

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**



**12375 California Street
Yucaipa, CA, 92399**

Authorized by Yucaipa-Calimesa Joint Unified

March 10th - 13th, 2024

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide
2022 Edition**

Visiting Committee Members

Jonathan Tiongco, Chairperson
Founding Principal & Executive Director, Alliance Marine - Innovation & Technology
6-12 Complex

Patrick Broughton
Director of Compliance and Academic Accountability, Bella Mente Montessori Academy

Christian Gomez
Assistant Principal, TEACH Academy of Technologies

Julie Gunther
5th Grade Teacher, The Rhoades School

Emma Thompson
WASC Coordinator, California School of the Arts - San Gabriel Valley

Introduction

Inland Leaders Charter Schools (ILCS) is a public charter school spanning from TK-8th grade, established in 2007. The school is dedicated to nurturing 21st century leaders through innovative instruction and character education. ILCS envisions a sustainable, high-quality community charter school that equips students with critical skills for success in life. This vision is realized through a commitment to innovation, accelerated achievement, and the cultivation of leadership among all students.

ILCS innovates systems, programs, and practices to enhance student learning outcomes. The school provides equitable access to technology resources for students and teachers. ILCS hires highly qualified teachers and provides training to address learning gaps created or exacerbated by the pandemic, which includes the adoption of learning tools like Fast ForWord and Read Assist for subgroup support (EL & SES) and Success Academy where K-6 students needing additional academic assistance are supported by teachers. ILCS offers its electives through an optional after-school program for all K-8 students, providing classes in foreign languages, athletics, arts, culinary skills, martial arts, technology, and more. ILCS fosters a safe and structured environment, partnering with parents and the community to promote positive school culture. Mental health support is provided through counselors, coaches, psychologists, and health services. The school implements ROAR (Respect, Own, Act, Rise) as Positive Behavior Intervention and Supports (PBIS) and incorporates CharacterStrong training for selected staff members.

ILCS actively engaged in the WASC accreditation process for the 2022-2023 school year. A leadership team and criterion leaders were appointed, and regular meetings were held to plan and execute the self-study tasks. Staff and parents participated in focus groups to research, collect data, analyze information, and contribute to the writing of criterion sections. The school prioritizes continuous improvement through surveys, involving students, parents, and staff to gather feedback on the program, informing Local Control Accountability Plan (LCAP)/WASC priorities.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Most school instructional and other stakeholders were involved in the data review, analysis, and creation of the self study. While parents and students were involved in survey processes, there could be additional involvement in the focus groups and writing prior to visit. The school is clearly focused on continuous improvement analysis of school effectiveness.

Chapter 1: Progress Report

Summary of Significant Developments Since Last WASC Self-Study (2018):

New Campus Transition: Due to changes in rental arrangements, ILCS initiated a transition, relocating TK and Kindergarten classes in Fall 2023. This necessitated adjustments in schedules, staffing, and programming, aligning with the long-term goal of establishing a singular campus. Plans are underway to transition first and second grades in the 2024 - 2025 school year.

Leadership Program Enhancement: In the 2022 - 2023 school year, ILCS piloted a K-8 leadership program complementing the existing PBIS program (ROAR and 8 Key Strategies). Additional Leadership Coaches were hired, incorporating CharacterStrong and Levels of Engagement into the program based on LCAP results.

Expanded Learning Opportunities Program (ELOP): ILCS implemented the state-mandated Expanded Learning Opportunities Program (ELOP) in 2023.

Co-Teaching Implementation: ILCS is working to implement more co-teaching practices across all grade levels. The school strives to have a more inclusive approach that integrates specialized academic instruction services for students with Individualized Education Plans into the general education setting.

Increased Special Education Support: ILCS hired an Occupational Therapist (part-time), increased the number of Education Specialists, and employed additional Special Education aides.

Enhanced Mental Health Programs: ILCS introduced an onsite counseling program with increased MFT hours, hiring a full-time School Psychologist, and adding an associate MFT to address students' social, emotional, and mental health needs.

GOLD/BOLD Nights for 6th Graders: ILCS supports 6th graders in transitioning to middle school, focusing on team building, critical thinking skills, and building peer relationships.

Lead Con Student Conference: ILCS initiated Lead Con, a student-centered evening conference designed to enrich and teach middle school students practical ways to incorporate their leadership style, both inside and outside the classroom. The conference involves in-house development and community speakers.

Fast ForWord for EL Support: ILCS utilizes Fast ForWord and Read Assist by MySciLearn to provide targeted support for subgroups, specifically English Language Learners (EL) and socioeconomically disadvantaged (SES) students. Additionally, they have hired both a reading specialist and an EL coordinator in salaried positions to address these needs.

Literacy Night for Families: ILCS organizes a Literacy Night where families can engage with the Title 1 team, learn about Thinking Maps, Fast ForWord, and create literacy games for use at home, fostering a collaborative approach to literacy education.

Expanded Sports Programs: ILCS expanded its sports offerings, introducing cross country and track programs, bringing the total to eight sports programs offered throughout the year.

Implementation of Plan Addressing WASC Critical Needs and LCAP Goals

ILCS approaches LCAP through a systematic and collaborative process each year. An LCAP coordinator, appointed by the Executive Director, takes charge of initiating an inclusive and collaborative process that involves students, parents, school staff, community members, and the ILCS Board. The administration team convenes regularly to discuss and ensure the effective implementation of the actions and services outlined in the LCAP. A finance committee, comprising all stakeholders, closely monitors the financial aspects, aiming to ensure adherence and effective utilization of the plan's resources. The THRIVE Teams (Cultivate, Innovate, and Accelerate), convenes annually to analyze data and discuss needs, providing a formal and structured process for revisiting the action plan. This inclusive and data-driven approach ensures ongoing analysis, implementation, and improvement of the LCAP by all stakeholders at ILCS.

Progress on Action Plan

ILCS focuses on continuous improvement by systematically outlining its goals, actions, and services in a comprehensive document that encapsulates growth areas. This document serves as the foundation for the Annual LCAP Summary Document, which incorporates WASC critical needs and a concise overview for progress tracking and monitoring.

WASC Critical Need 1: Progress in Teacher Capacity and Training

The first critical need identified by WASC for ILCS focuses on advancing teacher capacity and training for improved program support and increased student outcomes. ILCS introduced the Pillars Performance Evaluation System to gauge and enhance teacher performance. Over the past six years, efforts have been made to implement and understand this system, with survey data indicating evolving sentiments among staff. The timeline outlines Pillars Evaluation System initiation, PLC Pillar meetings, continuous revisions, and community discussions. Professional Learning Communities (PLCs) were monitored through LCAP survey data, showing an increase in effectiveness from 53% in 2018 to an average of 74% in 2020-2022. However, a dip to 50% in 2023 led to adjustments, emphasizing a focus on student achievement. The PLCs underwent training and regular meetings were held. Additionally, the LCAP Committee Teams (THRIVE) played a pivotal role in goal creation, with a renewal theme for the

year 2025.

