

Inspire School of Arts and Sciences

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/fq/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.



Jerry Lynn Crosby, Principal

Principal, Inspire School of Arts and Sciences

About Our School

I am privileged to be the principal at Inspire School of Arts and Sciences. At Inspire we strive to build relationships with our students that nurture creativity and academic success. At Inspire, every student is welcome, and every student is known.

Our A/B block scheduling allows students to explore myriad classes in the arts and sciences. Students can enroll in courses from robotics to theater design, from pop band to chemistry. By expanding the typical course load from six classes a year to eight, students have more opportunity to pursue their passions and increase their academic drive. We offer myriad electives in the arts and sciences, nine AP courses, articulated courses that allow for Butte College credit—and more!

However, we also insure that students are supported in this process. To help students, all are enrolled in Advisories, a school family with whom they meet daily over their four year career. In addition, we offer academic support classes for students who need more help.

While Inspire is a high-achieving, academic school, its greatest strength lies in the sense of community found in the school. Students, teachers and staff work together to create a culture of acceptance, inclusion and kindness that sets Inspire apart. As its name indicates, this is a school that strives to both inspire and include the "I" of each student.

Contact

Inspire School of Arts and Sciences
335 West Sacramento Ave.
Chico, CA 95926-3908

Phone: 530-891-3090
E-mail: jcrosby@chicousd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Chico Unified
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org
Web Site	www.chicousd.org

School Contact Information (School Year 2016-17)	
School Name	Inspire School of Arts and Sciences
Street	335 West Sacramento Ave.
City, State, Zip	Chico, Ca, 95926-3908
Phone Number	530-891-3090
Principal	Jerry Lynn Crosby, Principal
E-mail Address	jcrosby@chicousd.org
Web Site	www.inspirecusd.org
County-District-School (CDS) Code	04614240120394

Last updated: 2/8/2017

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

Inspire School of Arts and Sciences is a college preparation 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. Inspire is a California Gold Ribbon School, a California Exemplary Arts Program and a National Art Schools Network Exemplary School; it is staffed with individuals that have significant experience in the creation and implementation of career pathway-based instruction, and smaller learning communities. There are 12 majors at Inspire from Theater to Science, as well as four CTE pathways. Inspire's entire staff is unified and supportive of the school's vision and mission.

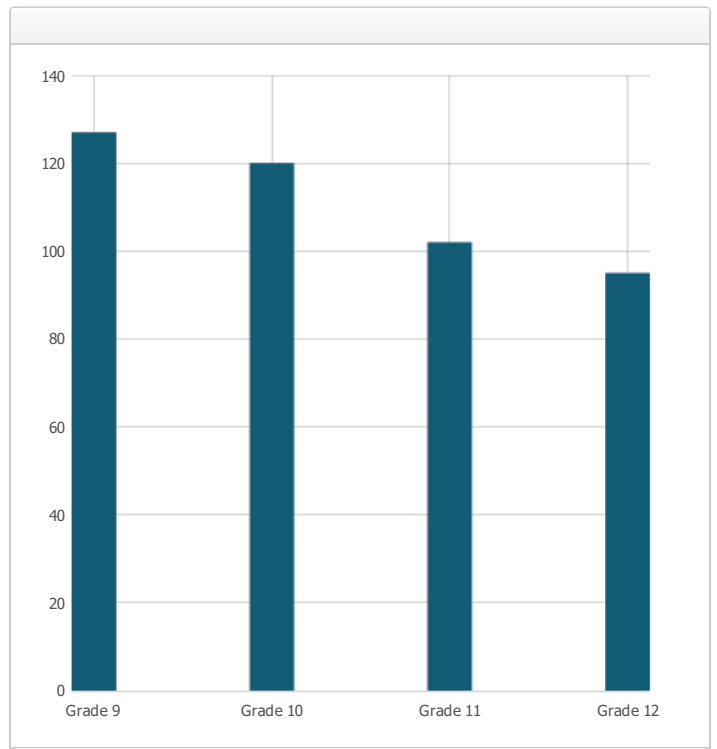
The mission of the Inspire School of Arts and Sciences is to "provide high levels of learning and support within a personalized environment that enables students to explore their interests and develop their talents." To accomplish our mission, Inspire offers a learning environment in which: 1. Teachers and other adults know the needs, interests, and aspirations of each student, closely monitor each student's progress, and provide the academic and other supports 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 and Natural Science departments. In addition, Inspire offers articulated courses through Butte College in which students can receive college credits. 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, 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.

