



Board of Education Report

File #: Rep-124-20/21, **Version:** 1

**Approval of the Renewal Petition for Aspire Inskip Charter Academy [PUBLIC HEARING]
November 24, 2020
Charter Schools Division**

Action Proposed:

Staff recommends approval of the renewal petition for Aspire Inskip Charter Academy (“Charter School”), designated by the state as Middle performing, located in Board District 7 and Local District South, for five (5) years, beginning July 1, 2021 until June 30, 2026, to serve 347 students in grades TK-6 in each year of the charter term. The recommendation is based on findings in the attached Staff Assessment and Recommendation Report.

Background:

Aspire Inskip Charter Academy is a TK-6 school currently serving 381 students and is co-located on a District facility through the Public School Choice program with two other K-6 Aspire charter schools, Aspire Juanita Tate Academy Charter and Aspire Slauson Academy Charter at 123 W. 59th Street Los Angeles, CA 90003 in Board District 7 and Local District South. Aspire Inskip Charter Academy was approved by the LAUSD Board of Education on April 5, 2011. On October 15, 2015, the charter school was renewed for another five year term to serve 347 students in grades K-6.

On September 2, 2020, Aspire Inskip Charter Academy submitted its charter renewal petition application to the Charter Schools Division. The 90-day statutory timeline for Board action on this renewal petition runs through December 1, 2020.

An initial Public Hearing was held on October 27, 2020.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:

Current Aspire Inskip Charter Academy governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

The petition is available for perusal in the Charter Schools Division and online at the District’s Board of Education website at <http://laschoolboard.org/charterpetitions>.

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with local, state, and federal ordinances, laws and regulations and with the terms and conditions set forth in its petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2021.

“No” - If the Board does not adopt the recommendation of approval of the renewal petition, and instead takes specific action to deny the renewal petition, Charter School would not be authorized to continue operating as a charter school under the terms of the renewal petition. Charter School’s current charter expires on June 30, 2021. The petitioners may appeal a denial to Los Angeles County Board of Education (“LACBOE”). If the appeal is approved by LACBOE, Charter School would be authorized by the LACBOE. If LACBOE denies a petition on appeal, the Charter School may appeal to the State Board of Education (“SBE”) which will review the appeal using an abuse of discretion standard. If the denial is reversed by the SBE, the SBE shall designate, in consultation with the petitioner, the LAUSD Board of Education or LACBOE as the chartering authority.

This Board Report No. 124-20/21, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of the Charter School renewal petition.

Policy Implications:

There are no policy implications at this time.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school’s debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any modifications to the charter school’s petition or operations with significant financial implications would require District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Charter School has selected to join the LAUSD SELPA Option 3. The Charter School’s fair share contribution to special education will be 10% of the charter schools’ AB 602 (rate includes Base, COLA, and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from the Charter School’s Local Control Funding Formula (“LCFF”) funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The revenue rate will be adjusted to account for changes in the State’s funding formula beginning in fiscal year 2013-2014. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Charter-operated Program special education director. These funds will be used to support the personnel

for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this Section, the Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the Board of Education's Policy on Charter School Authorizing, "[W]hen the Board of Education authorizes a charter school, it establishes a partnership to advance its vision and mission and to accelerate gains in academic achievement and accountability for *all* of its students and public schools (*Policy*, p.2)." Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for charter school renewal and therefore recommends approval of the renewal petition.

Issues and Analysis:

If all pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda.

Budget and Petition available for perusal at the following link:

<https://www.dropbox.com/sh/vs6c5s7bbq4hay3/AAB61W7HMgnQnUDRIzWPGGuQa?dl=0>

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - DFS Data and High vs Low Performance Data Sets

Attachment C - Desegregation Impact Statement

Informatives:

Not applicable

Submitted:

11/06/20

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

AUSTIN BEUTNER
Superintendent of Schools

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DEVORA NAVERA REED
Interim General Counsel

___ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

___ Approved as to budget impact statement.

ATTACHMENT A
STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 124-20/21
November 24, 2020

School Name:	Aspire Inskip Academy Charter			BOARD IS REQUIRED TO TAKE ACTION BY: December 1, 2020
Type of Charter School:	Start-Up Independent Charter School; Public School Choice (PSC)			
Charter Operator	Aspire Public Schools			
Location Code:	2255			
Type of Site(s):	Public School Choice Co-Location			
Site Address(es):	123 W. 59th Street Los Angeles, CA 90003 (Juanita Tate Elementary School)			
Board District(s):	7	Local District(s):	South	
Grade Levels Served:	TK-6	Current Enrollment:	381	
Grade Levels Authorized in Current Charter:	TK-6	Approved Enrollment in Current Charter:	347	
CONSIDERATION:	Renewal			
CDE PERFORMANCE LEVEL:	Middle Performing			
STAFF RECOMMENDATION:	Approval			
SUMMARY OF STAFF FINDINGS:	<p>Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the criteria for renewal (Ed. Code § 47605, 47607 and 47607.2).</p> <p>Criterion 1:</p> <ul style="list-style-type: none"> ◆ The charter school has presented a sound educational program. ◆ The petition, as revised through the petition review and revisions process, contains reasonably comprehensive descriptions of all required elements, including the Federal, State, and District Required Language. ◆ Petitioners are demonstrably likely to successfully implement the educational program set forth in the renewal petition. ◆ The petition contains required affirmations, assurances, and declarations. <p>Criterion 2:</p> <ul style="list-style-type: none"> ◆ Charter School qualifies for renewal as a [<i>low, middle, high</i>] performing charter school based on performance indicators and pursuant to the statutory renewal framework. (See full analysis below). 			

	<p>Criterion 3:</p> <ul style="list-style-type: none"> ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition. ◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns. <p>In addition to the above, the petition contains a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7. Please see “Staff Review and Assessment” section below for further detail.</p>
<p>PROPOSED BENCHMARKS:</p>	<p>N/A</p>

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Aspire Inskip Academy Charter (“Inskip” or “Charter School”), located in Board District 7 and Local District South, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve up to 347 students in grades TK-6 in each year of the charter term.

II. CRITERIA FOR RENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605, 47607, and 47607.2. As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal under the renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

Charter schools designated as Dashboard Alternative School Status (“DASS”) will work with LAUSD to establish renewal targets locally. (Ed. Code, § 47607(c)(7).) Please see *LAUSD Policy and Procedures for Charter School Authorizing* (LAUSD Board of Education, August 11, 2020) for more information regarding renewal criteria.