WASC Critical Need 2: Progress for English Learners

The second critical need identified by WASC emphasizes the necessity for ILCS administration and instructional staff to devise and implement effective instructional strategies, curriculum, and interventions to enhance outcomes for English Learners (EL) and other underperforming student groups. Over the past six years, ILCS has committed to enhancing learning outcomes for EL students through various programs and training initiatives, including participating in EL professional development with Kate Kinsella, and introducing Fast ForWord. The EL Coordinator and teacher created an implementation plan for EL students, which included initiatives such as Path to Proficiency training. EL students participate in before, during, and after-school intervention programs based on data indicating their need for additional support. Over the period from 2018-2019 to 2023-2024, an average of 22% of EL students have been successfully reclassified. Despite these achievements, there is recognition of a significant decline in CAASPP scores for both English Language Arts (ELA) and math. In the 2021-2022 academic year, CAASPP scores were 33% in ELA and 42% in math, which experienced a substantial drop to 7.67% in ELA and 38.4% in math in the subsequent year (2022-2023). This decline is attributed to factors such as the reclassification of students and the presence of 50% long-term EL students. Reclassified students are being monitored and consistently outperform the general population on the CAASPP assessment in both English Language Arts (ELA) and math. Over the past four years, reclassified EL students, on average, demonstrate proficiency rates of 78.8% in ELA (compared to 72.5% of all students) and 73.1% in math (compared to 69.2% all students). While acknowledging these achievements, the administration recognizes the need for continued efforts, particularly with long-term EL students (9 students in 2023-2024) and students in earlier grades where data indicates challenges in meeting achievement outcomes.

WASC Critical Need 3: Progress in 21st Century Skills

The third critical need identified by WASC emphasizes the necessity for ILCS administration and instructional staff to be trained in and implement 21st Century Skills, focusing on critical thinking, global thinking, and writing to enhance student outcomes and facilitate a smooth transition into their subsequent educational environments. Over the past six years, ILCS has devoted significant attention to this critical need. Initial survey data identified areas requiring support, particularly in critical thinking and writing.

- Technology Integration: 2018: With 78% of staff reported feeling effective using technology, the school made efforts to support its access and use in the classrooms. ILCS piloted the Looking Glass Project, and eventually with pandemic-related funds, ILCS achieved its goal of ensuring all teachers and classes had necessary technology.
- Critical Thinking Development: ILCS implemented Thinking Maps training; Depth of Knowledge training; supported staff with defining 21st Century Skills for ILCS, including critical thinking, character, collaboration, communication, and creativity; and introduced CharacterStrong.
- Writing Program Implementation at ILCS: Recognizing a need for writing support among teachers, ILCS responded to survey data indicating 60% of teachers requiring assistance in writing during the 2018-2019 academic year, ILCS adopted Write From the Beginning and Beyond (WFBB), a writing training program aligned with Thinking Maps.

WASC Critical Need 4: NGSS Implementation and Science Assessment Progress at ILCS

The fourth critical need identified by WASC emphasizes the necessity for ILCS to implement the Next Generation Science Standards (NGSS) schoolwide to align with California's educational framework. The introduction of NGSS and the California Science Test (CAST) prompted significant adjustments in ILCS's science instruction. Over the years, teachers at ILCS explored various curriculum options, incorporating technology-based supplements into their teaching. Notably, Generation Genius is utilized in K-2, while Explore Learning is adopted in grades 3-8 (with 4th grade continuing to use Accelerate Learning). In middle school, the full adoption of the Full Option Science System (FOSS) has enabled a comprehensive

approach with physical labs and hardback reading materials alongside digital resources. Since its introduction in 2019, ILCS has seen an increase in proficiency, with scores rising from 56.32% in 2019 to 59.9% in 2023. This contrasts with the statewide trend, where California's average performance went from 29.93% proficient in 2019 to 30.18% proficient in 2023.

WASC Critical Need 5 at ILCS: Middle School-Specific Initiatives

The fifth critical need identified by WASC emphasizes the necessity to support more middle school-specific needs. This led to ILCS initiating staff training in Resilience for Youth, 8 Key Strategies, and CharacterStrong to address academic and social-emotional needs. The school implemented student-informed initiatives to enhance the middle school experience, including establishing a dedicated physical space with a snack bar, drinking fountain, and murals, and organizing events such as dances and sports. The introduction of Lead Con in 2022, a blend of leadership instruction and engaging activities exclusive to middle school students, has been well-received by all stakeholders. To further support student leadership, ILCS hired a full-time Leadership Coach and integrated leadership instruction into the middle school schedule. Ongoing survey work led by administration monitors students' social-emotional health and perceptions of campus culture and academics. The 2023 Spring LCAP results reveal positive changes in middle school students' perceptions. Students report feeling more well-behaved in class and throughout the school, demonstrating increased respect for both teachers and peers.

Use of Prior Accreditation Findings

ILCS formulates goals by directly analyzing LCAP data, including student achievement and survey findings, as well as insights from WASC. All initiatives, from professional development to extracurricular activities, are tailored to align with the identified data patterns, underscoring ILCS's commitment to a data-driven approach for continuous improvement.

Growth Areas for Continuous Improvement Not Included in current plan/SPSA

ILCS concentrated on growth areas identified by data for enhanced student achievement and overall continuous improvement. The school addressed significant areas requiring improvement, refining and amending the LCAP as accomplishments, like NGSS implementation, reduced the need for future inclusion of similar growth areas.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Continuous school improvement is integral to the school's culture. While WASC isn't a required process for the school, the school values the experience and has leveraged prior accreditation findings and analyzed the impact of its LCAP on student learning, particularly major learner needs. This analysis informs the review and update of the LCAP, with progress on both the accreditation findings and the action plan being shared with stakeholders.

Chapter 2: School and Student Profile and Supporting Data

Based on information gathered on the School Accountability Report Card (SARC), ILCS is a California Distinguished School located in Yucaipa, San Bernardino County. With approximately 1000 students, it offers transitional kindergarten through 8th grade, including a site-based program and an independent study option. Enrollment is open to all students through a random public drawing each spring. ILCS, inaugurated in 2007 with 9 classes, has grown to feature 30 classes for TK-6th, along with a Middle School hosting 203 students. An independent study option, currently serving over 45 students, is available for those preferring home education. The Hispanic student population has risen to 32%, up from 26.9% in the last review, while 35.8% of students are socioeconomically disadvantaged, marking an increase from the same period. Emphasizing family involvement, ILCS aligns with a philosophy

recognizing the critical role of families in education. As demographics shift, professional development ensures teachers are equipped with 21st Century Skills to meet diverse student needs and foster successful leadership. Teachers are trained to innovate practices, accelerate achievement, and cultivate leadership, with ongoing encouragement for parental involvement in classrooms and extracurricular activities.

ILCS maintains low class sizes and emphasizes a leadership focus in its instructional approach. The school offers diverse extra-curricular programs, including robotics, Chinese, art, music, and sports. ILCS operates across three campuses leased from local churches and the Yucaipa Calimesa Joint Unified School District. As part of its LCAP, ILCS sets goals to innovate systems, accelerate student proficiency, and cultivate a safe environment. The school aligns its WASC accreditation self-study plan with the LCAP and prioritizes community feedback for program effectiveness. ILCS implements various academic intervention programs and emphasizes its mission to provide a world-class education focusing on 21st-century skills and leadership development.