Last updated: 2/8/2017

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

Grade Level	Number of Students
Grade 9	127
Grade 10	120
Grade 11	102
Grade 12	95
Total Enrollment	444



Last updated: 2/8/2017

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

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	1.4 %
Asian	0.9 %
Filipino	0.5 %
Hispanic or Latino	12.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	76.6 %
Two or More Races	4.5 %
Other	2.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.1 %
English Learners	2.0 %
Students with Disabilities	9.7 %
Foster Youth	0.5 %

Last updated: 2/8/2017

A. Conditions of Learning

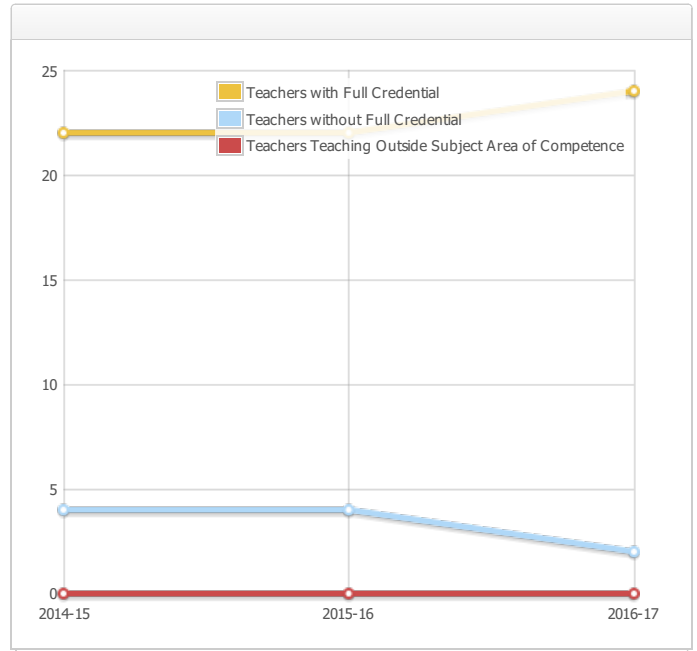
State Priority: Basic

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

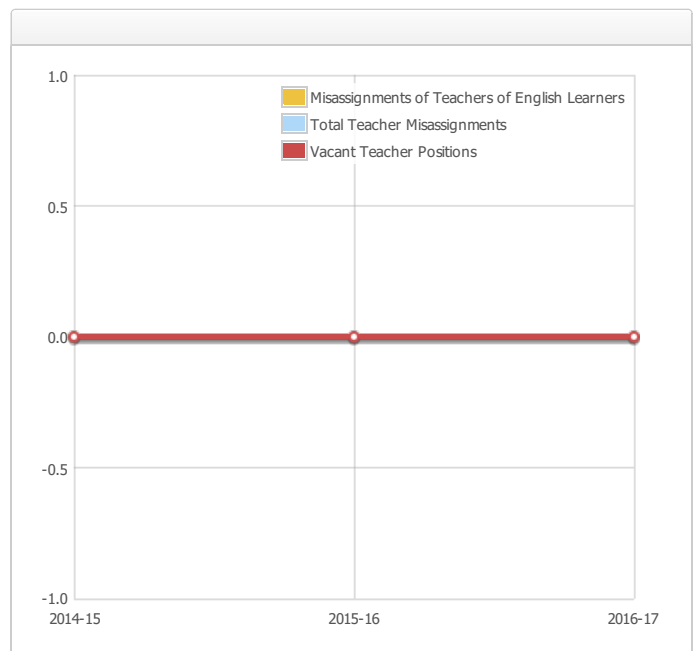
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	22	24	
Without Full Credential	4	4	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/8/2017

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: 2/8/2017

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	100.0%	0.0%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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: 2/8/2017

