Inspire Charter School - South

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

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

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Jennifer Lorge, Principal

Principal, Inspire Charter School - South

About Our School

Dear Families,

We are so excited you have decided to share your homeschooling journey with us! It is our sincerest hope that this site will provide you with guidance, encouragement, and valuable resources to help you create an individualized learning plan for your child. Please remember that we are here to serve and support you in any way we can. Welcome to the Inspire Family!

We would like to hear from you to ensure the website continues to be both relevant and valuable.

Sincerely,

Jennifer Lorge
Principal, Inspire Charter School - South
jenniferl@inspireschools.org

Contact

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

Phone: 619-404-3190
E-mail: jenniferl@inspireschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
School Name	Inspire Charter School - South
Street	4612 Dehesa Rd.
City, State, Zip	El Cajon, Ca, 92019-2922
Phone Number	619-404-3190
Principal	Jennifer Lorge, Principal
E-mail Address	jenniferl@inspireschools.org
Web Site	http://inspire-south.org/
County-District-School (CDS) Code	37680490132506

Last updated: 1/29/2019

School Description and Mission Statement (School Year 2018—19)

Inspire Charter School-South is a tuition-free, public charter school serving transitional kindergarten through 12th grade students in San Diego, Imperial, Riverside and Orange counties. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs. 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.

Mission
Inspire Charter School-South provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with fully credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.
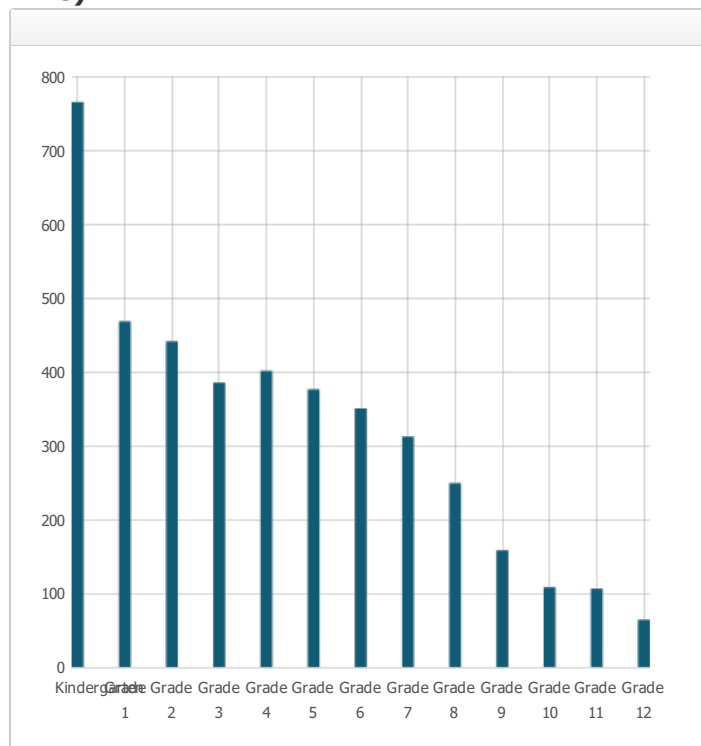
Vision
Inspire Charter School-South develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real life success in the 21st century.

Last updated: 1/29/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	765
Grade 1	468
Grade 2	441
Grade 3	385
Grade 4	401
Grade 5	376
Grade 6	350
Grade 7	312
Grade 8	249
Grade 9	158
Grade 10	108
Grade 11	106
Grade 12	64
Total Enrollment	4183

Last updated: 1/29/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	2.2 %
American Indian or Alaska Native	0.6 %
Asian	3.4 %
Filipino	1.2 %
Hispanic or Latino	25.2 %
Native Hawaiian or Pacific Islander	0.4 %
White	57.0 %
Two or More Races	7.0 %
Other	3.0 %