ILCS takes pride in its student achievement, standing out among schools in San Bernardino and Riverside Counties. The California Dashboard reflects ILCS 32% higher performance in ELA compared to the local district. Full inclusion of Students with Disabilities in general education resulted in the highest district ELA performance in 2022 and 2023. ELA performance improved from 21.6 points below standard in 2017 to 15.8 points above standard in 2023. EL students reached equitable achievement on the CA Dashboard in ELA and math. In mathematics, ILCS achieved 69% proficiency in 2022, outshining the local district's 25%. Students with Disabilities demonstrated 53% proficiency in 2022. EL academic performance in mathematics improved from 21.8 points below standard in 2017 to 26.9 points above standard in 2023. ILCS's progress showcases robust scores for English Learners, with no declining trend, surpassing the state's average in both ELA and mathematics.

To support high school, college, and career preparation, ILCS hosts orientation days with local high schools and provides career exploration for certain grade levels. All students at ILCS advance to high school, with around 10% opting for private schools and 1-2% choosing homeschooling. Efforts are underway to improve data collection for returning graduates' survey responses.

In terms of current data trends, ILCS has witnessed a decline in the number of student suspensions since the 2019-2020 school year, with only 0.2% in 2022-2023. In that year, four students were suspended, all for violence without injury. The expulsion rate remains at 0%. A significant majority of 1st-8th grade students feel supported by adults on campus, with 90-92% agreeing that teachers believe in them and that ILCS is a welcoming environment. The middle school, however, has seen a dip in the percentage of students who feel there is a trusted adult for support, decreasing from 91% in 2017-2019 to an average of 74% in 2021-2023. To assess student mental health, ILCS recently introduced the Kelvin survey tool.

Regarding academic support, ILCS has 208 K-6th grade students in the Success Academy program, and around 500 students participating in elective programs. Parent surveys generally reflect positive sentiments, with strong participation. Staff surveys indicated a desire for improvement in the Professional Learning Community (PLC) process, prompting administrative action, including revisiting the PLC process and budgeting for additional staff training. The overall school culture is positive, with ongoing dedication to program review and revision for student success, as exemplified by the adoption of the new Leadership Program, CharacterStrong, focusing on social-emotional and problem-solving skills. Monitoring their attendance from 2022, the school experienced a moderate chronic absenteeism rate of 8.9%, with ELL students showing a notably low level, while students with disabilities exhibited a higher level. However, the 2022-2023 chronic absenteeism rate has significantly improved to 5.3%, surpassing state, county, and district averages. ILCS employs the Student Contract Accountability Team (SCAT) to address absenteeism and tardiness, engaging with parents to promote student attendance.

Major preliminary student needs reflect a focus on its English Language Learners population. This subgroup at ILCS faces challenges, with 37% classified as long-term learners. A concerning trend post-COVID is observed in CAASPP scores for ELA, indicating a decline. Data from the Success Academy reveals long-term students still scoring low in ELA and/or math. The school has approximately 23% of students consistently not reaching proficiency on state assessments. Ongoing needs include 21st

Century Skills training and continued efforts in Leadership and social-emotional learning support for students.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

ILCS is a 2023 California Distinguished School. Multiple measures on the California Dashboard and other internal data systems demonstrate acceptable progress for all students toward clearly defined schoolwide learner goals and the graduate profile. This progress is achieved by addressing major student learner needs, rigorous academic standards, and other institutional and governing expectations in a supportive learning environment. All stakeholders recognize the ongoing need for improvement in equipping students with critical 21st century skills.

Chapter 3: Quality of the School's Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Visiting Committee Comments

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile:

The Visiting Committee (VC) recognizes ILCS's vision and mission to provide a high-quality education focused on innovative instruction and character education, preparing students to become 21st-century leaders. The mission is aligned with research and best practices in education, emphasizing the development of critical skills necessary for success. This vision is supported by the school's commitment to innovation, accelerated achievement, and leadership development, ensuring that all students are equipped to excel academically and as leaders in their communities. The alignment with the district's LCAP goals further strengthens ILCS's commitment to providing a comprehensive and effective educational experience for its students.

A1.2 Equity and Inclusion:

ILCS supports inclusion through various initiatives aimed at ensuring its students have the opportunity to learn and achieve. VC observed differentiated instruction and small group lessons to meet students' individual needs. The school provides services such as 504s, SSTs, and IEPs to support the needs of scholars. The school's focus on achieving proficiency goals in state testing for all students, including those in Title 1 and other special programs, reflects its belief in the potential of every student. Programs like Success Academy and Fast ForWord provide targeted support for struggling students, while enrichments such as Robotics Club, STEM electives, the PACE program, and honors courses for middle school students offer opportunities for all students to explore their interests and talents.

A1.3 Development/Refinement of Vision and Purpose:

ILCS has established effective processes to ensure the involvement of all stakeholders in the development and periodic review of its vision, mission, and schoolwide goals. The revision of the Mission Statement in 2021 involved input from teachers, administration, and approval by the School Board. The annual LCAP process gathers feedback from families, students, and staff, identifying strengths and areas for improvement, and helps prioritize efforts to meet student needs. This collaborative approach ensures that the school's vision and goals remain relevant and reflective of the community's values and aspirations.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:

ILCS communicates its vision, purpose, and learner goals to stakeholders through various channels. These include the school website, the ParentSquare communication tool, LCAP surveys, public Board Meetings, and School Site Council meetings. Through focus group interviews, VC recognizes that further articulation and understanding of mission may be needed. New families attend an Orientation Night to ensure they understand and commit to the school's vision and mission. Videocasts from administration provide further clarity and insight into the school's goals and initiatives.

Vision and Purpose that supports high achievement for all students. :Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

ILCS has a clearly stated vision and an updated mission based on the goals to Cultivate, Innovate, and Accelerate, but the school can do further work to develop coherence, understanding, and engagement for stakeholders and educational partners.

A2: Governance

Visiting Committee Comments

A2.1 Relationship Between the Governing Board and the School:

Inland Leaders Charter School's governing board is crucial in supporting the school's vision and mission. VC saw that the board has established clear policies available on the school website. There are efforts to invite parents, staff, and community members to attend and participate in discussions. Through focus group interviews, VC confirmed that the board actively monitors student progress, implements complaint procedures, and reviews program effectiveness in alignment with district requirements. The board's actions, including monthly updates on school procedures, budget, and academic progress, demonstrate their commitment to the achievement and well-being of scholars.

Governance that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The governing board is focused on student achievement and is actively involved in supporting efforts of the school, including providing budgetary approvals when needed. The community largely understands the role of the board in providing direction to the school, but additional engagement from parents is desired.

A3: Leadership for Learning

Visiting Committee Comments

A3.1 Broad-based and Collaborative

ILCS fosters a professional learning environment characterized by data-driven decision making and collaborative leadership. This approach ensures that educational practices are continuously refined to meet the evolving needs of its student body. ILCS uses several methods to assess student needs, including Teacher-administered pre- and post-assessments and stakeholder surveys. Focus group interviews highlighted the school's use of Kelvin as an additional tool for ongoing data collection.