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

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 & Company. 2001.</p> <p>Anaya, Rudolfo. Bless Me, Ultima. Warner Books. 1994.</p> <p>Voltaire. Candide (Bantam Classics). BantamClassics. 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. 2009.</p> <p>Shelley, Mary. Frankenstein. Harold Bloom. Signet. 2013.</p> <p>Skloot, Rebecca. The Immortal Like of HenriettaLacks.</p> <p>Ellison, Ralph. Invisible Man.Shakespeare, William. Macbeth.</p> <p>Shakespeare, William. A Midsummer's Night Dream.</p> <p>Wiesel, Elie. Night.Steinbeck, John. Of Mice and Men.Hemingway, Ernest.</p> <p>The Old Man and the Sea.Rusesabagina, Paul. An Ordinary Man.</p> <p>Guest, Judith. Ordinary People.</p> <p>Turner, Lisa Ray. Pauvre Anne.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>	Yes	0.0 %
Mathematics	<p>AP Statistics: The Practice of Statistics. Starnes. Worth 2012, 4th ed.</p> <p>Calculus: Calculus. Single Variable Early Transcendentals, AP edition. 7E. Stewart. Brooks Cole. 2012.</p> <p>Integrated Math 1-P: Core Connection Integrated I Vol 1 and 2. Dietiker; Baldinger; Kassarian. COLLEGE PREPARATORY MATHEMATIC 2014.</p> <p>Integrated Math 2-P: Core Connections Integrated II. .Dietiker; Baldinger; Kassarian. COLLEGE PREPARATORY MATHEMATIC 2014 volume 02.</p>	Yes	0.0 %

Integrated Math 3-P: Core Connection Integrated III. Kysh, Dietiker, Sallee, Hoey. COLLEGE PREPARATORY MATHEMATICS 2014 volume 02.

Math Analysis: Precalculus with Trigonometry Concepts and Applications. Foerster. Kendall Hunt 2012.

Math C: Core Connections Course 3. Dietiker, Kysh, Sallee, Hoey. CPM Educational Program 2013 2E, version 5.0.

Science	<p>Anatomy/Physiology: Hole's Human Anatomy and Physiology. Shier. McGraw Hill 12th Edition.</p> <p>A brief atlas of the human body. Pearson Benjamin Cummings. 2007 2nd ed.</p> <p>Interactive Physiology – 10 System Suite. Pearson Benjamin Cummings. 2008.</p> <p>AP Environmental Science: Environmental Science: Earth as a Living Planet. Botkin. Wiley & Sons, Inc. 2011.</p> <p>AP Biology: Biology – AP Edition. Mader and Windelspecht. McGraw-Hill 2016. Twelfth edition.</p> <p>Biology: What Is Life? a Guide To Biology With Physiology. Phelan. MPS 2015 3RD ed.</p> <p>Biotechnology: Biotechnology a Laboratory Skills Course. Bio-Rad Laboratories 2011.</p> <p>Chemistry: Chemistry - California Edition. Wilbraham, Staley, Matta, Waterman. Pearson Prentice Hall 2007.</p> <p>Integrated Science: Integrated Science. Stockton Unified School District. Custom Publishing, Custom Edition.</p> <p>Physics: Conceptual Physics. Hewitt. PRENTICE HALL 2009.</p>	Yes	0.0 %
History-Social Science	<p>AP US History: David E. Shi , George Brown Tindall. A.P. American; A Narrative History. W. W. Norton & Company;</p> <p>Brinkley, Alan. American History. McGraw Hill Education. 2014.</p> <p>AP Government: AP Test Prep for Government in America People. Edwards & Lineberry. PEARSON LEARNING : 2011.</p> <p>Economics: Economics: Principles in Action, 3rd Edition. O'Sullivan. PRENTICE HALL. 2007.</p> <p>Government: Magruder's American Government. PRENTICE HALL 2007; ISBN: 0-13-181890-2</p> <p>The United States Constitution: What It Says, What It Means. A Hip Pocket Guide. JusticeLearning.org. Oxford University Press. 2005.</p> <p>US History: The Americans. Reconstruction through the 21th Century. Danzer. McDougal Littell 2003. ISBN: 0-618-10879-3.</p> <p>World History: Krieger, Larry S. and Linda Black, Roger B. BeckModern World History: Patterns of Interaction, California Edition. MCDUGAL LITTEL. 2005.</p> <p>Modern World History, Patterns of Interaction (CA ed). McDougall Littell, 2006.</p>	Yes	0.0 %
Foreign Language	<p>Spanish:</p> <p>Realidades 1. Prentice Hall, 2011.</p> <p>Realidades 2. Prentice Hall, 2011.</p> <p>Realidades 3. Prentice Hall, 2011.</p> <p>El Alquimista Ad Author: Coelho, Paulo. La Llorona De Mazatlan. Baker, Katie. 3-6</p> <p>Los Baker van a Peru. Pinelands Regional Jr. High School.</p> <p>Esperanza Reader. TPRS Publishing Inc, 2011.</p> <p>Pobre Ana. Blaine, Ray. Blaine Ray Workshops, 2009 1st ed.</p> <p>French:</p>	Yes	0.0 %