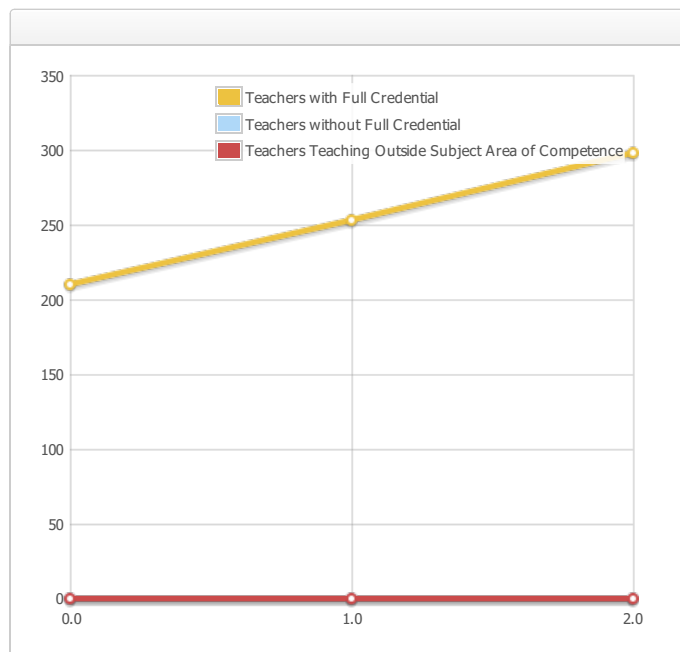| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.7 %
English Learners	1.4 %
Students with Disabilities	7.4 %
Foster Youth	0.0 %

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
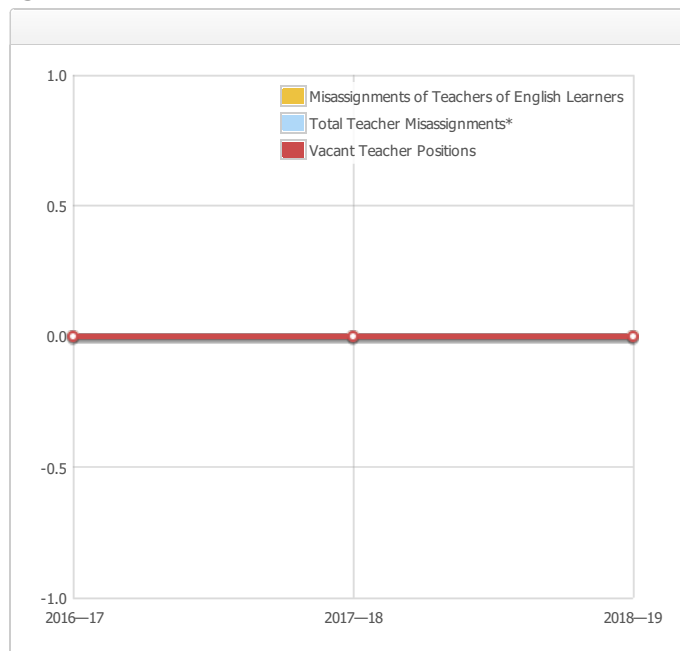- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	210	253	298	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Last updated: 1/29/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/29/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: July 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acell	Yes	0.0 %
Mathematics	McGraw-Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acell	Yes	0.0 %
Science	McGraw-Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acell	Yes	0.0 %
History-Social Science	McGraw-Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acell	Yes	0.0 %
Foreign Language	McGraw-Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acell	Yes	0.0 %
Health	McGraw-Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acell	Yes	0.0 %
Visual and Performing Arts	McGraw-Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acell	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: 1/29/2019

School Facility Conditions and Planned Improvements

Inspire Charter School - South is an Independent Study Charter School and takes great efforts to ensure that all administrative offices are clean, safe, and functional. To assist in this effort, we use the facility survey instrument developed by the State of California OPSC. The results of this survey are available at the administrative office.

Last updated: 2/1/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	43.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	22.0%	23.0%	22.0%	23.0%	37.0%	38.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/29/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	2377	1951	82.08%	42.78%
Male	1195	979	81.92%	38.85%
Female	1182	972	82.23%	46.75%
Black or African American	74	64	86.49%	34.38%
American Indian or Alaska Native	11	--	72.73%	12.50%
Asian	65	58	89.23%	62.07%
Filipino	29	28	96.55%	50.00%
Hispanic or Latino	591	499	84.43%	37.15%
Native Hawaiian or Pacific Islander	--	--	--	
White	1369	1108	80.93%	43.80%
Two or More Races	165	133	80.61%	47.37%
Socioeconomically Disadvantaged	877	709	80.84%	35.22%
English Learners	53	47	88.68%	29.79%
Students with Disabilities	205	156	76.10%	16.77%
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 (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.