Each week, grade level teams meet to analyze student data and progress. These collaborative discussions inform intervention strategies for struggling students, such as placement in programs like Success Academy and Fast ForWord. PLC meeting notes outline the assessment of student needs,

implemented interventions, and monitoring of student learning outcomes. VC observed data sharing practice as a strength of the school, including observing PLCs engaged in planning, reviewing best practices, and analyzing student data. Teachers expressed enthusiasm for opportunities to analyze data and use those insights to achieve greater alignment in their teaching practices. School leadership prioritizes transparency and accountability by providing the ILCS Board with a comprehensive data dashboard, informing strategic decision-making and continuous school improvement initiatives.

A3.2 Leadership Role in Accountability

ILCS leadership and faculty cultivate a culture of shared decision-making, responsibility, and self-reflection to continuously improve student learning. VC heard from staff that they felt that ILCS leadership was responsive to their needs citing examples of curriculum adoptions and professional development, such as WFBB and their work with Doug Fisher, as evidence. An annual LCAP survey ensures all stakeholders contribute to goal setting, resource allocation, and professional development needs. Teachers and administrators set annual goals, called “targets”, in alignment with LCAP goals, fostering a shared vision for student achievement. Teachers reported that their weekly PLC meetings promote collaboration and shared responsibility for student success and have directly contributed to student achievement. Regularly updated teacher observation forms encourage self-reflection and ensure alignment with professional development.

A3.3 School Action Plan/SPSA Correlated to Student Learning

The VC observed a data-driven approach to school improvement. The LCAP, which serves as ILCS’s schoolwide action plan, is informed by student data and survey results, leading to the development of three core goals that directly support student learning:

- 1) Innovate systems, programs, and practices to improve student learning,
- 2) Accelerate 90% of all students to proficiency on standardized assessments,
- 3) Cultivate a safe and structured environment by partnering with parents and the community.

School leadership analyzes and presents student data to all educational partners. The school’s commitment to data-driven decision making was evident in interviews with the school leadership team, parents, staff and board members. Stakeholders communicated they had voice in the decision making process, that processes were transparent, and that initiatives were focused on student achievement.

Professional Learning Community meeting notes and agendas show how staff use weekly meetings to analyze student data from various sources, including curriculum assessments, benchmarks, STAR testing, and CAASPP assessments. Teachers establish LCAP-aligned goals which are reviewed each trimester. This collaborative approach informs instructional decisions and ensures that learning needs are addressed to meet the LCAP goal of accelerating student proficiency.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The school’s leadership, faculty, and staff analyze data to determine students’ needs and are able to align its LCAP to support continuous improvement. The LCAP’s goals, actions and services, metrics, and budgetary considerations are all clearly correlated to and driven by the analysis of data to support student achievement.

A4: Qualified Staff and Professional Development

Visiting Committee Comments

A4.1 Qualifications, Preparation, and Supervision of Staff:

The VC confirms that the school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective

supervision and evaluation procedures in order to promote professional growth of staff.

All applications for employment are posted on EdJoin. An applicant's resume, letters of recommendation, work experience, and more are required components of the application process. Qualified applicants for all positions are interviewed by administration.

Certificated positions include board members at the interview, as well as a classroom observation at the current school, or at an ILCS classroom if necessary. ILCS requires all teachers to be HQT (highly qualified teachers), CLAD certified, and provides teachers with the opportunity to complete the Center for Teacher Innovation induction program. Each employee is hired on an at-will basis.

ILCS has both a classified and certificated evaluation system/rotation. The classified evaluation document is clear and appropriate to the positions. The certificated evaluation is explained through a robust Pillars of Success Guide to promote professional growth of teachers and tied to merit-based pay. Board members confirm to the VC that this system was a many years process that was methodical and intentional to reward teachers for exceeding expectations in the classroom and for school initiatives and to allow for leadership development opportunities at the school. A system is maintained via a school spreadsheet to ensure that teachers are evaluated on a routine basis, and teachers explain that this evaluation structure also allows for dialogue regarding the Pillars of Success and whether teachers are ready for that process. It is clear that a systemic accountability model is in place to ensure that observations are held in a timely fashion. VC recognizes that Pillars system is designed to support teacher growth and development and is consistently in review and reflection to meet the needs of the school community.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations. The school's professional development budget report clearly shows a high level of importance the school puts into professional development, allocating a robust budget to provide teachers with the tools and training necessary to affect professional growth and student achievement.

Furthermore, ILCS provides staff development in-services that provide valuable training for all teachers. These include training for common core curriculum in ELA, math, science, and writing. Staff are given opportunities to attend trainings that support development for Spanish instruction, math, ELA, history, science, technology, coaching, safety, Special Education needs, assessments, and more. The weekly professional development calendar shows some alignment to these goals, but also indicates time given to teachers for personal planning, such as report cards.

The school's LCAP informs administration in decision-making for professional development, which include training for staff, curriculum, and more. Innovation Days are planned twice a year to share professional development with staff and weekly PLC's allow teachers to share best practices and discuss data tracking and intervention strategies.

Teacher observation walkthrough forms are modified yearly by leadership to monitor implementation of professional development and shared with classroom teachers. Staff confirmed to the VC that their longevity at ILCS is due to the tremendous support they receive from leadership, the relationships they have with each other, the positive work climate at the school, and the focus ILCS has on student needs. One teacher referred to ILCS as responsible for "reinvigorating" her passion for teaching.

A4.3 Communication and Understanding of School Policies and Procedures:

ILCS implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

ILCS has an employee handbook that is received by all employees digitally, as well as a hard copy that is updated annually. The Teacher Handbook is an informative manual that identifies specific policies and procedures as adopted by the school and clearly lays out the responsibilities of various staff. ILCS weekly bulletins serve as reminders to staff of upcoming dates and provide important links to reference as

necessary. Through focus groups, all staff shared that communication with leadership is a strength. Administration conducts new teacher and new staff orientation. Evidence shows that these orientations focus on school safety and classroom climate, stressing to staff the Do's and Don'ts of school-based defined expectations of ILCS.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

ILCS ensures that highly qualified leadership and staff are on the team to support high student achievement for its scholars. The Pillars system, while in consistent review and reflection, provides a strong platform to promote professional growth of staff. Professional development, including opportunities to attend outside conferences, are readily available to teachers. ILCS can continue to make efforts in determining the effectiveness of provided PD initiatives.

A5: Resources

Visiting Committee Comments

A5.1 Resource Allocation Decisions:

VC confirmed that the ILCS leadership team and staff are involved in resource planning and allocation decisions. When making these decisions, the leadership team and staff account for student and personnel needs, goals of the schoolwide action plan/SPSA, and the LCAP. ILCS uses staff LCAP surveys to help guide allocations of resources. Finance Committee meetings are open to the public and are used to make fiscal decisions. Teachers use data from PLC meetings and/or CAASPP data to request support materials using a purchase request form to meet student needs. ILCS has a School Site Council on each campus that reviews and monitors allocations of Title I funding.