III. GENERAL SCHOOL INFORMATION

A. School History

	Aspire Inskip Academy Charter
Initial Authorization:	On April 5, 2011, Aspire Inskip Academy Charter was authorized by the LAUSD Board of Education to serve 288 students in grades TK-6. On March 15, 2011, the LAUSD Board of Education selected the Public School Choice (PSC) proposal for Aspire Inskip to operate at South Region ES #6.
Most Recent Renewal	The charter was renewed on October 13, 2015, to serve up to 347 students in grades TK- 6.
Approved Material Revisions of Current Charter:	N/A

	Aspire Inskeep Academy Charter
Board Benchmarks in Current Charter Term:	N/A
Submission of Renewal Petition Application:	Aspire Inskeep Academy Charter submitted its renewal petition application on September 2, 2020. The 90-day statutory timeline for Board action on the petition runs through December 1, 2020.
Concurrent Request for Material Revision:	N/A

B. Educational Program

	Aspire Inskeep Academy Charter
Key Features of Educational Program:	<p>Aspire Inskeep Academy Charter offers a TK-6 educational program, which includes the following features:</p> <ul style="list-style-type: none"> ◆ The <i>College for Certain</i> vision for all students sets the expectation and helps to create an environment for a college bound future. This vision is the driving force behind the academic program and part of the schoolwide expectation that all Aspire students are college-going no matter what ethnicity, economic status, or home language. ◆ A focus on academic discourse to support multi-language learners, including professional development opportunities to build more integrated instructional practices that support language use in the classroom. ◆ Culturally Responsive Teaching and alternatives to suspension, which includes a Social Emotional Learning Curriculum for repairing relationships in the classroom and across the school community.
English Learner Master Plan:	<p>Inskeep implements its own English Learner Master Plan which includes the following features:</p> <ul style="list-style-type: none"> ◆ Teachers implement both Integrated and Designated English Language Development (ELD) instruction. ◆ ELD lessons are taught daily, based on ELD standards. ◆ Newly created position titled Director of Language and Culture to lead the vision and programmatic quality for the school's multi-language learners.
Special Education SELPA	Inskeep participates in LAUSD SELPA Option 3.

C. Student Enrollment and Population

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
Aspire Inskip Academy Charter	386	99.7%	0.3%	0.3%	0.0%	8.0%	34.7%	0.0%	1.3%	2.1%	88.1%	0.0%	0.0%	2.3%	99.7%	6.5%	0.5%	0.8%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

D. Charter School Operator

Aspire Inskip Academy Charter is operated by Aspire Public Schools, a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the standards and criteria for renewal. Staff findings include the following:

A. Criterion 1: Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?

Yes, the charter school has presented a sound educational program; a reasonably comprehensive petition with the requisite affirmations and the Federal, State, and District Required Language; and petitioners are likely to successfully implement the educational program for its targeted student population. The petition sufficiently addresses and is consistent with the applicable legal and policy requirements, including but not limited to the identification of appropriate performance targets and description of an instructional program aligned to state performance standards and the salient needs of the target student population. Please see discussion of the charter school’s record of academic performance in the section below.

B. Criterion 2: Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

Yes, the school has been classified by the state as Middle performing in 2019-2020. Please see discussion of the charter school’s record of academic performance in the section below.

Charter Renewal Term

For Middle performing schools, pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following: 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard; 2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard; 3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence,

demonstrated by verified data, showing either of the following: a. The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The charter school’s record of performance during the term of the charter reflects the following specific factors:

1. Student Achievement and Educational Performance

a. Summary

Aspire Inskip Academy Charter has been identified by the state as a Middle performing charter school. The charter school has attained measurable increases in academic achievement schoolwide and for most numerically significant subgroups.

b. Measurements of Academic Performance on the California School Dashboard

As context, the state utilizes the colors received on all state indicators to determine the performance classification for charter schools. Please see the table below for more information on this school.

Aspire Inskip Academy Charter							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	Yellow	Orange	NPC	N/A	Yellow	N/A	Blue
2019	Yellow	Yellow	Yellow	N/A	Orange	N/A	Blue

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/>

*For the ELPI, the state uses status level as a proxy for color on the 2019 Dashboard where there are at least 30 students tested. (Note: There is no status level for 2018). NPC: No performance color_D

The recommendation for renewal has considered the schoolwide performance and performance of numerically significant subgroups served by the charter school on the state and local indicators, providing greater weight to performance on measurements of academy performance. In addition to the state and local indicators, the recommendation considered whether there was clear and convincing evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers, as applicable.

Please see attached *Aspire Inskip Academy Charter Data Set*.

c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Aspire Inskip Academy Charter (ELA Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	160	Yellow	-51.0	-6.0	Lower	203	Yellow	-18.5	-2.5	Lower
English Learner	109	Yellow	-50.2	-47.1	Lower	126	Yellow	-21.9	-45.1	Higher
Latino	138	Yellow	-46.7	-31.3	Lower	173	Yellow	-15.0	-26.6	Higher
Socioeconomically Disadvantaged	160	Yellow	-51.0	-34.7	Lower	203	Yellow	-18.5	-30.1	Higher
Students with Disabilities	24	No Color	-80.9	-95.5	--	31	No Color	-60.1	-88.1	Higher

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in both 2018 and 2019, in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was lower than the state’s DFS.

In 2018, the school had three numerically significant subgroups (English Learners, Latino and Socioeconomically Disadvantaged) for ELA. In 2018, all three of the charter school’s numerically significant subgroups were lower than the state’s DFS. In 2019, the school had four numerically significant subgroups (English Learners, Latino and Socioeconomically Disadvantaged, and Students with Disability). In 2019, all four of the charter school’s numerically significant subgroups were higher than the state’s DFS.

Change Level Schoolwide and Numerically Significant Subgroups:

Aspire Inskip Academy Charter (ELA Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	Change	Change Level
All Students	160	Yellow	5.0	Increased	2.2	Maintained	203	Yellow	31.8	Increased Significantly	3.7	Increased
English Learner	109	Yellow	5.3	Increased	3.3	Increased	126	Yellow	29.0	Increased Significantly	3.1	Increased
Latino	138	Yellow	5.5	Increased	3.2	Increased	173	Yellow	31.0	Increased Significantly	4.5	Increased
Socioeconomically Disadvantaged	160	Yellow	5.0	Increased	4.0	Increased	203	Yellow	31.8	Increased Significantly	4.4	Increased
Students with Disabilities	24	No Color	8.7	Increased	2.1	Maintained	31	No Color	15.2	Increased Significantly	7.8	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the above table, in 2018, the charter school’s Change Level schoolwide and for its numerically significant subgroups Increased. In 2019, the charter school’s Change Level schoolwide and for its numerically significant subgroups Increased Significantly.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Aspire Inskip Academy Charter (Math Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	160	Orange	-73.9	-36.4	Lower	203	All	-61.0	-33.5	Lower
English Learner	109	Yellow	-67.1	-69.9	Higher	126	Yellow	-56.9	-68.6	Higher
Latino	138	Orange	-66.9	-65.8	Lower	173	Yellow	-53.0	-62.2	Higher
Socioeconomically Disadvantaged	160	Orange	-73.9	-67.4	Lower	203	Yellow	-61.0	-63.7	Higher
Students with Disabilities	24	No Color	-113.1	-125.3	--	31	No Color	-128.5	-119.4	Lower

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in Math for 2018 and 2019, the charter school’s DFS was lower than the state’s DFS. In 2018, the school had three numerically significant subgroups (English Learners, Latino and Socioeconomically Disadvantaged) for Math. In 2018, the majority of subgroups performed lower than the state’s DFS for those subgroups, with the exception of the EL subgroup which was higher. In 2019, the school had four numerically significant subgroups (English Learners, Latino and Socioeconomically Disadvantaged, and Students with Disabilities). In 2019, the majority of the numerically significant subgroups performed higher than the state’s DFS for those subgroups, with the exception of the Students with Disabilities subgroup which was lower.

School leadership shared that the school implements a data talk protocol to monitor academic performance including Math, and teachers receive feedback on lesson plans through Quick Note to modify instruction to meet the needs of students. To strengthen the academic achievement of SWD, students are provided the opportunity to take the Interim Comprehensive Assessment to become familiar with testing accommodations, and the utilization of technology.

