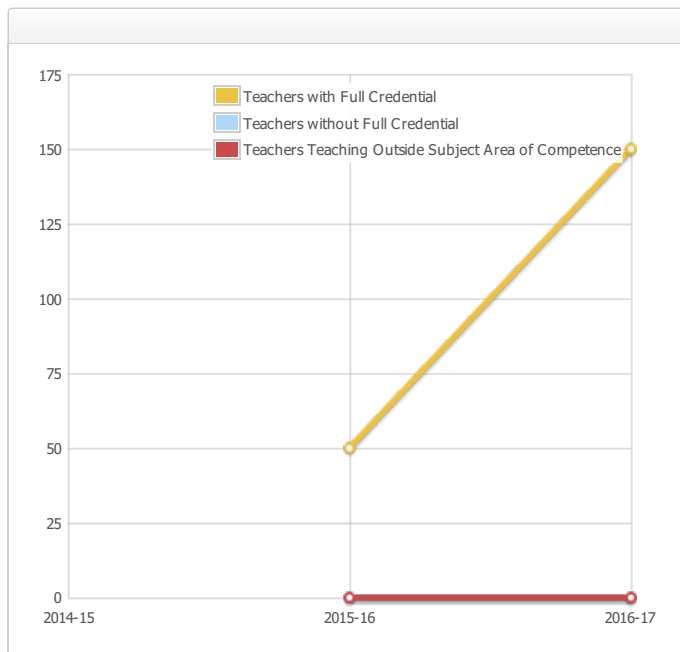
Last updated: 2/1/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 2/1/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	91.0%	9.0%
All Schools in District	67.0%	33.0%
High-Poverty Schools in District	81.0%	19.0%
Low-Poverty Schools in District	59.0%	42.0%

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

Last updated: 2/1/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Apex Edgenuity	Yes	0.0 %
Mathematics	McGraw-Hill Apex Edgenuity	Yes	0.0 %
Science	McGraw-Hill Apex Edgenuity	Yes	0.0 %
History-Social Science	McGraw-Hill Apex Edgenuity	Yes	0.0 %
Foreign Language	McGraw-Hill Apex Edgenuity	Yes	0.0 %
Health	McGraw-Hill Apex Edgenuity	Yes	0.0 %
Visual and Performing Arts	McGraw-Hill Apex Edgenuity	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2017

Last updated: 2/1/2017

School Facility Conditions and Planned Improvements

The school is not site based.

Last updated: 2/1/2017

School Facility Conditions and Planned Improvements

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	--	39.0%	--	42.0%	--	48.0%
Mathematics (grades 3-8 and 11)	--	19.0%	--	21.0%	--	36.0%