A5.2 Practices and Procedures:

VC believes that ILCS has transparent district and school procedures in place to develop an annual budget, conduct audits and follow quality accounting practices. The finance committee is composed of teachers, parents, administration, and the Board of Treasury. These parties do not make decisions about the annual budget, but serve as an advisory committee. The annual audit has had outstanding clearance since the school's existence, demonstrating quality business and accounting practices.

A5.3 Instructional Materials:

VC confirms that ILCS has sufficient and effective policies in place for the following equipment: textbooks, printed materials, instructional technology, manipulatives, and laboratory materials. School finances are discussed openly during monthly board meetings. School finances and annual budget are presented to staff for each fiscal year to display how resources will be utilized. Teachers generate a necessary material list at the beginning of the year called the Start-Up Purchase Requests. Teachers collaborate in deciding which printed and online resources will be needed for the upcoming year, based on student needs. The back business office has an inventory spreadsheet to maintain instructional technology. Teachers may submit a repair/replace form for any ineffective technology. Teachers use Freshdesk to submit IT requests, which the IT will receive and address.

A5.4 Facilities Conducive to Learning:

VC confirms that ILCS facilities are safe, functional, well-maintained, and sufficient to support student achievement. All three ILCS campuses classes are arranged according to grade level so that teachers can collaborate and build a community to support student achievement. Visitors need to check in through the front office using the RAPTOR to identify the visitor. ILCS has a school credentialed nurse along with two LVNs to help with students' medical needs. Each campus has its own nurse. ILCS has a process for submitting work orders through the secretary. The secretary communicates with the local district to get work orders addressed. ILCS has three full-time custodians with two custodians at the California St.

Campus and one full-time custodian at Bryant Street Campus. ILCS has outsourced a security company to provide three security personnel to cover all campuses.

Resources that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

ILCS is a safe, clean school. ILCS prioritizes its resources effectively to support student success. Leadership, faculty, and staff collaborate to allocate resources based on student and program needs. Clear procedures guide budgeting, audits, and material acquisition to ensure sufficient and well-maintained facilities and equipment that promote academic achievement and 21st century learning

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. ILCS has a clear mission and vision that focuses on the belief that all students can learn and be leaders.
2. The school community has a good understanding of the role of the Governing Board and how its decisions affect school policies.
3. ILCS regularly assesses students for data to monitor progress and support student learning and provides staff with ongoing professional development opportunities.
4. ILCS uses LCAP data to provide sufficient material, instructional, and financial resources to effectively support student needs.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. ILCS can improve its processes in communicating and ensuring that the mission, vision, student learning outcomes, and school philosophy are understood by all educational partners and inform classroom practices.
2. ILCS can improve by encouraging all educational partners to attend board meetings and to actively participate.
3. ILCS can improve its balancing of time spent collecting student data with other educational needs such as sharing best practices.
4. ILCS can improve by increasing human resources, including more special education specialists and aides, to support the diverse student population within the full inclusion model.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- ILCS Self-Study
- Leadership Interview
- Board Interview
- Staff Focus Group Interviews
- Student Group Interviews
- ILCS Website
- LCAP Survey Data
- Family Handbook

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

Visiting Committee Comments

B1.1 Current Educational Research and Thinking

ILCS demonstrates a commitment to providing an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking. This curriculum is aligned with their schoolwide student goals and academic standards, and supported by ongoing evaluation and professional development.

VC observed the use of rigorous, standards-aligned curriculum and instructional materials in classrooms. The LCAP informs curricular changes or adoptions. The LCAP goals, “Innovate, Accelerate, and Cultivate,” aim to improve student access, close the achievement gap, and cultivate a positive school culture. LCAP data and goals are regularly analyzed to ensure the curriculum supports student needs.

Thinking Maps and the WFBB curriculum were prominently used throughout the campuses, across grade levels and subjects, indicating classroom alignment with established programs.

ILCS uses survey data from students, school staff, and parents to provide feedback on the effectiveness of its programs. Curricular goals outlined in the LCAP summary prioritize the implementation of 21st Century Skills, targeted professional development for support teaching staff, and refined benchmark assessments. Though ILCS students perform higher than the state averages for math and reading proficiency, the school aims to achieve a goal of 90% proficiency for students in content areas.

ILCS invests in ongoing teacher training to support schoolwide student goals and academic standards. Professional development and PLCs focus on the development of 21st Century Skills. Data from teacher surveys and interviews validates that teachers feel confident teaching 21st century skills and principal walk-through forms show that 21st century skills are being practiced 90% of the time in the classroom. During classroom observations, VC observed student agency, collaboration, and thoughtful technology integration at each grade level, indicating a commitment to future-ready skills. In focus group interviews, teachers shared examples of teaching practices that foster digital and informational literacy, and communication skills. ILCS has budgeted both time and resources to support teacher training. ILCS adopted the Thinking Maps and Write From the Beginning and Beyond curriculums in response to feedback from teachers needing support for instruction that fosters critical thinking skills.

The self-study reveals ongoing efforts to refine teaching practices in order to effectively cultivate 21st century skills in students.

B1.2 Congruence with Schoolwide Student Goals

The ILCS self-study demonstrates curricular alignment across various aspects of the student experience and provides evidence for congruence across curriculum, student learner outcomes, academic standards, and college/career readiness indicators.

All core subjects (Math, ELA, Science, Social Studies) utilize standards-based curricula, such as Savvas enVision and ReadyGen, that are aligned with the CA Common Core, NGSS and History–Social Science Content Standards for California. Teachers also supplement with activities to differentiate the curriculum based on individual learner needs, allowing them to extend learning or offer review and remediation.

VC observed a strong coherence between grade levels. Curriculum materials and teaching strategies were consistent across grades, and there was a clear progression of skills development, evident in the ongoing use of Thinking Maps and the steady growth in writing proficiency from K-8. Focus group discussions revealed teachers' pride in achieving strong vertical and horizontal alignment of their curricula through the development of a universal academic language. Middle school has created unique curricular coherence despite single subject credential structure. Their strategy hinges on cultivating specific student skills, like engagement, as unifying goals that span subject areas and grade levels.

Character programs such as ROAR and CharacterStrong align with the school's behavior system, fostering skills relevant to college and career success. Commitment to these programs was evident in the

school environment from classroom walls to hallway banners, and was also demonstrated in instructional practices and the actions of students. Additionally, weekly leadership lessons and Spanish instruction for middle school students enrich the curriculum, developing skills such as responsibility, problem-solving, cultural awareness, and language acquisition.

B1.3 Academic Standards and College and Career Readiness Indicators

ILCS uses standards-based, standardized assessments and offers differentiated instruction, and utilizes standards-based reporting to ensure students meet or exceed graduation requirements. Individual student progress is communicated through standards-based report cards, and data tracking sheets are used in some grade levels. VC saw evidence of data tracking for both whole class and individual student progress in all classrooms. Students were involved in individual and collaborative goal setting. The VC observed frequent checks for understanding to gauge student learning.