Last updated: 1/29/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	2383	1943	81.54%	22.72%
Male	1201	975	81.18%	25.26%
Female	1182	968	81.90%	20.17%
Black or African American	74	64	86.49%	17.19%
American Indian or Alaska Native	11	--	72.73%	12.50%
Asian	65	58	89.23%	55.17%
Filipino	30	28	93.33%	35.71%
Hispanic or Latino	594	495	83.33%	14.40%
Native Hawaiian or Pacific Islander	--	--	--	
White	1371	1103	80.45%	22.94%
Two or More Races	165	134	81.21%	37.31%
Socioeconomically Disadvantaged	882	707	80.16%	14.71%
English Learners	55	47	85.45%	14.89%
Students with Disabilities	211	154	72.99%	4.58%
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 (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.

Last updated: 1/29/2019

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

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/29/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Inspire Charter School - South continues to develop and implement Career Technical Education (CTE) pathways to help prepare students for rapidly shifting workplace requirements. In alignment with the statewide Doing What Matters Initiative (DWMI), we will strive to develop a CTE program that is responsive to the needs of regional economies. Thus, we are actively collaborating with local college and industry representatives to implement CTE course pathways, internships, and/or industry certificates that will help prepare students for the regional labor market needs. Our CTE program is also intended to prepare students for college simultaneously. As such, we are actively working to align our CTE courses with the University of California A-G subject-area requirements. Further, our CTE program will provide access to all students regardless of gender, socio-economic status, special needs, and/or English proficiency.

Last updated: 1/29/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

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

Last updated: 2/1/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	60.0%
2016—17 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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.9%	26.1%	29.6%
7	18.1%	27.4%	28.4%
9	16.8%	25.7%	28.1%

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: 2/1/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Inspire Charter School - South ensures parents, legal guardians, and teachers have an opportunity to participate in governance of the school. Some of the voting members of the board of directors are nominated by parents/guardians. The parent representatives provide insight of students and families as it is related to program planning, design, and implementation. Parents/guardians assist with field trips, community events, and other school related activities.
Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on effectiveness of all aspects of the school from their perspective, related to their experience. The results of the survey are reviewed along with information on program effectiveness from variety of in house assessments such as student and staff engagement surveys, summative and formative assessment data. Survey results are shared with families and community. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, specialty program tracks, and outreach that enrich the students' educational experience.
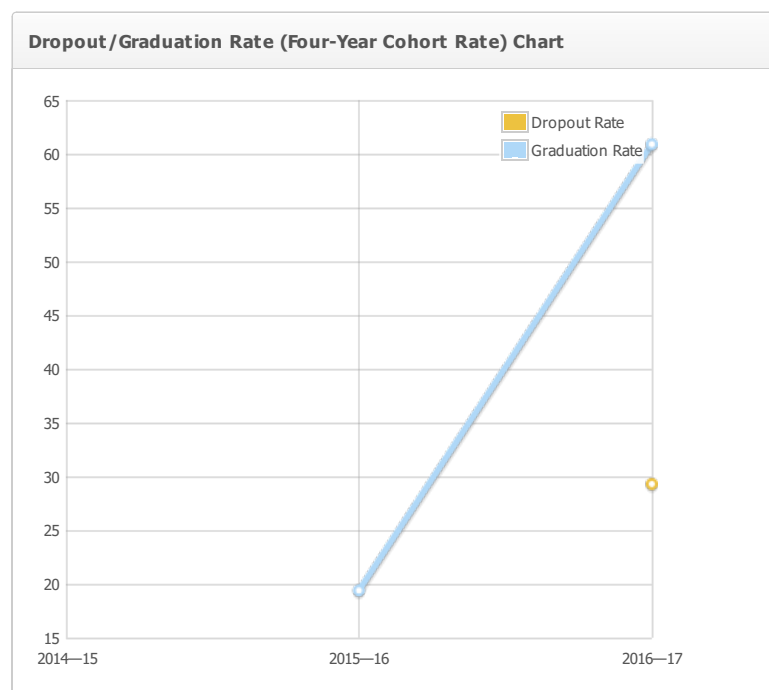
State Priority: Pupil Engagement

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 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	--	--	10.7%	9.7%
Graduation Rate	--	19.4%	96.2%	97.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	29.3%	27.4%	9.1%
Graduation Rate	60.9%	98.6%	82.7%

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

For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 2/1/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