	<p>D'accord! 1 Langue et culture du monde francophone.</p> <p>D'accord! 2 Langue et culture du monde francophone.</p> <p>D'accord 3 Langue et culture du monde francophone</p> <p>Le Petit Prince. De Saint Exupery, Antoine. CreateSpace. 2012.</p> <p>Pauvre Anne. Turner, Lisa Ray. COMMAND PERFORMANCE LANG INST 2000.</p> <p>Le Voyage de sa vie. Turner et Blaine. 2001.</p>		
Health	<p>Online curriculum through Cyber high developed by Fresno County Schools.</p> <p>Site Developed curriculum and instructional materials.</p>	Yes	0.0 %
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 style="text-align: center;">Digital Art:</p> <p>Adobe Photoshop Cs6 Classroom in a Book (W/Dvd). Adobe Creativ.</p> <p style="text-align: center;">Music:</p> <p>White, Paul. Basic Live Sound (The Basic Series). Music Sales America. 2006.</p> <p>Essentials of Music Theory: Alfred Publishing Inc, 2004.</p> <p>Guitar Practice Book1. Scales, Chords, Progressions. Major Keys. Elke. 2016.</p> <p>Harmony & Theory Part 1 – Diatonic. Heussenstamm. Hal Leonard, 2011 1st ed.</p> <p>The Practice & Understanding of Harmony. Duarte, Leonard. 1998.</p> <p style="text-align: center;">Musical Theater:</p> <p>Harvard, Paul. Acting With Song. Nick Hern Books. 2014</p> <p style="text-align: center;">Recording Arts:</p> <p>Basic Live Sound. White, Paul. SMT, 2010.</p> <p>The Mixing Engineer's Handbook. Owsinski, Bobby. 2013.</p> <p>Logic Pro X 10.1 - Professional Music Production. Nahmani. PEPIT 2015.</p> <p>Recording Engineer's Handbook. Owsinski, Bobby. COUTE 2014 3RD ed.</p> <p style="text-align: center;">Theater:</p> <p>Stanislavski, Constantin. Actor Prepares. Theater Art Books. 1948.</p> <p style="text-align: center;">Theater Design:</p> <p>Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup. Gillette, J. Michael. McGraw-Hill Education. 2012.</p>	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: 2/8/2017

School Facility Conditions and Planned Improvements

Per inspection in the fall of 2016, Inspire Shool of Arts and Sciences 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.

Last updated: 2/8/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Some problems with HVAC system in the dance room need continued maintenance.
Interior: Interior Surfaces	Good	Ceiling tiles in IC11 were replaced and storage cleared.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Storage of theater materials in IC26 adn IC11 have been organized and stored in secured shelving units.
Electrical: Electrical	Fair	All misused electrical cords have been removed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Fair
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Last updated: 2/8/2017

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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	92.0%	90.0%	66.0%	65.0%	56.0%	59.0%
Mathematics (grades 3-8 and 11)	48.0%	47.0%	38.0%	42.0%	29.0%	33.0%