Standardized assessments, such as ESGI, Let's Go Learn, Savvas, IAB and ICA, measure student mastery of Common Core Standards in core subjects. Vertically aligned Savvas curriculum (grades 1-7) in Math and ELA (grades 3-6) provides subject-specific benchmark assessments. PLCs provide opportunities for collaborative conversations about student data trends from these assessments. In focus group interviews, students expressed appreciation for the use of programs like PACE that offer flexibility and cater to their individual needs. There is a need for intentional integration of schoolwide learner goals and college/career preparation.

B1.4 Curricular Integration

ILCS demonstrates integration between areas of study, academic standards, and college and career readiness indicators through initiatives such as classroom economies and cross-curricular projects. Special Education programs such as Barista Buddies, Dollar Dashers, and the teacher-student mail system integrate job skills, social skills, and academic concepts like money math into real-world activities. The Savvas curriculum and ELA program use real-world examples and historical contexts to enrich learning and connect to college readiness.

B1.5 Community Resources and Articulation and Follow-up Studies

VC confirmed that ILCS demonstrates engagement with community partners and resources, particularly regarding high school transitions through feedback from receiving schools, alumni engagement, and a well-developed high school preparation program.

The school's focus on high school preparation and strong relationships with local institutions suggest a commitment to smooth student transitions. ILCS hosts an event presenting various high school options, including public, charter, and private schools. Yucaipa High School (YHS) actively recruits ILCS students through annual program demonstrations and seeks to attract them to their academies, and Arrowhead Christian Academy (ACA) has created a special pathway for ILCS applicants. 1:1 high school counseling from the school district's counselor is available to ILCS students and their families during the transition process. ILCS demonstrates a proactive approach to connecting with the community and ensuring students are well-prepared for their next educational steps. ILCS gathers feedback from high schools its graduates attend regarding their academic preparedness, behavior, and study habits. While formal tracking beyond high school is not currently in place, alumni engagement provides anecdotal evidence of their success.

During focus group interviews, VC heard about effective partnerships with local businesses and places of worship that add value to the student experience. As part of the school's service learning program, students partner with local organizations such as Yucaipa Animal Placement Society (YAPS). Through the robotics program and leadership classes, ILCS students work with local professionals for mentoring and other special projects.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

ILCS' curriculum demonstrates elements of a rigorous and relevant standards-based approach. It aligns with schoolwide goals, academic standards, and graduation requirements, fostering success for many students. School is working towards consistent alignment across all classrooms and departments, refining teaching practice to effectively cultivate 21st century skills and college/career preparation.

B2: Equity and Access to Curriculum

Visiting Committee Comments

B2.1 Variety of Programs — Full Range of Choices

ILCS demonstrates a commitment to providing students with a variety of programs to explore their interests and prepare for a variety of post-secondary options. After school electives offered to students at all grade levels includes arts, languages, STEM, and community service. Elective options provide opportunities for career exploration or exploration of personal interests. Spanish instruction and science fair provide additional opportunities to students in middle grades.

Experiential and service learning opportunities begin as early as TK and continue through grade 8. Field trips (beginning in Kindergarten) and overnight trips in the upper grades connect student learning to real-world experiences. All students participate in community service projects, fostering social responsibility and civic engagement. In focus group meetings, parents and students highlighted field trips, such as the student council's trip to Sacramento, as hallmarks of the ILCS experience. SpEd students visit a local coffee shop that actively hires adults with intellectual and developmental disabilities. Career days in both upper and lower grades invite community members to share about their professions, as well as the skills and experiences needed to perform their jobs.

Leadership and character programs are prioritized schoolwide and evidenced by programs such as Mindfulness Monday, ROAR, 8 Key Strategies, and CharacterStrong. Students have the opportunity to extend their learning by attending events such as Lead Con. The house system and related events further support the school's initiatives in this area while also providing opportunities for community building. The student focus group conveyed to the VC an appreciation for school wide events, enjoying the guest speakers at Lead Con and the opportunity to develop their skills as leaders by visiting the state capital.

Teachers at ILCS cater to individual student needs through differentiated instruction. Success Academy, tutoring, in-house services (speech, OT) provide additional support for struggling students. All students have equal access to technology and technology-driven lessons through the school's 1:1 program. Teachers participate in PLCs, Innovation Days, and conferences (Solution Tree) to improve teaching practices and ensure student success. Many classes, grades 3-5, perform student-led conferences during the first trimester which promote leadership and accountability with their education.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students

ILCS prioritizes curriculum that is relevant and inclusive, offering various tools and support systems to guarantee accessibility for all students.

By providing both digital and hands-on learning experiences, the school ensures that all students have the opportunity to access and engage with the curriculum in a meaningful way. VC observed teachers effectively integrating technology tools like Google Classroom, Savvas, and Nearpod into their lessons. Additionally, hands-on experiences, such as those indicated in the school's science curriculum, connect classroom knowledge to real-world scenarios for learners in all grade levels.

Teachers have flexibility to differentiate instruction and assignments to accommodate specific learner needs. During classroom observations, VC observed that students were provided various options for

completing tasks, such as writing or typing notes, working with an aide, or reading alongside listening. Students who require additional support benefit from targeted interventions, while advanced learners are challenged with enriching activities. Teachers meet weekly to discuss data and opportunities for differentiation. School programs such as Fast ForWord and Success Academy provide help for struggling students, and open office hours provide an additional support opportunity for middle schoolers. Frequent communication with parents, such as newsletters and classroom websites, promote a sense of coherence and continuity in learning.

Morning meetings provide opportunities for social-emotional learning and discussions about cultural and historical topics. Through studies such as the middle school’s travel unit, students develop a deeper appreciation for the world around them. ILCS works to implement a standards-based curriculum integrating diverse perspectives and multicultural literature, fostering cultural awareness. Student feedback revealed a desire for a curriculum that better reflects diverse groups. Additionally, they expressed interest in engaging in critical discussions on these topics.

B2.3 Student-Parent-Staff Collaboration

ILCS demonstrates a commitment to fostering a sense of belonging and value for parents, students, and staff through various initiatives. Open communication and collaboration exists, creating an environment where all members of the school community feel valued and empowered to contribute to student success.

ILCS acknowledges that parents are an integral part of student learning and prioritizes open communication between parents, staff, and administration. Regular parent conferences (trimester-based and additional as needed) facilitate ongoing dialogue. The ParentSquare platform enables two-way communication regarding student progress, school events, and overall school life. Aeries and TeacherEase online platforms provide parents with real-time access to grades, assignments, and other student information. A comprehensive school website offers readily accessible information for parents, and ILCS Links provides a centralized hub for all curricular resources. During parent interviews, parents described open and two-way communication between parents, teachers, and administration at ILCS.

VC observed parent volunteers on campuses and in classrooms demonstrating a sense of shared responsibility for student success at ILCS. Parents shared that their voices are valued and are encouraged to participate in various ways, including volunteering, offering electives, and being involved in events. SCAT meetings bring together parents, teachers, administration, and board members to address student needs and develop action plans. Grade-level teams collaborate on curriculum planning, share resources, and ensure seamless transitions between grade levels.