Change Level Schoolwide and Numerically Significant Sugroups:

Aspire Inskip Academy Charter (Math Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	Change	Change Level
All Students	160	Orange	-0.4	Maintained	1.3	Maintained	203	All	12.5	Increased	2.9	Maintained
English Learner	109	Yellow	3.7	Increased	1.5	Maintained	126	Yellow	11.9	Increased	2.2	Maintained
Latino	138	Orange	1.3	Maintained	1.7	Maintained	173	Yellow	13.4	Increased	3.4	Increased
Socioeconomically Disadvantaged	160	Orange	-0.4	Maintained	2.3	Maintained	203	Yellow	12.5	Increased	3.4	Increased
Students with Disabilities	24	No Color	-6.1	Declined	0.8	Maintained	31	No Color	-19.8	Declined Significantly	6.6	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in 2018, the charter school’s Change Level Maintained schoolwide and for the two of its numerically significant subgroups (Latino and Socioeconomically Disadvantaged), while English Learners Increased. In 2019, the charter school’s Change Level Increased schoolwide and for the majority of its numerically significant subgroups (English Learner, Latino, Socioeconomically Disadvantaged), while the Students with Disabilities subgroup Declined Significantly.

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

English Learner Progress Indicator - CA School Dashboard Indicator					
2019 School				2019 State	
Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
88	No Color	45.5%	Medium	48.3	Medium

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, the 2019 California School Dashboard indicates 45.5% of Inkeep’s English Learner (EL) students are making progress towards English proficiency, which is lower than the state at 48.3%. The Performance Level for both the school and state is Medium.

f. Standardized Assessments Participation Rates

In 2019, ELA, Math, and the English Learner Progress Indicator (ELPI), the school met the participation rates (of at least 95%) schoolwide and for all numerically significant subgroups.

g. College/Career Academic Indicator:

N/A

h. Verified Data

As noted above, a charter school classified by the state as Middle performing may present verified data. Pursuant to Education Code Section 47607.2(c)(1), “verified data” means data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

Per the *LAUSD Policy and Procedures for Charter Schools*, until such time that the State Board of Education adopts a pupil-level academic growth measure, for the purposes of this Policy and Procedures, the District defines “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next. The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter (e.g., seven-year, six-year, five-year, or two-year term). Until such time that the State Board of Education provides postsecondary outcome data, charter schools may submit verified data specific to college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition. Charter schools

submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements in the *LAUSD Policy and Procedures for Charter Schools*.

Staff determined that the school wide performance and the performance of all numerically significant subgroups on the California School Dashboard provided sufficient information to determine the renewal recommendation.

i. Postsecondary Outcomes [HS only]

N/A

j. Local Indicators

Staff also considered the Local Indicators (i.e. Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) and all are reported as Met.

k. “May Deny” Analysis for Middle Performing Charter Schools [if applicable]

N/A

l. Suspension Rate Indicator

Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

Schoolwide and Numerically Significant Subgroups

Aspire Inskip Academy Charter Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	Students suspended at least once	Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Students suspended at least once	School to State Suspensions Comparison
All Students	377	Blue	0.3%	3.5%	Lower	416	Blue	0.0%	3.4%	Lower
Black or African American	41	Blue	0.0%	9.4%	Lower	44	Blue	0.0%	8.8%	Lower
English Learner	195	Blue	0.0%	3.0%	Lower	201	Blue	0.0%	3.1%	Lower
Latino	325	Blue	0.0%	3.6%	Lower	359	Blue	0.0%	3.5%	Lower
Socioeconomically Disadvantaged	368	Blue	0.3%	4.4%	Lower	405	Blue	0.0%	4.3%	Lower
Students with Disabilities	40	Yellow	2.5%	6.8%	Lower	45	Blue	0.0%	6.2%	Lower

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As indicated in the table above, for both 2018-2019, the school was lower than the state schoolwide and for all numerically significant subgroups.

Change Level Schoolwide and Numerically Significant Subgroups

Aspire Inskip Academy Charter Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	Change	Change Level	Change	Change Level	Number of Students	2019 Color	Change	Change Level	Change	Change Level
All Students	377	Blue	0.0%	Maintained	-0.1%	Maintained	416	Blue	-0.3%	Declined	-0.1%	Maintained
Black or African American	41	Blue	0.0%	Maintained	0.4%	Declined	44	Blue	0.0%	Maintained	0.6%	Declined
English Learner	195	Blue	0.0%	Maintained	-0.1%	Maintained	201	Blue	0.0%	Maintained	0.1%	Maintained
Latino	325	Blue	0.0%	Maintained	-0.1%	Maintained	359	Blue	0.0%	Maintained	-0.1%	Maintained
Socioeconomically Disadvantaged	368	Blue	0.0%	Maintained	-0.2%	Maintained	405	Blue	-0.3%	Declined	-0.1%	Maintained
Students with Disabilities	40	Yellow	0.2%	Maintained	0.3%	Declined	45	Blue	-2.5%	Declined	0.6%	Declined

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, for 2018, the charter school's Change Level Maintained schoolwide and for all numerically significant subgroups. In 2019, the charter school's Change Level Declined schoolwide and Maintained for three of the numerically significant subgroups, with the exception of the Socioeconomically Disadvantaged and Students with Disabilities subgroups, which Declined.

m. Graduation Rate Indicator [HS only]

N/A

n. Chronic Absenteeism Indicator

Percentage Schoolwide and Numerically Significant Subgroups:

Aspire Inskip Academy Charter Chronic Absenteeism - CA School Dashboard Indicator										
Subgroup	Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	State 2018 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	State 2019 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison
All Students	362	Yellow	12.2%	9.0%	Higher	404	Orange	13.9%	10.1%	Higher
Black or African American	40	Orange	32.5%	17.9%	Higher	42	Red	40.5%	20.6%	Higher
English Learner	188	Yellow	9.6%	8.6%	Higher	196	Orange	11.2%	9.9%	Higher
Latino	311	Green	9.6%	9.7%	Lower	349	Orange	10.9%	11.0%	Lower
Socioeconomically Disadvantaged	357	Orange	12.0%	11.4%	Higher	397	Orange	13.9%	12.9%	Higher
Students with Disabilities	40	Red	37.5%	15.1%	Higher	45	Orange	28.9%	16.3%	Higher

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

As indicated in the table above, for both 2018 and 2019, the charter school had a higher percentage of chronic absenteeism than the state schoolwide and for its numerically significant subgroups, with the exception of the Latino subgroup which was lower than the state.

School leadership shared that they have developed the following structures to yield improvement in this area: established an attendance team with defined roles, and responsibilities; improved systems for communicating with families; promoted student incentives and recognitions; and conducted home visits. Additionally, the Aspire home office maintains a daily chronic absenteeism tracker to provide the school with data used to support and guide next steps. Data from the Multi-Tiered System of Support (MTSS) student profile meetings has also been a resource used to strategically connect with families and provide student support.