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

Last updated: 2/1/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	149	100	67.1%	36.4%
Male	86	57	66.3%	42.9%
Female	63	43	68.3%	27.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	26	76.5%	26.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	49	61.3%	39.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	31	60.8%	30.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 2/1/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	136	97	71.3%	33.0%
Male	73	54	74.0%	29.6%
Female	63	43	68.3%	37.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	29	87.9%	37.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	49	65.3%	32.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	33	80.5%	24.2%
English Learners	--	--	--	--
Students with Disabilities	14	9	64.3%	22.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 2/1/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	104	73.2%	39.8%
Male	66	47	71.2%	39.1%
Female	76	57	75.0%	40.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	31	88.6%	26.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	60	67.4%	38.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	33	73.3%	37.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	127	98	77.2%	35.8%
Male	58	46	79.3%	31.1%
Female	69	52	75.4%	40.0%
Black or African American	11	10	90.9%	20.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	24	80.0%	34.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	51	77.3%	34.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	27	73.0%	38.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	119	94	79.0%	39.1%
Male	74	63	85.1%	37.7%
Female	45	31	68.9%	41.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	22	78.6%	18.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	54	77.1%	43.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	38	86.4%	16.7%
English Learners	--	--	--	--
Students with Disabilities	12	10	83.3%	11.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	124	92	74.2%	43.3%
Male	71	53	74.7%	37.7%
Female	53	39	73.6%	51.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	25	80.7%	24.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	65	46	70.8%	52.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	34	72.3%	24.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	70	70.7%	45.3%
Male	52	34	65.4%	32.3%
Female	47	36	76.6%	57.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	24	63.2%	34.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	31	75.6%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	35	68.6%	42.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	150	100	66.7%	21.2%
Male	86	57	66.3%	28.6%
Female	64	43	67.2%	11.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	26	76.5%	15.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	49	60.5%	18.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	31	59.6%	16.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	136	96	70.6%	19.0%
Male	73	54	74.0%	22.6%
Female	63	42	66.7%	14.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	29	87.9%	14.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	48	64.0%	12.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	32	78.1%	6.3%
English Learners	--	--	--	--
Students with Disabilities	14	9	64.3%	11.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	104	73.2%	11.9%
Male	66	47	71.2%	17.8%
Female	76	57	75.0%	7.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	31	88.6%	10.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	60	67.4%	11.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	33	73.3%	6.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	127	99	78.0%	19.0%
Male	58	47	81.0%	22.2%
Female	69	52	75.4%	16.0%
Black or African American	11	10	90.9%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	24	80.0%	21.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	52	78.8%	20.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	28	75.7%	7.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	118	93	78.8%	25.6%
Male	73	62	84.9%	30.5%
Female	45	31	68.9%	16.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	22	78.6%	19.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	54	77.1%	24.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	37	86.1%	14.7%
English Learners	--	--	--	--
Students with Disabilities	11	9	81.8%	12.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	124	92	74.2%	17.8%
Male	71	53	74.7%	17.0%
Female	53	39	73.6%	18.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	25	80.7%	8.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	65	46	70.8%	20.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	34	72.3%	6.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	69	69.7%	15.6%
Male	52	33	63.5%	12.5%
Female	47	36	76.6%	18.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	23	60.5%	13.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	31	75.6%	15.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	34	66.7%	12.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	0.0%	49.0%	0.0%	0.0%	48.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	377	267	70.8%	49.4%
Male	189	129	68.3%	52.7%
Female	188	138	73.4%	46.4%
Black or African American	19	13	68.4%	30.8%
American Indian or Alaska Native	--	--	--	--
Asian	14	13	92.9%	61.5%
Filipino	--	--	--	--
Hispanic or Latino	101	74	73.3%	28.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	207	146	70.5%	58.2%
Two or More Races	12	6	50.0%	83.3%
Socioeconomically Disadvantaged	135	90	66.7%	28.9%
English Learners	15	13	86.7%	23.1%
Students with Disabilities	21	11	52.4%	54.6%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

Career Technical Education Programs (School Year 2015-16)

Inspire Charter School uses online and textbook curriculum, which includes several course options under the Career and Technical (CTE) category. The Career and Technical Education (CTE) courses address popular career clusters. Courses are grouped into programs of study in which student progress through introductory, intermediate, and capstone courses.High school students take two college and career preparation electives. In College and Career Preparation I, students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable. Students study career clusters so they can connect interests, college majors, and future careers. Students then work with information about the transition from high school to college and career.

In addition, students are given the opportunity to participate in various specialty partnership programs and enrichment activities. Students who choose to enroll in a Specialty Program track will work toward mastery of standards through thematic based hands-on learning experiences and assessment in person during regularly scheduled weekly interactions at their respective centers with their credentialed teachers. Thematic units of study include maritime studies, sailing, performing arts, STEAM concepts, and project-based learning to support their career interest.

The following CTE courses were offered: Information Technology Applications, Principals of Information Technology, Introduction to Health Science, Intermediate Health Science, Principles of Health Science, Business Applications and Introduction to Business and Marketing

Last updated: 2/1/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	45
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/1/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	125.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

Last updated: 2/1/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Inspire Charter School - South ensures parents, legal guardians, and teachers have an opportunity to participate in governance of the school. Parents and community members can participate in board meetings. Parents also elect two voting members of the board of directors. The parent representatives are charged with representing the needs and perspectives of other parents to inform school planning, program design, and implementation of Inspire Charter School - South. In addition, Inspire Charter School - South has created a Parent Teacher Organization (PTO) to encourage parent involvement. Parents and community members help with field trips, open house events, organize various tasks in the Enrichment Academy programs, fundraise, Yearbook Club, guest speak, and assist in organizing school events. Parents and community members do not need to be members of the PTO to participate in these events. Parent satisfaction surveys will be provided electronically to all parents annually in the spring quarter. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the Inspire Charter School from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year. Feedback is given to parents to indicate how their survey suggestions were used. Information on how students can become involved is published on our school website www.inspireschools.org and is emailed directly to the parents of enrolled students. In addition, Inspire Charter School - South has partnered with local community organizations and businesses to provide educational workshops, specialty program tracks, and outreach that enrich the students' educational experience.