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: 2/8/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	95	98.0%	90.0%
Male	45	45	100.0%	91.0%
Female	52	50	96.0%	88.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	94.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	70	97.0%	89.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	80.0%
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: 2/8/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	94	97.0%	47.0%
Male	45	45	100.0%	53.0%
Female	52	49	94.0%	41.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	75.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	69	96.0%	41.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
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: 2/8/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	94	97.0%	47.0%
Male	45	45	100.0%	53.0%
Female	52	49	94.0%	41.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	75.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	69	96.0%	41.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	34.0%
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: 2/8/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	89.0%	81.0%	80.0%	67.0%	64.0%	61.0%	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: 2/8/2017

**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	106	104	98.0%	80.0%
Male	41	41	100.0%	85.0%
Female	65	63	96.9%	76.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	12	92.0%	92.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	79	98.7%	80.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.0%	76.0%
English Learners	--	--	--	--
Students with Disabilities	13	12	92.0%	83.0%
Students Receiving Migrant Education Services	--	--	--	--
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: 2/9/2017

Career Technical Education Programs (School Year 2015-16)

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.

*Last updated: 2/9/2017***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	444.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	37.7%

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
9	23.5%	27.7%	21.0%

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: 2/8/2017

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)

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

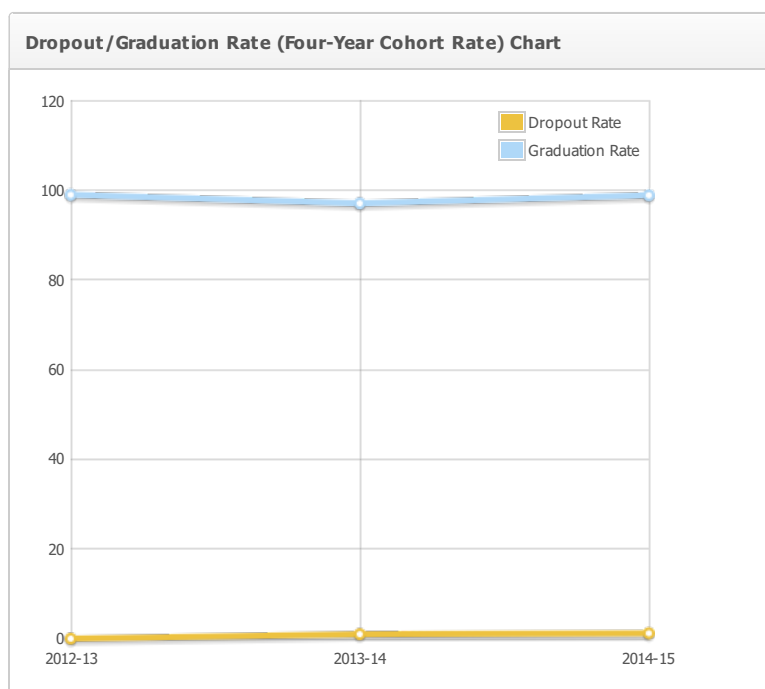
Last updated: 2/8/2017

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)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	1.0%	1.2%	6.5%	7.2%	6.6%	11.4%	11.5%	10.7%
Graduation Rate	98.90	97.00	98.80	88.10	88.10	88.90	80.44	80.95	82.27



Last updated: 2/8/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	99	94	85
Black or African American	100	100	77
American Indian or Alaska Native	100	100	75
Asian	100	97	99
Filipino	100	100	97
Hispanic or Latino	90	98	84
Native Hawaiian or Pacific Islander	0	100	85
White	98	94	87
Two or More Races	100	86	91
Socioeconomically Disadvantaged	100	93	77
English Learners	0	86	51
Students with Disabilities	100	72	68
Foster Youth	--	--	--