Change Level Schoolwide and Numerically Significant Subgroups

Aspire Inskip Academy Charter Chronic Absenteeism - CA School Dashboard Indicator												
Subgroup	Number of students enrolled who meet criteria	2018 Color	Change	Change Level	Change	Change Level	Number of students enrolled who meet criteria	2019 Color	Change	Change Level	Change	Change Level
All Students	362	Yellow	-0.7%	Declined	0.3%	Maintained	404	Orange	1.7%	Increased	1.1%	Increased
Black or African American	40	Orange	-5.0%	Declined	1.0%	Increased	42	Red	8.0%	Increased	2.7%	Increased
English Learner	188	Yellow	-0.2%	Maintained	0.6%	Increased	196	Orange	1.7%	Increased	1.4%	Increased
Latino	311	Green	-0.5%	Declined	0.4%	Maintained	349	Orange	1.2%	Increased	1.4%	Increased
Socioeconomically Disadvantaged	357	Orange	0.5%	Increased	0.4%	Maintained	397	Orange	1.8%	Increased	1.5%	Increased
Students with Disabilities	40	Red	16.6%	Increased	0.4%	Maintained	45	Orange	-8.6%	Declined	1.2%	Increased

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

As seen in the table above, in 2018, the charter school's Change Level Declined schoolwide, and for two numerically significant subgroups (Black or African American and Latino), the English Learner subgroup Maintained and two Increased (Socioeconomically Disadvantaged and Students with Disabilities). In 2019, the charter school's Change Level Increased schoolwide and for all numerically significant subgroups with the exception of Students with Disabilities, which Declined.

o. English Learner Performance

Reclassification Rates:

Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
2018-19	17-18 EL #	173	1,271,150	Higher
	18-19 Reclass #	69	175,746	
	18-19 Reclass Rate	39.9	13.8	
2019-20	18-19 EL #	127	1,195,988	Lower
	19-20 Reclass #	13	164,653	
	19-20 Reclass Rate	10.2	13.8	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/files/reclass.asp>

In 2019-2020, Inskip's reclassification rate was 10.2%, which was lower than the state's reclassification rate of 13.8%. In 2018-2019, Inskip's reclassification rate of 39.9% was higher than the state's rate of 13.8%.

Inskip's reclassification criteria are as follows:

- ◆ Overall score of Level 4 on Summative ELPAC

- ◆ Teacher (ELA teacher in upper grades), agrees the student should be reclassified based on classroom evidence of academic performance
- ◆ Parent agrees that student should be reclassified
- ◆ Scored at or above on one of the following academic indicators
 1. Nearly Met level (Level 2) or higher on the ELA SBAC.
 2. Below Grade Level on STAR Ren (Grades 2-12)
 3. Mastered 80% of ERD tasks in Quarter 4

Long-term English Learners and “At-Risk” Rates:

English Learners	2018-19				2019-20			
	Aspire Inskeep Academy		State		Aspire Inskeep Academy		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
EL 0-3 Years	75	30.1%	607,888	26.1%	84	34.4%	576,805	25.3%
At-Risk 4-5 Years	30	12.0%	220,738	9.5%	19	7.8%	130,783	5.7%
LTEL 6+ Years	11	4.4%	342,983	14.7%	11	4.5%	204,042	8.9%

Data Source: DataQuest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesitel.asp>

In 2019-2020, Inskeep had 4.5% (11 students) Long-term English Learners (LTELs), which was lower than the state’s LTEL percentage of 8.9%. In 2018-2019, Inskeep’s LTEL percentage of 4.4% (11 students) was lower than the state’s 14.7%. In 2019-2020, the charter school had 7.8% “At-Risk” (19 students), which was higher than the state’s rate of 5.7%. In 2018-2019, Inskeep had 12.0% (30 students) “At-Risk” which was lower than the state at 9.5%.

2. Annual Oversight Results

a. Student Achievement and Educational Performance

Inskeep has earned the ratings of *Developing* and *Proficient* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

The school earned a rating of *Developing* in 2018-2019 as a result of performing lower than the Resident School Median schoolwide in ELA and Math, including declines for some numerically significant subgroups, and having a higher EL “At-Risk” rate than the Resident School Medium.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Student Achievement and Educational Performance	2 Developing	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Governance

Inskeep’s record of performance and related information demonstrate that the school is likely to succeed in the area of governance.

The school has earned the rating of *Accomplished* in the category of Governance on its annual oversight evaluation reports over the past two years and has no unresolved governance issues pending.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Governance	4 Accomplished	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

c. Organizational Management, Programs, and Operations

Inskeep's record of performance and related information demonstrate that the school is likely to succeed in the area of organizational management, programs, and operations.

The school earned the rating of *Accomplished* in the category of Organizational Management, Programs, and Operations on its annual oversight evaluation reports over the last two years.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Organizational Management, Programs, and Operations	4 Accomplished	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

i. Access and Equity

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
Aspire Inskeep Academy Charter	386	99.7%	0.3%	0.3%	0.0%	8.0%	34.7%	0.0%	1.3%	2.1%	88.1%	0.0%	0.0%	2.3%	99.7%	6.5%	0.5%	0.8%
Statewide	6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified	596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

ii. Special Education

School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
Aspire Inskeep Academy Charter	386	25	6.5%	80.0%	20.0%	4	0	1	0	0	0	0	4	0	10	6	0	0
Statewide	6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

According to 2019 CALPADS Fall 1 Certified Student Profile List Report, Inskeep has a 6.5% Special Education enrollment, which is lower than the state's percentage of 11.7%, and lower than the District's percentage of 13.9%. The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

iii. Additional Information

The CSD has conferred with staff in the Office of School Design Options, which oversees the PSC program, and no significant concerns have been noted at this time.

C. Criterion 3: Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

- ♦ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition.
- ♦ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns.

For more information about enrollment or dismissal practices, substantial fiscal issues or substantial governance issues, please see the Access and Equity, Fiscal Operations, and Governance sections, respectively.

D. Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School?

Yes, the petition contains the required declaration.

3. Fiscal Operations

Inskeep’s record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. Summary

Inskeep achieved the rating of *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

During the 2019-2020 oversight visit, the CSD noted that the school’s internal controls and processes were generally in place and implemented in practice.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Fiscal Operations	3 Proficient	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Fiscal Condition

Inskeep’s fiscal condition is positive and has been positive since the 2015-2016 Fiscal Year. According to the 2018-2019 independent audit report, the school had positive net asset \$941,524 and net loss of (\$263,195). The 2019-2020 Unaudited Actuals Report projected positive net assets and net income.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	\$1,433,844	\$1,416,155	\$1,204,719	\$941,524	\$1,084,082
Net Income/Loss	\$259,380	(\$17,689)*	(\$211,436)*	(\$263,195)*	\$142,558
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

* The school attributes its net losses reported for Fiscal Years 2016-2017 through 2018-2019 to the Aspire Schools governing board's decision to utilize the school's cash reserves to make further investments in the school's academic program. The charter operator indicated that it would continue to monitor its cash reserve levels and strive to maintain cash reserve levels of at least 5%.

Per the school's independent audit reports, the school's cash reserve levels were 18.26%, 24.85%, and 13.73% for Fiscal Years 2016-2017, 2017-2018, and 2018-19, respectively, which exceeded the recommended 5%.

According to Aspire Public Schools' independent audit report for Fiscal Year 2018-2019, Aspire Public Schools' fiscal condition is strong. Aspire Public Schools and its charter schools reported positive net assets of \$84,871,238 and a net loss of (\$10,014,593). As indicated above, the net loss in 2018-2019 was attributed primarily to additional investments made in the educational programs of the Aspire schools (with approximately \$27.8M more invested in Fiscal Year 2018-2019 than in Fiscal Year 2017-2018). Aspire Public Schools, without its charter schools, reported negative net assets of (\$1,673,552) and net income of \$914,722.

During 2019-2020, Inskip paid annual management fees, which amounted to 13.50% for services such as: technology and information technology solutions, finance and accounting support, education content specialists, compensation and benefit costs for Area Superintendents and Associate Superintendents, operations, data analytics, teammate effectiveness, recruiting and human resources support, facilities management, expanded learning teams, Teacher and School Principal residency costs, and regional professional development. These fees are calculated based on each school's State and Federal revenues (excluding Special Education revenues). Of the 13.50% in management fees, 8.75% is retained by Aspire Public Schools and the remaining 4.75% is transmitted to the Los Angeles Regional Office to offset administrative costs.