# State Priority: Pupil Engagement

Last updated: 2/1/2017

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)

	School			District			State		
Indicator	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	0.00	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Last updated: 2/1/2017
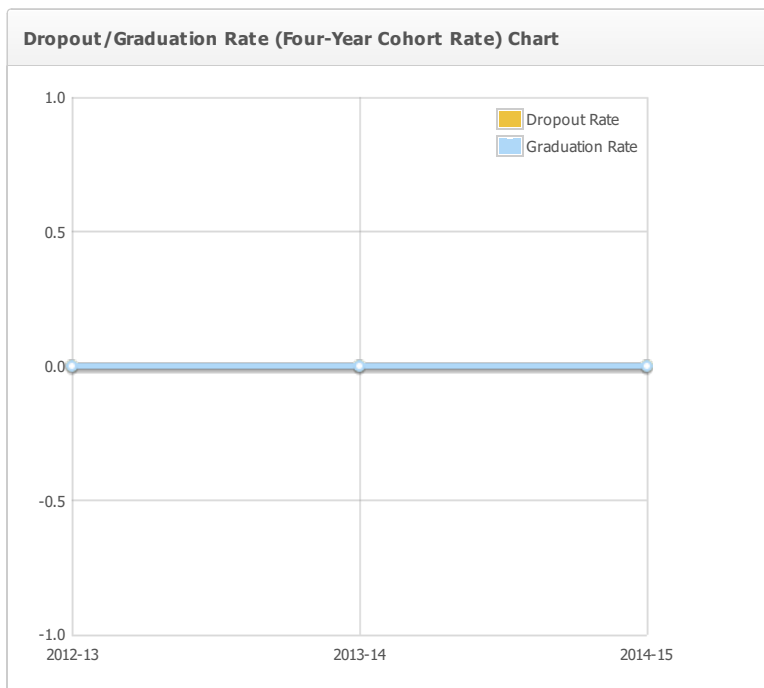
Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Student Group	School	District	State
All Students	--	44	85
Black or African American	--	47	77
American Indian or Alaska Native	--	40	75
Asian	--	47	99
Filipino	--	0	97
Hispanic or Latino	--	36	84
Native Hawaiian or Pacific Islander	--	50	85
White	--	70	87
Two or More Races	--	100	91
Socioeconomically Disadvantaged	--	23	77
English Learners	--	18	51
Students with Disabilities	--	49	68
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions							4.4	3.8	3.7
Expulsions							0.1	0.1	0.1

Suspensions

Expulsions
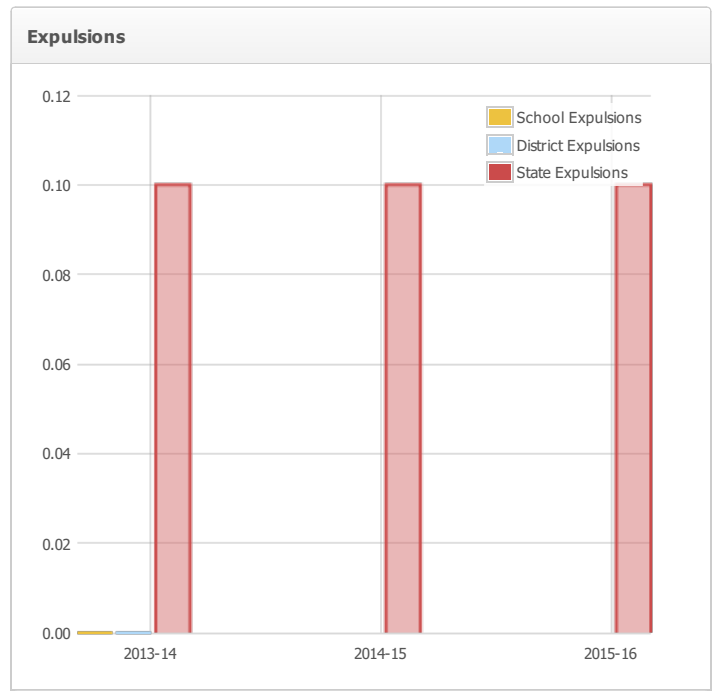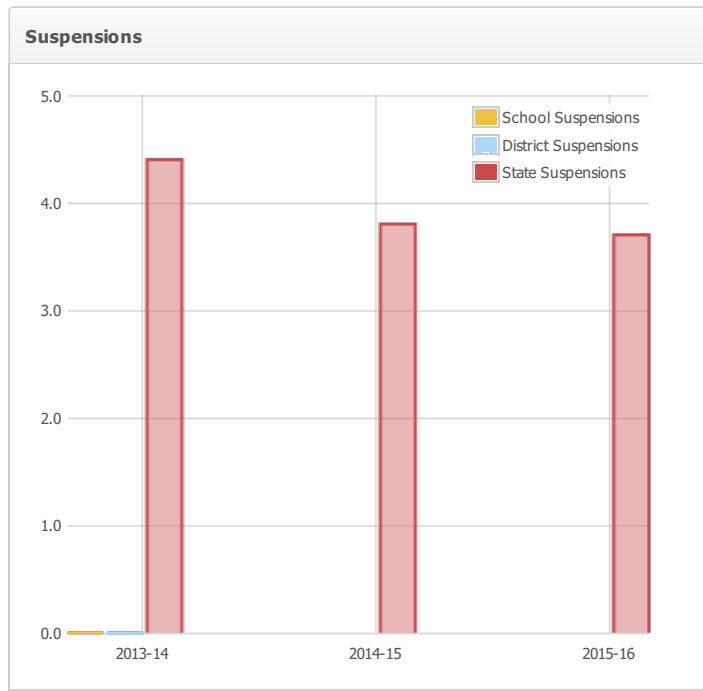
School Safety Plan (School Year 2016-17)

