

# Inspire School of Arts and Sciences

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <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 at <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Inspire School of Arts and Sciences
<b>Street</b>	335 W. Sacramento Avenue
<b>City, State, Zip</b>	Chico
<b>Phone Number</b>	530-891-3090
<b>Principal</b>	Eric Nilsson
<b>E-mail Address</b>	enilsson@chicousd.org
<b>Web Site</b>	<a href="http://www.inspirecusd.org/">http://www.inspirecusd.org/</a>
<b>CDS Code</b>	04 61424 0120394

<b>District Contact Information</b>	
<b>District Name</b>	Chico Unified School District
<b>Phone Number</b>	530-891-3000
<b>Superintendent</b>	Kelly Staley
<b>E-mail Address</b>	kstaley@chicousd.org
<b>Web Site</b>	www.chicousd.org

### **School Description and Mission Statement (School Year 2017-18)**

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 and 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, solid academic expectations, highly qualified and adaptable 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 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	148
<b>Grade 10</b>	117
<b>Grade 11</b>	107
<b>Grade 12</b>	88
<b>Total Enrollment</b>	460

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	2
Asian	2
Filipino	0
Hispanic or Latino	13.7
Native Hawaiian or Pacific Islander	0.2
White	71.3
Two or More Races	5.7
Socioeconomically Disadvantaged	28.3
English Learners	2.4
Students with Disabilities	11.5
Foster Youth	0.4

## 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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	24	24	
Without Full Credential	4	2	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2017-18)

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9 and 10. Holt Rhinehart. 2004.</p> <p>Heaney, Seamus. Beowulf: A New Verse Translation (Bilingual Edition). W. W. Norton &amp; 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. Ruszkiewicz. 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>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>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Hosseini. Thousand Splendid Suns.</p> <p>Lee, Harper. To Kill a Mockingbird.</p>		
<b>Mathematics</b>	<p>Algebra 2 Text: CPM for Algebra 2. 2015-2016.</p> <p>Integrated Math 1 Text:: Core Connections Integrated 1: Vol. 1</p> <p>Integrated Math 2 Text: Core Connections Integrated 2: Vol. 2</p> <p>Calculus Text: Stewart. Single Variable Calculus, AP edition, Early Transcendentals with Vector Function, 7E. Brooks/Cole. 2012</p> <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>	Yes	0
<b>Science</b>	<p>Chemistry Text: Chemistry, Visualizing Matter. Holt, Rinehart &amp; 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>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<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> <p>Biology Text: Modern Biology. Harcourt, Holt, Rinehart &amp; Winston. 1999.</p> <p>Integrated Science Text: Integrated Science.</p>		
<b>History-Social Science</b>	<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 &amp; 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
<b>Foreign Language</b>	<p>Spanish Text 1-4: Met, Myriam Met and Peggy Palo Boyles , Richard S. Sayers Realidades 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> <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>	Yes	0
<b>Health</b>	On line curriculum through teachers Justin Peek, Lee Holcomb and Sarah Shoemaker.		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	<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 &amp; CD-ROM (Texas Edition). Alfred Publishing Company. 2004.; Duarte, Leonard. The Practice &amp; 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>	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/28/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 11/28/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	89	84	51	51	48	48
Mathematics (grades 3-8 and 11)	47	39	44	42	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	106	102	96.23	84.31
Male	45	43	95.56	88.37
Female	61	59	96.72	81.36
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	13	13	100	92.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	74	71	95.95	88.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.87	86.49
English Learners	--	--	--	--
Students with Disabilities	12	10	83.33	60
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 (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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	99	94.29	39.39
Male	45	42	93.33	52.38
Female	60	57	95	29.82
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	12	12	100	58.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	74	71	95.95	35.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	36	92.31	36.11
English Learners	--	--	--	--
Students with Disabilities	12	9	75	22.22
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 (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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	81	80	64	61	56	54

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

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 four CTE pathways: Engineering, Performing Arts, Digital/Video Arts, and Production Managerial 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 foci 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 2016-17)**

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

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.78
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	42.55

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	35	17.9	9.8

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.

**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 2017-18)**

Parents can become involved in school activities by contacting the office at 891-3090. Parents can also contact members of the Inspire Foundation Advisory Board to see about ways they can become involved in the activities of the school. Contact the president, Sharon Demeyer at, inspirefoundationchico@gmail.com. The principal sends out a weekly newsletter to all parents and students with invitations to become involved as well. Parents are invited to volunteer for specific events, e.g. a musical theater production or an engineering open house. Parents have also been involved in several LCAP meetings to provide feedback about how the school's resources are being allocated for programs.

## 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1	1.2	2.1	7.2	6.6	7.1	11.5	10.7	9.7
Graduation Rate	96.97	98.84	96.81	88.08	88.9	89.57	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	98.95	93.05	87.11
Black or African American	0	96	79.19
American Indian or Alaska Native	100	75	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	92.31	90.39	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	98.73	93.27	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	96.07	85.45
English Learners	0	48.53	55.44
Students with Disabilities	100	78.95	63.9
Foster Youth	100	76.47	68.19

## 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.2	1.7	1.7	3.4	4.1	3.6	3.8	3.7	3.6
Expulsions	0.2	0.0	0.6	0.2	0.1	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Inspire School of Arts & Sciences – School Safety Plan

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.

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.

## 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 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	6	14	2	23	9	12	2	26	6	10	5
Mathematics	24	7	11		25	6	6	3	27	5	9	3
Science	23	6	8	1	25	5	8	1	28	2	7	5
Social Science	24	5	6	2	22	6	8		26	4	4	4

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	225
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist	2	N/A
Other	0	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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,722	\$320	\$7,402	\$55,330
District	N/A	N/A		\$67,547
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	46.3	-29.4

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

**Types of Services Funded (Fiscal Year 2016-17)**

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 Incentive Grant, College and Career Pathways Trust Grant, College Readiness Grant, and Common Core Grant.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,080	\$48,522
Mid-Range Teacher Salary	\$58,684	\$75,065
Highest Teacher Salary	\$92,364	\$94,688
Average Principal Salary (Elementary)	\$95,040	\$119,876
Average Principal Salary (Middle)	\$109,390	\$126,749
Average Principal Salary (High)	\$111,746	\$135,830
Superintendent Salary	\$180,966	\$232,390
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	4%	5%

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

**Advanced Placement (AP) Courses (School Year 2016-17)**

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	2	N/A
Science	1	N/A
Social Science	1	N/A
All courses	7	13.9

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)**

The primary areas for staff development are 1) Training for transition to the Common Core using outside workshops, ABEO and Understanding by Design 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) College Preparation Project, 7) Project Lead the Way, and 8) 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 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.