- c. 2018-2019 Independent Audit Report
Audit Opinion: Unmodified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Going Concern: None Reported

- d. Other Significant Fiscal Information
N/A

ATTACHMENT B

Aspire Inskip Academy Charter Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

(ELA Grades) Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
S	7	2255	Aspire Inskip Academy Charter	All Students	160	Yellow	-51.0	5.0	Increased	-6.0	2.2	Maintained	Lower	203	Yellow	-18.5	31.8	Increased Significantly	-2.5	3.7	Increased	Lower
				American Indian or Alaska Native	1	No Color	--	--	No Data	-36.8	2.3	Maintained	--	1	No Color	--	--	No Data	-34.1	2.1	Maintained	--
				Asian	0	--	--	--	--	62.4	2.0	Maintained	--	0	--	--	--	--	64.8	3.1	Increased	--
				Black or African American	19	No Color	-85.3	-3.2	Declined	-51.8	0.9	Maintained	--	23	No Color	-48.1	37.1	Increased Significantly	-47.6	3.7	Increased	--
				English Learner	109	Yellow	-50.2	5.3	Increased	-47.1	3.3	Increased	Lower	126	Yellow	-21.9	29.0	Increased Significantly	-45.1	3.1	Increased	Higher
				Filipino	0	--	--	--	--	44.0	2.7	Maintained	--	0	--	--	--	--	46.7	3.6	Increased	--
				Foster Youth	1	No Color	--	--	No Data	-79.2	1.4	Maintained	--	0	--	--	--	--	-71.9	5.7	Increased	--
				Homeless	10	No Color	--	--	No Data	-51.0	3.3	Increased	--	18	No Color	-43.3	--	No Data	-46.7	3.8	Increased	--
				Latino	138	Yellow	-46.7	5.5	Increased	-31.3	3.2	Increased	Lower	173	Yellow	-15.0	31.0	Increased Significantly	-26.6	4.5	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-21.3	0.7	Maintained	--	0	--	--	--	--	-19.5	1.8	Maintained	--
				Socioeconomically Disadvantaged	160	Yellow	-51.0	5.0	Increased	-34.7	4.0	Increased	Lower	203	Yellow	-18.5	31.8	Increased Significantly	-30.1	4.4	Increased	Higher
				Students with Disabilities	24	No Color	-80.9	8.7	Increased	-95.5	2.1	Maintained	--	31	No Color	-60.1	15.2	Increased Significantly	-88.1	7.8	Increased	Higher
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	1	No Color	--	--	No Data	30.3	2.0	Maintained	--
				White	2	No Color	--	--	No Data	27.7	0.8	Maintained	--	1	No Color	--	--	No Data	30.7	3.4	Increased	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

	English Language Arts Indicator Participation Rate By Group													
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	100%	100%	--	100%	100%	--	100%	100%	100%	--	100%	100%	--	100%
Participation Rate Met 2018	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2019	100%	100%	--	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%
Participation Rate Met 2019	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Aspire Inskip Academy Charter
Academic Performance - Math**

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

(Math Grades) Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
S	7	2255	Aspire Inskip Academy Charter	All Students	160	Orange	-73.9	-0.4	Maintained	-36.4	1.3	Maintained	Lower	203	All	-61.0	12.5	Increased	-33.5	2.9	Maintained	Lower
				American Indian or Alaska Native	1	No Color	--	--	No Data	-73.0	-0.7	Maintained	--	1	No Color	--	--	No Data	-69.6	2.8	Maintained	--
				Asian	0	--	--	--	--	56.7	2.4	Maintained	--	0	--	--	--	--	59.8	3.9	Increased	--
				Black or African American	19	No Color	-118.4	-9.6	Declined	-91.5	0.2	Maintained	--	23	No Color	-118.0	0.4	Maintained	-87.9	2.8	Maintained	--
				English Learner	109	Yellow	-67.1	3.7	Increased	-69.9	1.5	Maintained	Higher	126	Yellow	-56.9	11.9	Increased	-68.6	2.2	Maintained	Higher
				Filipino	0	--	--	--	--	13.1	2.8	Maintained	--	0	--	--	--	--	18.0	5.6	Increased	--
				Foster Youth	1	No Color	--	--	No Data	-114.0	-0.5	Maintained	--	0	--	--	--	--	-107.2	5.1	Increased	--
				Homeless	10	No Color	--	--	No Data	-81.0	1.5	Maintained	--	18	No Color	-111.2	--	No Data	-77.7	2.9	Maintained	--
				Latino	138	Orange	-66.9	1.3	Maintained	-65.8	1.7	Maintained	Lower	173	Yellow	-53.0	13.4	Increased	-62.2	3.4	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-52.0	-0.7	Maintained	--	0	--	--	--	--	-49.8	2.1	Maintained	--
				Socioeconomically Disadvantaged	160	Orange	-73.9	-0.4	Maintained	-67.4	2.3	Maintained	Lower	203	Yellow	-61.0	12.5	Increased	-63.7	3.4	Increased	Higher
				Students with Disabilities	24	No Color	-113.1	-6.1	Declined	-125.3	0.8	Maintained	--	31	No Color	-128.5	-19.8	Declined Significantly	-119.4	6.6	Increased	Lower
				Two or More Races	0	--	--	--	--	1.9	1.9	Maintained	--	1	No Color	--	--	No Data	2.5	0.9	Maintained	--
				White	2	No Color	--	--	No Data	-1.0	0.6	Maintained	--	1	No Color	--	--	No Data	1.4	2.7	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

Mathematics Indicator Participation Rate By Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	100%	100%	--	100%	100%	--	100%	100%	100%	--	100%	100%	--	100%
Participation Rate Met 2018	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2019	100%	100%	--	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%
Participation Rate Met 2019	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Aspire Inskip Academy Charter
English Learner Progress Indicator**

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator															
LD	BD	Loc Code	School	Subgroup	2018 School			2018 State		2019 School			2019 State		
					Number of English Learner Students	2018 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency
S	7	2255	No	English Learner	166					88	No Color	45.5%	Medium	48.3	Medium

Note: LEAs and schools that did not test at least 95 percent of their English learner population on the English Language Proficiency Assessments for California (ELPAC) are assigned a "Low" Status, unless they have a "Very Low" Status. Number of English Learners: '0 to 10'=Fewer than 11 EL students have an overall PL on ELPAC SA in both prior and current years (Status rate and level are suppressed) '11 to 29'=Number of EL students with overall PL on ELPAC SA in both prior and current years is 11 thru 29 (Status rate and level are reported but are not used for accountability) '30 and Up'=At least 30 EL students have an overall PL on ELPAC SA in both prior and current years (status rate and level are reported and will be used for accountability)

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

	ELPAC Participation Rate
Percent of students tested in 2018	N/A
Participation Rate Met 2018	N/A
Percent of students tested in 2019	98%
Participation Rate Met 2019	Yes

2018 Student English Language Acquisition Results			
	Aspire Inskip Academy Charter	State	
Level 4 - Well Developed	33.7%	30.6%	
Level 3 - Moderately Developed	31.9%	34.6%	
Level 2 - Somewhat Developed	26.5%	20.2%	
Level 1 - Beginning Stage	7.8%	14.6%	