Inspire Charter Schools has an Emergency Procedures Handbook, which contains protocols for responding to various types of emergencies and what the staff responsbilities are in each type of event. The safety plan was last reviewed on January 21, 2016, and discussed with staff and a student representative on January 26, 2016. Program coordinators each carry a printed copy of the handbook with them when working with students. Staff responsibilities include verifying information of the emergency, calling 911 if necessary, sealing off high-risk areas, notifying supervisor, evacuating students and staff if necessary, notifying agencies if necessary, and documenting the crisis events.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Secondary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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.

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	300.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	3.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	3.0	N/A
Resource Specialist (non-teaching)	5.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	$0.0	$0.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	$5677.0	$60985.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

Inspire Charter School utilizes a Student Success Team (SST) process to develop a plan to address students' individual needs. The SST clarifies problems and concerns, develops strategies, organizes resources, provides a system for school accountability, and counsels the parent, teacher, and student. A SST is a general education function. Anyone connected with that student can be included in the SST. If the problem continues after implementation of an SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for Special Education or Section 504 assessment may be deemed appropriate by the SST. The SST/IEP team is responsible for identifying changes or modifications to the curriculum if appropriate.

Inspire Charter School uses STAR 360 Diagnostic Assessments to measure student academic growth. The STAR 360 Diagnostics are adaptive computer-based assessments administered to all TK-12th grade students in the fall and spring. Students' scores are classified by proficiency level in content strands and suggested learning objectives are generated by student performance data. Inspire staff compares students' i-Ready scores from fall to spring and from year to year and uses this data evaluate our instructional program and progress towards our goals.

Inspire Charter School uses STAR 360 assessment results, as well as other data such as CELDT or CAASPP scores and teacher input, to identify students in need of Intervention. Students identified as EL or as Tier 2 or Tier 3 on the Response to Intervention model receive targeted, small-group instruction in their areas of need. Teachers may utilize supplemental programs such as Pathblazer, Accelerated Math, and English in a Flash instructional accounts and guide students in the ELD or RTI Program through assignments in these programs to move students toward proficiency.

Inspire Charter School offers students Instructional Funds. Instructional Funds will support student learning based on academic needs and personal interests. Allowance funds can be used for services or products that meet state standards, educational supplemental curriculum, enrichment activities, educational activities, physical education activities, and technology items. Examples of Services that can be secured through Instructional Funds:

- Fine art and music classes
- Academic enrichment classes
- Physical Education classes
- Tutoring
- Driver's Education

Examples of Products that can be secured through Instructional Funds:

- Academic enrichment materials
- Technology items

All materials ordered through Inspire Charter Schools (ICS) with state funding are the property of ICS. Materials are loaned to enrolled students for educational purpose only. The items must be returned to the school at the commencement of the withdrawal process.

Last updated: 2/1/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	$41,085
Mid-Range Teacher Salary	$	$59,415
Highest Teacher Salary	$	$75,998
Average Principal Salary (Elementary)	$	$100,438
Average Principal Salary (Middle)	$	$101,868
Average Principal Salary (High)	$	$
Superintendent Salary	$	$116,069
Percent of Budget for Teacher Salaries	20.0%	33.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