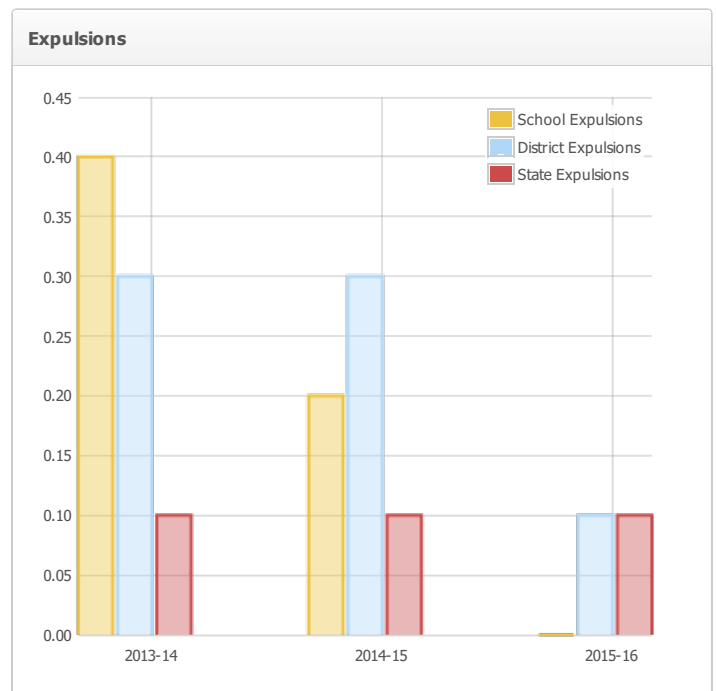
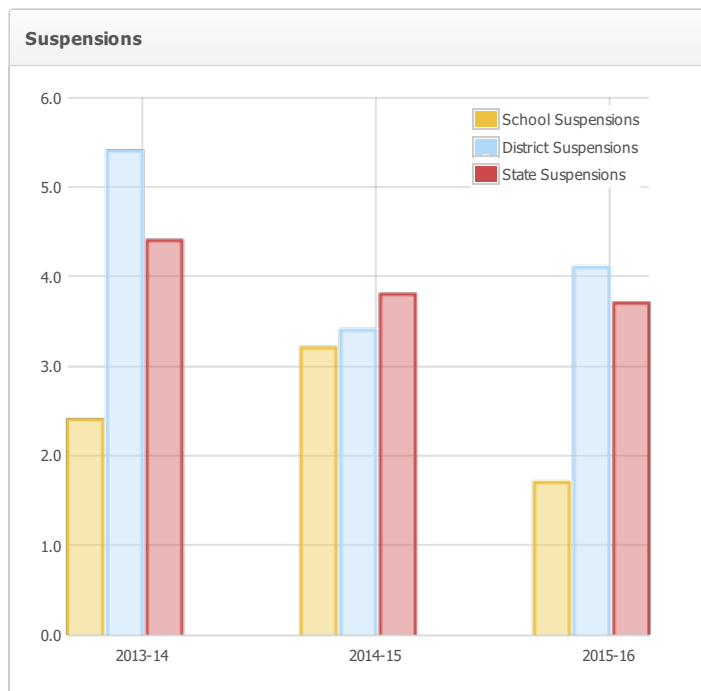
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.4	3.2	1.7	5.4	3.4	4.1	4.4	3.8	3.7
Expulsions	0.4	0.2	0.0	0.3	0.3	0.1	0.1	0.1	0.1



Last updated: 2/8/2017

School Safety Plan (School Year 2016-17)

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.

Last updated: 2/8/2017

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	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 NA values do not require data.

Last updated: 2/8/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	11	8	3	23.0	6	14	2	23.0	9	7	0
Mathematics	26.0	3	12	3	24.0	7	11	0	21.0	9	6	1
Science	26.0	5	6	2	23.0	6	8	1	21.0	7	5	1
Social Science	21.0	6	9	0	24.0	5	6	2	22.0	6	6	0

* 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: 2/8/2017

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	1.5	306.0
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	0.4	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.5	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: 2/8/2017

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	\$8917.0	\$737.0	--	--
District	N/A	N/A	\$0.0	\$64053.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$74216.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 2/8/2017

Types of Services Funded (Fiscal Year 2015-16)

Inspire is a public charter school with high academic rigor. To help students maintain these standards we have a series of supports. First, students with disabilities have an Academic Support class available to them either once every day, or once every two days. This class is monitored by two RSP teachers as well as para-educators. All students have available a Study Hall period. Again, students may take the class daily or every other day dependent on need. We have an Advisory program that meets daily with students for 40 minutes to help students create relationships and connections to school, and to provide the opportunity for Advisors to check student academic progress and wellness, and to provide support and feedback.