2019 Student English Language Acquisition Results		
	Aspire Inskip Academy Charter	State
ELs Who Progressed at Least One ELPI Level	44.3%	42.9%
ELs Who Maintained ELPI Level 4	1.1%	5.3%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	31.8%	31.5%
ELs Who Decreased at Least One ELPI Level	22.7%	20.1%

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Aspire Inskip Academy Charter
Chronic Absenteeism**

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 5 = Declined Significantly, 4 = Declined, 3 = Maintained, 2 = Increased, 1 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	Change	Change Level	State 2018 Chronic Absenteeism Percentage	Change	Change Level	School to State Chronic Absenteeism Comparison	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level	State 2019 Chronic Absenteeism Percentage	Change	Change Level	School to State Chronic Absenteeism Comparison
S	7	2255	Aspire Inskip Academy Charter	All Students	362	Yellow	12.2%	-0.7%	Declined	9.0%	0.3%	Maintained	Higher	404	Orange	13.9%	1.7%	Increased	10.1%	1.1%	Increased	Higher
				American Indian or Alaska Native	1	No Color	0.0%	0.0%	No Data	17.8%	-0.3%	Maintained	--	1	No Color	0.0%	0.0%	No Data	18.9%	1.2%	Increased	--
				Asian	0	No Color	0.0%	0.0%	No Data	3.2%	0.3%	Maintained	--	0	No Color	0.0%	0.0%	No Data	3.7%	0.5%	Increased	--
				Black or African American	40	Orange	32.5%	-5.0%	Declined	17.9%	1.0%	Increased	Higher	42	Red	40.5%	8.0%	Increased	20.6%	2.7%	Increased	Higher
				English Learner	188	Yellow	9.6%	-0.2%	Maintained	8.6%	0.6%	Increased	Higher	196	Orange	11.2%	1.7%	Increased	9.9%	1.4%	Increased	Higher
				Filipino	0	No Color	0.0%	0.0%	No Data	4.3%	0.2%	Maintained	--	0	No Color	0.0%	0.0%	No Data	5.2%	0.9%	Increased	--
				Foster Youth	1	No Color	0.0%	0.0%	No Data	18.5%	0.0%	Maintained	--	7	No Color	0.0%	0.0%	No Data	20.1%	1.6%	Increased	--
				Homeless	14	No Color	14.3%	0.0%	No Data	19.4%	1.2%	Increased	--	33	No Color	24.2%	10.0%	Increased	21.1%	1.7%	Increased	Higher
				Latino	311	Green	9.6%	-0.5%	Declined	9.7%	0.4%	Maintained	Lower	349	Orange	10.9%	1.2%	Increased	11.0%	1.4%	Increased	Lower
				Native Hawaiian or Pacific Islander	1	No Color	0.0%	0.0%	No Data	16.1%	2.0%	Increased	--	0	No Color	0.0%	0.0%	No Data	18.8%	2.8%	Increased	--
				Socioeconomically Disadvantaged	357	Orange	12.0%	0.5%	Increased	11.4%	0.4%	Maintained	Higher	397	Orange	13.9%	1.8%	Increased	12.9%	1.5%	Increased	Higher
				Students with Disabilities	40	Red	37.5%	16.6%	Increased	15.1%	0.4%	Maintained	Higher	45	Orange	28.9%	-8.6%	Declined	16.3%	1.2%	Increased	Higher
				Two or More Races	8	No Color	0.0%	0.0%	No Data	9.3%	-0.2%	Maintained	--	11	No Color	9.1%	0.0%	No Data	9.8%	0.5%	Increased	--
				White	1	No Color	0.0%	0.0%	No Data	7.7%	0.0%	Maintained	--	1	No Color	0.0%	0.0%	No Data	8.1%	0.3%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Aspire Inskeep Academy Charter
Suspension Rate Indicator**

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																								
LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	State 2018 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Change	Change Level	State 2019 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison
S	7	2255	Aspire Inskeep Academy Charter	All Students	377	Blue	0.3%	0.0%	Maintained	Yellow	3.5%	-0.1%	Maintained	Lower	416	Blue	0.0%	-0.3%	Declined	Yellow	3.4%	-0.1%	Maintained	Lower
				American Indian or Alaska Native	1	No Color	--	--	No Data	Yellow	7.2%	0.3%	Declined	--	1	No Color	--	--	No Data	Orange	7.2%	0.1%	Maintained	--
				Asian	0	--	--	--	--	Blue	1.0%	0.0%	Maintained	--	0	--	--	--	--	Blue	1.0%	-0.1%	Maintained	--
				Black or African American	41	Blue	0.0%	0.0%	Maintained	Orange	9.4%	0.4%	Declined	Lower	44	Blue	0.0%	0.0%	Maintained	Orange	8.8%	0.6%	Declined	Lower
				English Learner	195	Blue	0.0%	0.0%	Maintained	Yellow	3.0%	-0.1%	Maintained	Lower	201	Blue	0.0%	0.0%	Maintained	Yellow	3.1%	0.1%	Maintained	Lower
				Filipino	0	--	--	--	--	Green	1.3%	-0.1%	Maintained	--	0	--	--	--	--	Green	1.3%	0.0%	Maintained	--
				Foster Youth	1	No Color	--	--	No Data	Red	15.2%	0.1%	Maintained	--	8	No Color	--	--	No Data	Orange	14.6%	0.6%	Declined	--
				Homeless	14	No Color	0.0%	--	No Data	Orange	5.6%	-0.1%	Maintained	--	33	No Color	0.0%	0.0%	Maintained	Orange	6.2%	0.5%	Increased	Lower
				Latino	325	Blue	0.0%	0.0%	Maintained	Yellow	3.6%	-0.1%	Maintained	Lower	359	Blue	0.0%	0.0%	Maintained	Yellow	3.5%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	1	No Color	--	--	No Data	Yellow	4.7%	0.3%	Declined	--	0	--	--	--	--	Yellow	4.5%	-0.2%	Maintained	--
				Socioeconomically Disadvantaged	368	Blue	0.3%	0.0%	Maintained	Yellow	4.4%	-0.2%	Maintained	Lower	405	Blue	0.0%	-0.3%	Declined	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	40	Yellow	2.5%	0.2%	Maintained	Yellow	6.8%	0.3%	Declined	Lower	45	Blue	0.0%	-2.5%	Declined	Yellow	6.2%	0.6%	Declined	Lower
				Two or More Races	8	No Color	--	--	No Data	Yellow	3.4%	0.0%	Maintained	--	11	No Color	0.0%	--	No Data	Yellow	3.3%	-0.1%	Maintained	--
				White	1	No Color	--	--	No Data	Yellow	3.0%	-0.1%	Maintained	--	1	No Color	--	--	No Data	Yellow	2.9%	-0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Aspire Inskip Academy Charter
Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

2019-20 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	2255	Aspire Inskip Academy Charter	386	99.7%	0.3%	0.3%	0.0%	8.0%	34.7%	0.0%	1.3%	2.1%	88.1%	0.0%	0.0%	2.3%	99.7%	6.5%	0.5%	0.8%
Statewide				6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified				596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

2018-19 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	2255	Aspire Inskip Academy Charter	385	97.9%	0.5%	0.3%	0.0%	9.6%	33.0%	0.0%	0.3%	8.6%	86.5%	0.0%	0.0%	2.9%	98.4%	8.3%	0.5%	0.3%
Statewide				6,186,278	59.4%	N/A	0.5%	9.3%	5.4%	19.3%	2.4%	0.5%	3.4%	54.6%	0.8%	0.5%	0.9%	60.9%	11.7%	3.6%	22.9%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.1%	0.3%	0.3%	80.8%	13.0%	0.2%	10.7%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