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

Teacher Salary Chart

Principal Salary Chart
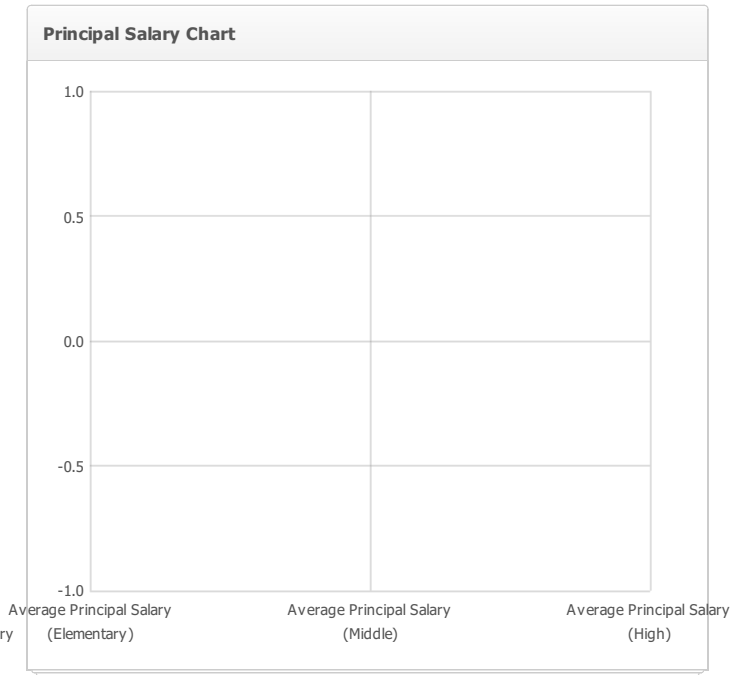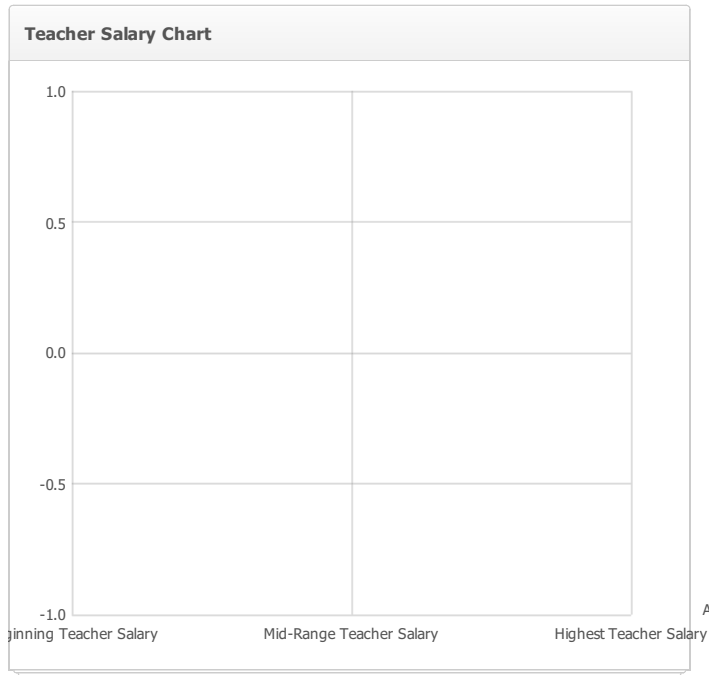
Last updated: 2/1/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	5	N/A
All Courses	13	--

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

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

Last updated: 2/1/2017

Professional Development

The Director of Curriculum along with K-8 and High School Directors facilitate professional development workshops/topics on research-based instructional methodology. Monthly professional development is built into the school calendar and recorded to support teachers. Professional development and collaboration are an integral part of our school program. It enables the stakeholders to be accountable and ensures that we are providing an efficient school for our students and families. Professional development needs are assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

• ICS has established strong instructional program by providing ample professional development in common core standards, intervention strategies, ongoing instructional support with planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction per each student's individual needs, and procuring adequate instructional resources.
• Provide professional development in response to analysis of student performance data, school wide and by subgroup.
• In addition, ICS faculty is encouraged, both individually and as a group, to search for and attend professional development every year that will improve their teaching practice such as, the Charter School Development Center Conference, the California Consortium for Independent Study (CCIS) conference, the National Council of Teachers of Mathematics conference, the California Association of Teachers of English conference, the Computer using Educators conference, and the Supporting Parents with CCSS for Math workshop.
• ICS believes that everyone is a lifelong learner, and that our teachers will continue to grow as educators every year.

Professional development is planned to occur at the following times:
• An intensive training program during the summer to train teachers on the technology that is required for implementing the online program, independent student law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
• Regularly scheduled monthly staff meetings.
• Other designated professional development days are scheduled throughout the school year.
• Staff development training may be scheduled to respond to a specific event that requires more in-depth discussion, or training, than can be delivered during our regularly scheduled meeting.
• A handbook that offers ideas for self-guided study.

Last updated: 2/1/2017