We also have a Short Intervention Program (SIP) which requires teachers to list all missing student assignments weekly. Students who are listed in SIP, attend an intervention advisory until they have completed all work. Students who are in SIP three weeks in a row, are then referred to our Progressive Intervention Program (PIP). In PIP, students meet one on one with an administrator, and create clear goals for academic success. The administrator also contacts parents to partner with them in student success.

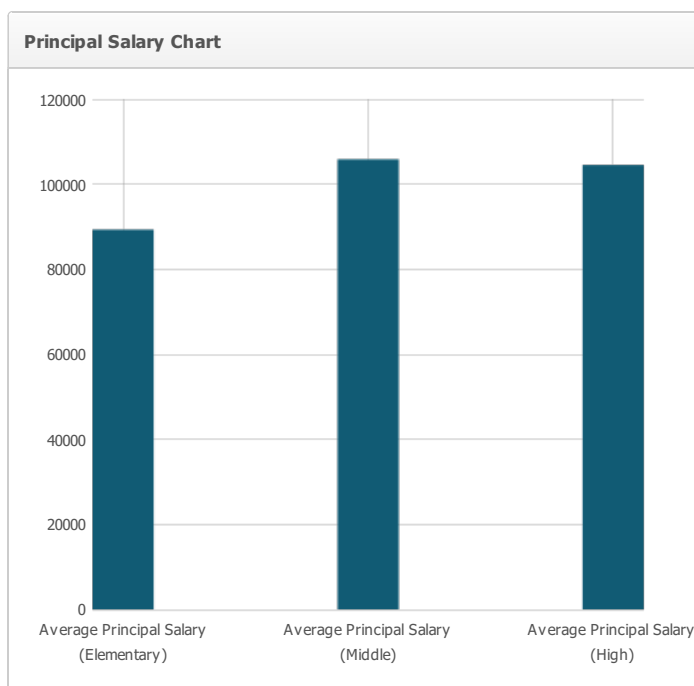
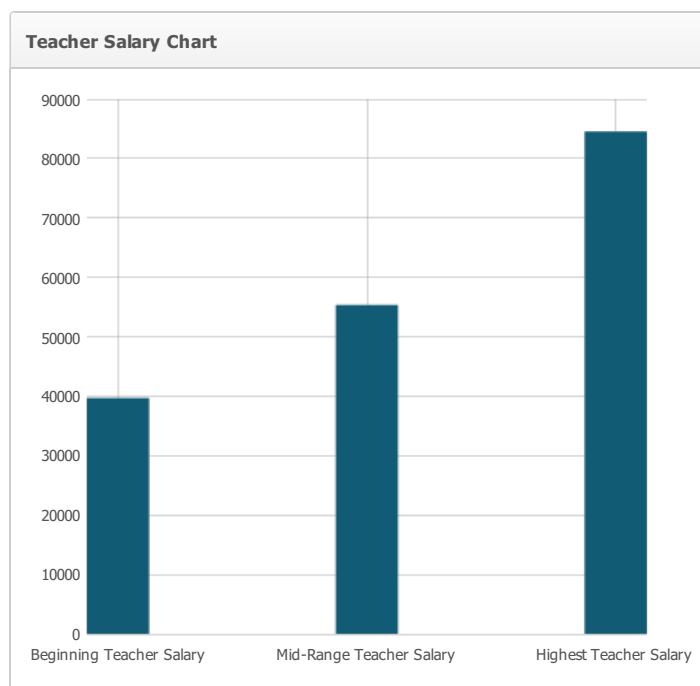
For remediation, students have the opportunity to take classes again because of our A/B schedule. They may do so either by repeating the course in class or online. Each student is seen by our academic counselors to insure student success as well.

Last updated: 2/8/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,698	\$44,958
Mid-Range Teacher Salary	\$55,362	\$70,581
Highest Teacher Salary	\$84,541	\$91,469
Average Principal Salary (Elementary)	\$89,317	\$113,994
Average Principal Salary (Middle)	\$105,844	\$120,075
Average Principal Salary (High)	\$104,517	\$130,249
Superintendent Salary	\$175,100	\$218,315
Percent of Budget for Teacher Salaries	37.0%	38.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	2	N/A
All Courses	9	14.0%

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

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

Last updated: 2/8/2017

Professional Development

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.

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 summative assessments and grading.

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.

Last updated: 2/8/2017