VC observed that ILCS staff is committed to continuous improvement. They participate in ongoing training to enhance their ability to effectively meet student needs. Data-driven instruction, informed by regular assessments, allows for differentiated learning approaches that respond to individual student strengths and weaknesses. Full inclusion and pull-out options for specialized academic instruction (SAI) are available to students as needed. Before and after-school intervention programs provide targeted support to students requiring additional assistance. Individualized Student Learning Plans are developed with consideration for each student’s learning styles, interests, and abilities. Students communicated appreciation for programs like PACE that offer flexibility and cater to individual needs.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Students have access to a rigorous and coherent curriculum, including some real world applications for students. To continue to maximize equity and access, the curriculum can further be examined and supplemented to provide greater consideration of diverse viewpoints, perspectives, and experiences. Most parents, students, and staff experience a sense of belonging and value within the school community to support students’ success.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

1. ILCS utilizes leadership curriculum including ROAR, 8 Key Strategies, and CharacterStrong.
2. Curriculum expectations and weekly progress are communicated regularly through ParentSquare, Aeries, school surveys, and progress reports.
3. Curriculum adoptions at ILCS are cohesive, universal, and standards-based with researched-based instructional practices, allowing for strong horizontal and vertical alignment
4. ILCS continues to offer a robust Electives Program, providing differentiated and diverse learning experiences.

Growth Areas for Continuous Improvement for Curriculum:

1. Continued development of its 21st Century Learners Initiative through implementation of curriculum, instruction, staff training, and assessments to improve student learning outcomes.
2. ILCS' growing diversity creates a need and opportunity to further build a sense of belonging and value for all students through its curriculum.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- ILCS Self-Study
- Leadership Interview
- Staff Focus Group Interviews
- Student Group Interviews
- ILCS Website
- LCAP
- Classroom Observations
- Student Work Samples

CATEGORY C. LEARNING AND TEACHING

Visiting Committee Comments

C1.1 Results of Student Observations and Examining Work:

The VC observed that ILCS students are involved in challenging and relevant work in an equity-centered learning environment. Lessons, assignments, and assessments are designed to be rigorous and aligned with standards that go beyond Common Core State Standards. During observations, the VC saw examples of student assignments that demonstrated their work in specific content areas, such as prefixes, line plots, and electrical circuits. In middle school, the curriculum's commitment to rigor and relevance was evident through the use of flipped classrooms and engaging real-world applications such as mock trials and STEM challenges.

Instruction is tailored to meet the needs of all learners, including students receiving special education services and English Language Learners (ELLs). The VC observed that students with special needs are fully integrated into general education classes and receive targeted support within the classroom setting. The school utilizes a mix of whole-group, small-group, one-on-one, and online programs for differentiation.

Teachers use various strategies to promote student engagement, such as daily small group activities, hands-on learning, and online programs like Splash Learn, Xtra Math, and Epic Books (TK-2), differentiated small groups, Thinking Maps, and online programs like Dreambox Math and RAZ-Kids Reading (Elementary), and tutoring sessions, office hours, and Success Academy groups (Upper

Elementary and Middle School).

Teachers create a safe and welcoming environment to foster optimal engagement and learning across all grade levels and in all subject areas. Teachers are using different strategies to keep their students engaged with the daily lessons. In the upper elementary and middle school grades, tutoring sessions and office hours are also provided as well as smaller, more focused groups of Success Academy. They also have the Fast ForWord program which supports struggling readers, including SpEd and English Language Learner students.

ILCS has pride in its rigorous instruction and student success, as evidenced through assessment scores, projects, activities, and lessons. Observations confirmed that students are engaged in relevant and challenging work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: VC observed that students understand the standards and expected performance levels for each subject in order to demonstrate learning and college and career readiness. Their LCAP student survey indicates that students are clear on what is expected of them and are willing to work hard to achieve proficiency.

ILCS uses Doug Fisher's professional development strategies to identify 3 key questions to guide student achievement. The examination of student work and data during PLCs indicate that students are understanding assignment/standard expectations and routinely practice Fisher's strategies of What are you learning? Why are you learning it? And How do you know? VC found some evidence of this while observing classrooms.

Teachers meet weekly by grade level to discuss what is working or not working to inform lesson planning, activities, and strategies. Students have an understanding of the standards and take part in setting their own learning goals based on common core standards. In elementary grades, this is displayed through goal charts, portfolios, rubrics, and student data tracking. Students track their own progress with picture rubrics.

In upper elementary and middle school grades, students track and monitor their own progress. Students have data notebooks and/or use online methods to track their progress. Pretests, practice tests, and post assessments are tiered into performance proficiency levels.

ILCS has implemented the use of the RACE writing strategy in grades 3-8, and WFBB as a schoolwide curriculum that is vertically aligned. Teachers worked collaboratively to level the rubrics for narrative, informational/expository, and persuasive/argumentative so that students clearly know how to score proficiency on these types of writing.

Additionally, as a leadership school ILCS also tracks behavior goals. After a professional development session with Fisher in January 2023, all teachers have now implemented the Levels of Engagement to varying degrees. They are posted in several classrooms, students have them on their desk, and teachers ask daily where students are at verbally or as a daily check-in on computers. Students are also aware that being a servant leader is important at ILCS. Community service rubrics are differentiated by grade levels. Leadership and community service lessons are headed by leadership coaches and reinforced by classroom teachers.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

All staff understand what an equity-centered learning environment is and work towards creating this for their students. Students learning and teaching reflect schoolwide goals and academic standards. All students understand the standards/expected performance levels through rubrics, student reflections, and

class and individual data goal setting.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

Visiting Committee Comments

C2.1 Teachers Facilitate Learning:

VC confirmed that ILCS teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency. Teachers are up to date in the instructional content they teach, and current best practices. Each year they have Innovation Days where teachers collaborate and share instructional strategies with their colleagues. Some sessions are driven by data stating the needs of school staff and LCAP survey results. The majority of these sessions have focused on writing strategies, EL, SEL, Critical Thinking, Fast ForWord, inclusion behavior strategies, and morning meetings utilizing AI (ChatGPT).

Teachers have also had several other professional development opportunities including conferences such as Science of Reading, CUE, WFBB, and PLC at Work. SpEd teachers went to training for writing compliant IEPs and SELPA training this past summer. All teachers were trained in the use of Thinking Maps in April 2018 and WFBB as the LCAP Survey indicated a need for writing and critical thinking.

Grade-level leads support teams and expectations of research-based methodology. Some teacher coaches push into classrooms to support ELA and math instruction. Teachers also meet regularly in PLCs to share effective strategies used based on student data results.

C2.2 Student Voice and Agency: VC confirmed that equity of student voice and agency are prioritized at ILCS. This empowers students to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

Giving students voice and autonomy in what they learn is key to instruction in all of the classroom instruction at Inland Leaders. Teachers set goals with their students and check in with them regularly about their progress in meeting these goals.

In grades K-2, students take baseline assessments in multiple areas, including ELA (meet AR goal, know number of sight words, score higher on their STAR test thus moving their clip in the library bins, etc.), math (Reach 10B on Popsicle Peak, etc.), and behavior goals (student engagement levels). These goals are set in data trackers and revisited with daily quick checks. These are revised as necessary each semester. There are a variety of activities for each goal, and students can decide what to work on to help them master each skill. Classrooms are often equipped with class goal charts for all to see as well. Students are also presented with the opportunity to choose their own topics of learning.