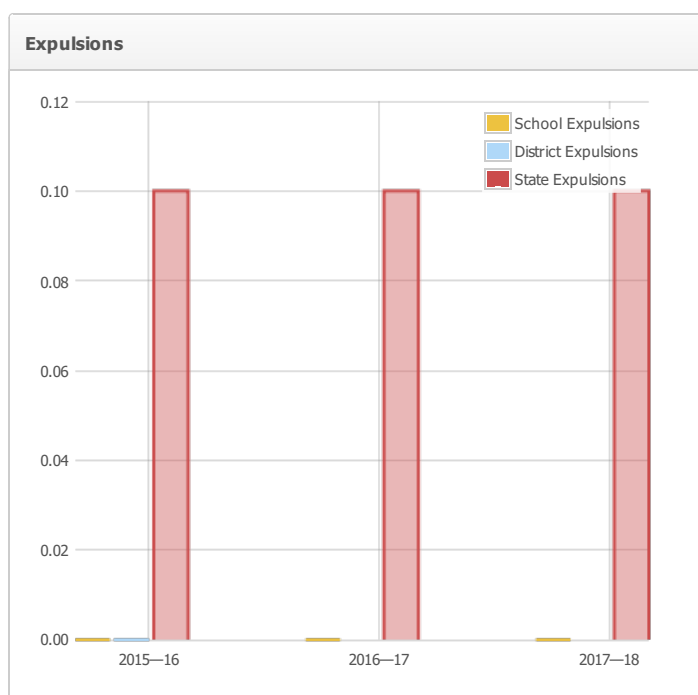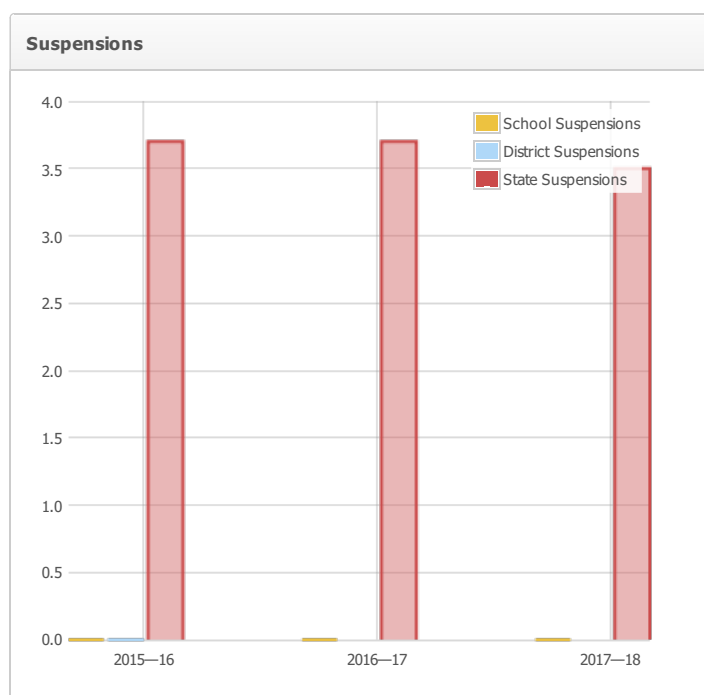| Student Group	School	District	State
All Students	70.1%	100.0%	88.7%
Black or African American	40.0%	100.0%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	0.0%	100.0%	93.5%
Hispanic or Latino	54.8%	100.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	93.1%	100.0%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	72.9%	100.0%	88.6%
English Learners	50.0%	100.0%	56.7%
Students with Disabilities	63.6%	100.0%	67.1%
Foster Youth	0.0%	50.0%	74.1%

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%

School Safety Plan (School Year 2018—19)

Inspire Charter School-South is an independent study school. The safety plan for the administrative offices was updated in September 2018 and contains information concerning the areas of student and staff safety.

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.

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	200.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	6.0	N/A
Psychologist	6.0	N/A
Social Worker		N/A
Nurse	2.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	35.0	N/A
Other	21.0	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.