**Aspire Inskip Academy Charter
RECLASSIFICATION RATES**

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
S	7	2255	Aspire Inskip Academy Charter	2018-19	17-18 EL #	173	1,271,150	Higher
					18-19 Reclass #	69	175,746	
					18-19 Reclass Rate	39.9	13.8	
				2019-20	18-19 EL #	127	1,195,988	Lower
					19-20 Reclass #	13	164,653	
					19-20 Reclass Rate	10.2	13.8	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesreclass.asp>

Aspire Inskeep Academy Charter
"At-Risk" and Long-Term English Learners (LTEL)

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). *Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.*

LD	BD	Loc Code	School	English Learners	2018-19				2019-20			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
S	7	2255	Aspire Inskeep Academy Charter	EL 0-3 Years	75	30.1%	607,888	26.1%	84	34.4%	576,805	25.3%
				At-Risk 4-5 Years	30	12.0%	220,738	9.5%	19	7.8%	130,783	5.7%
				LTEL 6+ Years	11	4.4%	342,983	14.7%	11	4.5%	204,042	8.9%
				EL 4+ Years Not At-Risk or LTEL	11	4.4%	24,379	1.0%	20	8.2%	236,394	10.4%
				EL total	127	51.0%	1,195,988	51.4%	134	54.9%	1,148,024	50.3%
				RFEP	122	49.0%	1,131,988	48.6%	110	45.1%	1,133,977	49.7%
				Total (Ever)	249	100.0%	2,327,080	100.0%	244	100.0%	2,282,001	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesitel.asp>

**Aspire Inskip Academy Charter
Students with Disabilities Report**

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. **Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2019-20 Enrollment by Subgroup counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

2019-20 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	2255	Aspire Inskip Academy Charter	386	25	6.5%	80.0%	20.0%	4	0	1	0	0	0	0	4	0	10	6	0	0
Statewide				6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified				607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

2018-19 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2018 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	2255	Aspire Inskip Academy Charter	385	32	8.3%	75.0%	25.0%	4	0	1	2	0	0	1	5	0	15	4	0	0
Statewide				6,186,278	725,412	11.7%	73.4%	26.6%	101,348	11	2,610	24,767	0	8,197	36,245	99,480	8,007	298,868	130,441	1,395	2,953
Los Angeles Unified				607,723	79,187	13.0%	69.1%	30.9%	15,224	4	286	1,511	4	1,069	4,154	9,951	1,712	32,950	8,756	93	330

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

**Aspire Inskeep Academy Charter
2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA**

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

English Language Arts/Literacy

LD	BD	Loc Code	School	Subgroup	2017-18				2018-19				School change from 2018-19
					School		State		School		State		
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
S	7	2255	Aspire Inskeep Academy Charter	All Students	171	28.65%	3,177,420	49.88%	211	38.87%	3,162,910	51.10%	10.22%
				American Indian or Alaska Native	*		16,100	37.42%	0		15,667	38.41%	
				Asian	--		294,323	76.41%	--		294,155	77.05%	
				Black or African American	22		170,923	32.27%	25		167,470	33.19%	
				English Learner	63	6.35%	530,808	12.62%	57	3.51%	511,094	12.81%	-2.84%
				Filipino	--		71,470	71.20%	--		69,420	71.57%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	18		113,303	32.86%	
				Latino	146	30.14%	1,740,220	39.16%	179	41.34%	1,742,382	40.81%	11.20%
				Native Hawaiian or Pacific Islander	--		14,918	43.16%	--		14,469	43.64%	
				Socioeconomically Disadvantaged	168	28.57%	1,951,520	37.69%	207	38.64%	1,928,948	39.19%	10.07%
				Students with Disabilities	26		354,484	14.98%	33	18.18%	365,765	16.35%	-1.05%
				Two or More Races	--		117,713	64.75%	0		124,922	65.74%	
				White	*		728,987	64.85%	0		713,484	65.64%	

Mathematics

LD	BD	Loc Code	School	Subgroup	2017-18				2018-19				Change from 2018-19
					School		State		School		State		
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
S	7	2255	Aspire Inskeep Academy Charter	All Students	172	14.53%	3,184,720	38.65%	209	23.45%	3,170,971	39.73%	8.92%
				American Indian or Alaska Native	*		16,082	25.68%	*		15,629	26.58%	
				Asian	--		297,422	73.54%	--		296,878	74.37%	
				Black or African American	22		170,417	19.74%	25		166,870	20.55%	
				English Learner	64	3.13%	541,399	12.57%	56	0.00%	523,959	12.58%	-3.13%
				Filipino	--		71,722	58.45%	--		69,665	59.52%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	18		114,801	22.69%	
				Latino	147	16.33%	1,744,154	26.65%	177	27.12%	1,748,298	28.05%	10.79%
				Native Hawaiian or Pacific Islander	--		14,925	31.98%	--		14,430	32.60%	
				Socioeconomically Disadvantaged	168	14.29%	1,956,639	26.23%	205	23.41%	1,934,051	27.48%	9.12%
				Students with Disabilities	26		353,174	11.89%	33	9.09%	364,341	12.61%	5.24%
				Two or More Races	--		117,518	54.41%	*		124,685	55.26%	
				White	*		729,186	53.57%	*		713,168	54.23%	

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList?ps=true&listTestYear=2019&listTestType=BA&listCounty=00&listDistrict=00000&listSchool=0000000>

AB 1505 Renewal Criteria Analysis - "High Performing" or "Low Performing" School

KEY	
Color	CA Dashboard Indicator rating. For student groups, colors represent numerically significant subgroups [i.e. 30 or more, (15+ for Foster Youth and Homeless students)]. ELPI use status level as a proxy for color on the 2019 Dashboard.
NPC	No Performance Color when student groups are not numerically significant.
--	0
Missing Data	CALPADS error; Test Irregularities; or No CDE data
N/A	Not Applicable (e.g., elementary school not needing to have CCI data or Graduation Rate data)

CRITERIA TO QUALIFY AS "**HIGH PERFORMING**" (HP) or "**LOW PERFORMING**" (LP)

HP1a [LP1a] - Does the charter school have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding renewal?

That is, a charter school must have been assigned a color (performance level) for at least two of the four measurements of academic performance (ELA, Math, EL Progress, College/Career) in each of the two years preceding renewal. **YES – NO**

Aspire Inskeep Academy Charter				
Years	ELA	Math	EL Progress Indicator *	College / Career
				Indicator
2018	3	2	NPC	N/A
2019	3	3	3	N/A

1. If "**YES**" - proceed to **HP1b [LP1b]** below.
2. If "**No**" - you cannot do an analysis for "High Performing" or "Low Performing." Proceed to the "Middle Performing" analysis.

HP1b [LP1b] - Did the charter school receive the *two highest [LP1b – two lowest]* performance levels schoolwide on *all* state indicators included on the California Dashboard (all **blue** and/or **green**) [LP1b – all **red** and/or **orange**] for which it receives performance levels in each of the two consecutive years immediately preceding renewal? **YES – NO**

Aspire Inskeep Academy Charter							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	3	2	NPC	N/A	3	N/A	5
2019	3	3	3	N/A	2	N/A	5

1. If "**YES**" to **HP1b (two highest performance levels)** - the school is "High Performing" and may be recommended for a 7-year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.
2. If "**YES**" to **LP1b (two lowest performance levels)** - the school is "Low Performing" and may be recommended for a 0 or 2 - year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.

However, **MAY RENEW ONLY** upon making both of the following written factual findings:

- 1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school;
AND
- 2) There is clear and convincing evidence, demonstrated by verified data, showing either:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school;
OR
 - b. Strong postsecondary outcomes equal to similar peers.
3. If “NO” - then proceed to HP2a [LP2a] below
 - a. If the charter school receives a combination of performance colors (red, orange, yellow, green, and blue) proceed to HP2a [LP2a] below.

* HP1b -

* LP1b -

HP2a [LP2a] - Does the charter school have performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal? **YES – NO**

Indicator	Number of Subgroups	Subgroups
ELA 2018	3	Latino; English Learners; Socioeconomically Disadvantaged
ELA 2019	3	Latino; English Learners; Socioeconomically Disadvantaged
Math 2018	3	Latino; English Learners; Socioeconomically Disadvantaged
Math 2019	3	Latino; English Learners; Socioeconomically Disadvantaged
EL Progress 2018	N/A	N/A
EL Progress 2019 *	1	English Learner
College/Career 2018	N/A	N/A
College/Career 2019	N/A	N/A

1. If “YES” – proceed to HP2b [LP2b] below.
2. If “No” – A charter school without performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal cannot be considered within the “High Performing” or “Low Performing” renewal criteria. Proceed to the “Middle Performing” analysis.

*

HP2b [LP2b] - Did the charter school receive performance levels schoolwide (all students) that are the *same or higher* [LP2b – *same or lower*] than the state average for all four measurements of academic performance? **YES – NO**

Indicator	Aspire Inskip Academy Charter		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2018	3	-51.0	2	-6.0	Lower
ELA 2019	3	-18.5	4	-2.5	Lower
Math 2018	2	-73.9	2	-36.4	Lower
Math 2019	3	-61.0	2	-33.5	Lower
EL Progress 2018	NPC	N/A	NPC	N/A	--
EL Progress 2019 *	3	45.5%	3	48.3%	Lower
College/Career 2018	N/A	N/A	3	42.2%	N/A
College/Career 2019	N/A	N/A	3	44.1%	N/A

1. If **“YES”** to **HP2b (received performance levels schoolwide that are the same or higher than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607 (c)(2)(A)(ii). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607 (c)(2)(A)(ii). Move on to **HP2c**.

2. If **“YES”** to **LP2c (received performance levels schoolwide that are the same or lower than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607.2 (a)(1)(B). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607.2 (a)(1)(B). Move on to **LP2c**.

3. If **“No”** – If all of the performance levels schoolwide are the “Same” or a combination of “Higher” and “Lower” proceed to the “Middle Performing” analysis.
 . **HP2b** -

. **LP2b** -

HP2c [LP2c] - For the state subgroups that are performing below the state average in each of the four measurements of academic performance in each respective year, did the majority of the school's subgroups receive performance levels that are higher [lower] than the state average? **YES – NO**

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	160	3	-51.0	2	-6.0	Lower	203	3	-18.5	4	-2.5	Lower
English Learner	109	3	-50.2	3	-47.1	Lower	126	3	-21.9	3	-45.1	Higher
Foster Youth	1	NPC	--	1	-79.2		--	--	--	2	-71.9	
Homeless	10	NPC	--	3	-51.0		18	NPC	-43.3	3	-46.7	
Socioeconomically Disadvantaged	160	3	-51.0	3	-34.7	Lower	203	3	-18.5	3	-30.1	Higher
Students with Disabilities	24	NPC	-80.9	1	-95.5		31	NPC	-60.1	2	-88.1	Higher
African American	19	NPC	-85.3	2	-51.8		23	NPC	-48.1	3	-47.6	

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
American Indian or Alaska Native	1	NPC	--	2	-36.8		1	NPC	--	2	-34.1	
Asian	--	--	--	5	62.4		--	--	--	5	64.8	
Filipino	--	--	--	4	44.0		--	--	--	5	46.7	
Latino	138	3	-46.7	3	-31.3	Lower	173	3	-15.0	3	-26.6	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	-21.3		--	--	--	2	-19.5	
White	2	NPC	--	4	27.7		1	NPC	--	4	30.7	
Two or More Races	--	--	--	4	28.6		1	NPC	--	4	30.3	

MATH												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	160	2	-73.9	2	-36.4	Lower	203	3	-61.0	2	-33.5	Lower
English Learner	109	3	-67.1	2	-69.9	Higher	126	3	-56.9	2	-68.6	Higher
Foster Youth	1	NPC	--	1	-114.0		--	--	--	2	-107.2	
Homeless	10	NPC	--	2	-81.0		18	NPC	-111.2	2	-77.7	
Socioeconomically Disadvantaged	160	2	-73.9	2	-67.4	Lower	203	3	-61.0	3	-63.7	Higher
Students with Disabilities	24	NPC	-113.1	1	-125.3		31	NPC	-128.5	2	-119.4	
African American	19	NPC	-118.4	2	-91.5		23	NPC	-118.0	2	-87.9	
American Indian or Alaska Native	1	NPC	--	2	-73.0		1	NPC	--	2	-69.6	
Asian	--	--	--	5	56.7		--	--	--	5	59.8	
Filipino	--	--	--	4	13.1		--	--	--	4	18.0	
Latino	138	2	-66.9	2	-65.8	Lower	173	3	-53.0	3	-62.2	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	-52.0		--	--	--	2	-49.8	
White	2	NPC	--	3	-1.0		1	NPC	--	4	1.4	
Two or More Races	--	--	--	4	1.9		1	NPC	--	4	2.5	

EL Progress Indicator * (ELPI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Status Level	Status	Status Level	Status	
English Learner	166	N/A	N/A	NPC	N/A		88	3	45.5%	3	48.3%	Lower

College / Career Indicator (CCI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	3	42.2%		--	--	--	3	44.1%	
English Learner	--	--	--	2	14.5%		--	--	--	3	16.8%	
Foster Youth	--	--	--	2	10.4%		--	--	--	3	13.3%	
Homeless	--	--	--	2	24.3%		--	--	--	2	25.9%	
Socioeconomically Disadvantaged	--	--	--	2	33.7%		--	--	--	4	35.8%	
Students with Disabilities	--	--	--	1	9.2%		--	--	--	2	10.8%	
African American	--	--	--	2	21.2%		--	--	--	3	23.7%	
American Indian or Alaska Native	--	--	--	2	25.2%		--	--	--	2	25.9%	
Asian	--	--	--	5	74.1%		--	--	--	5	74.0%	
Filipino	--	--	--	4	62.7%		--	--	--	4	64.5%	
Latino	--	--	--	2	33.8%		--	--	--	4	36.1%	
Native Hawaiian or Pacific Islander	--	--	--	2	31.7%		--	--	--	2	33.5%	
White	--	--	--	3	52.2%		--	--	--	3	53.8%	
Two or More Races	--	--	--	3	48.6%		--	--	--	3	49.7%	

* A charter school is considered high performing and eligible for presumptive renewal if all state indicators have blue/green colors and the ELPI has a "High" or "Very High" Status with 30 or more students in the 2019 Dashboard. A charter school is considered low performing and eligible for presumptive non-renewal if all state indicators have red/orange and the ELPI has a "Low" or "Very Low" Status with 30 or more students in the 2019 Dashboard.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>