Last updated: 2/1/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10380.0	$970.0	$9410.0	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7125.0	$63218.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2019
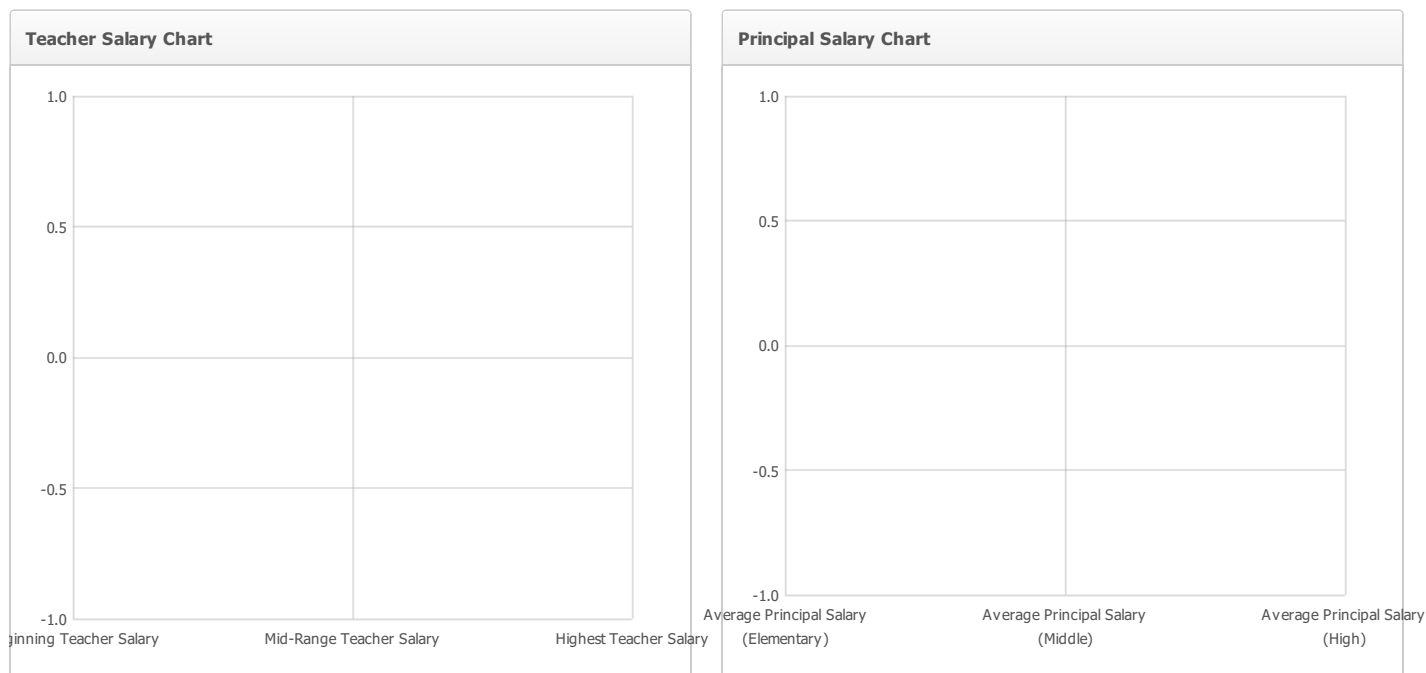
Types of Services Funded (Fiscal Year 2017—18)

Inspire Charter School-South regularly measures student proficiency in English Language Arts and Mathematics regularly through a variety of metrics including online benchmark assessment twice per year. Students who receive a score indicating a grade level proficiency that is two or more levels below their current grade level on any one standard are provided support including a specialized curriculum, tutoring, and/or an academic coach. Individualized supports focus on a students demonstrated area of need and are available in person tutor or online intervention program.

Last updated: 2/1/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	$44,375
Mid-Range Teacher Salary	--	$65,926
Highest Teacher Salary	--	$82,489
Average Principal Salary (Elementary)	--	$106,997
Average Principal Salary (Middle)	--	$109,478
Average Principal Salary (High)	--	--
Superintendent Salary	--	$121,894
Percent of Budget for Teacher Salaries	13.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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

Teacher Salary Chart

Principal Salary Chart

Last updated: 2/1/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	0	N/A
All Courses	4	0.1%

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

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

Last updated: 2/1/2019

Professional Development

Inspire Charter School- South believes in building the capacity of staff is crucial for our continuous improvement including the quality of curriculum and instruction. Our structured professional development (PD) opportunities create collaborative and non-threatening conditions for teacher learning that is readily applicable to their practice. The focus of PD sessions are identified through analysis of student performance data, parent survey results, and staff feedback/suggestions. Monthly professional development is built into the school calendar and recorded to support teachers. The recorded PD results in a library of supports that teachers may access as needed for continued support. Professional development and collaboration are an integral part of our school program.

Last updated: 1/29/2019