In grades 3-6, a similar goal-setting process is used. Teachers use a variety of strategies such as Fluency Trackers, Assessment Data Goals, vision boards, yearly goals, math skills tracking, Daily Engagement Logs, Daily Engagement Check Ins, writing rubrics, and RACE response rubrics. Student voice is incorporated into lessons with open-ended discussions sharing out different opinions based upon the daily topic through morning meetings and the like. Data trackers are used in middle school, where students reflect and evaluate whether or not they need to go through the reassessment process. Students showcase their voice through socratic seminars, classroom discussion, mock trial, and project choice boards.

Across K-8th grades, ILCS students use narrative writing as a way to share their voice. They also provide a plethora of choices for after-school electives that students can choose from each semester, such as hapkido, cooking, sewing, drawing, piano, Chinese, gardening, and more. These are more examples of how autonomy is displayed at ILCS.

C2.3 Digital Learning and Problem Solving: ILCS teachers use technology and digital learning tools to enhance and support student learning, along with helping students solve real-world problems. In TK and

kindergarten, students use iPads in centers. In 1st-8th grades, ILCS is 1-to-1 with devices (iPads and Chromebooks) and also offers the opportunity for students to take devices home. Technology is used for several purposes, including assessments, practice, and creation. Towards the end of 1st grade, teachers use SeeSaw to both assign interactive activities for students to continue their learning and also collect student learning reflections. TK-2nd grade students use technology for research projects, QR codes, individualized and differentiated instruction, and improving skills via web-based programs. Building upon the foundation established in the primary grades, students in grades 3-8 engage in similar lesson types and activities, with the added challenge of incorporating project-based learning through Google Docs and Google Slides.

ILCS uses a variety of online applications to assess student learning and develop skills. These apps include Accelerated Reader for assessing baseline reading levels, IXL for math practice, Quizlet for vocabulary practice, Kahoot for review, and more. Every student and family has access to ILCS Links, a one-stop hub of all curricular links gathered in one place for ease of log-in access, regardless of grade level or program. This website is preloaded as the Home screen on any school technology device, opening automatically when a student accesses the internet. Teachers also create slides and videos to enhance and aid instruction.

C2.4 Career Preparedness and Applied Learning: ILCS Teachers focus their efforts on providing learning opportunities that emphasize situations beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers. Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to deepen learning.

Students directly engaged in researching and exploring ideas found in their books and online. This is especially true for grades 2-8, where teachers create and assign projects that require students to research and gather information to present publicly to the class. These are also presented to parents on occasion. These can include science projects and labs, habitat museums, models, community service projects, and special events, such as California History Day, Career Day, and GOLD/BOLD Night (Girls/Boys Overnight Leadership Discovery). Students are encouraged to work in collaborative groups to accomplish tasks and are given opportunities to explore their questions.

ILCS also invites local business owners, authors, and service members to visit classrooms to talk with students about their experiences. This supports ILCS's goal of connecting subject matter to real world situations. Most classrooms have a vision board including potential career choices for the students. These serve as daily reminders of the possibilities beyond the classroom.

There are various field trip opportunities that expose students to real life situations and learning. Each class is provided with a budget to attend trips and many fundraise above and beyond to give students opportunities, such as the overnight Catalina and Pali science camp trip, The Living Desert, Oak Glen, The Planetarium, Aquarium of the Pacific, Joshua Tree, University of Redlands for Girls' STEM opportunities, and many more.

SpEd students are learning life skills, such as customer service, food prep, and delivery with the Barista Buddies and Dollar Dashers program.

All students each year are required to complete a community service project that seeks to improve the world around them; these projects are formally presented each May. For example, 5th grade creates Kindness Bags for local foster kids. The entire school, including staff and parent volunteers, comes together to complete this project.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

ILCS prioritizes student-centered instruction through diverse strategies to support high achievement

and well-being for its scholars. Active student engagement, inclusive instruction, student voice, strategic technology integration, and extended learning opportunities beyond the classroom.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. Teachers have autonomy to develop and implement customized standards-based curricula tailored to the unique needs of their students and monitored through student data. This freedom is supported and facilitated through professional development training, including attending conferences, Innovation Days, and PLCs.
2. Collaboration is prioritized and continuity is maintained within the educational approach, fostering horizontal alignment within grade levels. This ensures a seamless flow of instruction and student support across the educational spectrum.
3. ILCS is committed to student success by providing differentiated interventions and academic support. This includes flexible pacing, the availability of intervention programs, middle school “office hours,” and tutoring services, all designed to cater to individual student needs and enhance their academic journey.
4. Student voice and agency allow students to be actively involved in decision making in their own learning.

Growth Areas for Continuous Improvement for Learning and Teaching:

1. To elevate student success in English Language Arts (ELA), there is a need to fine-tune ELA and math intervention programs and/or strategies, ensuring that they align with ILCS’s objectives and result in higher levels of achievement for all student groups.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- ILCS Self-Study
- Leadership Interview
- Staff Focus Group Interviews
- Student Group Interviews
- ILCS Website
- LCAP
- Classroom Observations
- Student Work Samples

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

Visiting Committee Comments

D1.1 Professionally Acceptable Assessment Process:

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all educational partners.

The school uses effective assessment processes to collect, disaggregate, and analyze student performance. This process begins with weekly Professional Learning Communities (PLCs) where data is disaggregated by grade levels. Focus groups convey that collaboration with Education Specialists and the Reading Specialist also occur during this time. Board and Leadership group meetings with the VC confirm that data celebrations are presented to the school board highlighting schoolwide and grade level performance on the state tests. Significant gains in academic performance can be seen. At each

benchmark grading period, administration evaluates the progress of schoolwide assessment results, which are maintained on school spreadsheets detailing each student's progress toward mastery.

Each week teachers of all grades TK-8th are involved in weekly PLCs to analyze grade-level data and student work as well as discuss strategies to assist students toward proficiency in academic standards. The VC confirms that during PLCs, teams not only meet to discuss individual student performance, analyze performance on Savvas Math and ELA, writing measures, reading fluency data, but also plan differentiated lessons and to discuss strategies for intervention. It is clear that the school has a robust data collection process in place, has instituted a wide range of intervention strategies and programs, such as Success Academy, and has a dedicated team of passionate and hardworking teachers invested in student growth and achievement. VC confirms that the time spent to analyze data and plan for intervention and differentiate has made a significant impact on student achievement. Attention to students and to grade levels not meeting expectations has provided opportunities for additional conversations with the Reading Specialist and Education Specialists working to close the achievement gap. It is suggested that the school's leadership continue to focus on this area as identified in their LCAP and continue to monitor growth and academic achievement as measured on state tests in determining if the instructional strategies and curriculum implemented in the classroom has been effective. The administration team meets each trimester to review schoolwide data toward progress of expected goals.

ILCS uses a wide-range of various web-based assessment systems, including Let's Go Learn ADAM/DORA (grades 1-2) to assess ELA and math content understanding (end of the year in kinder to obtain baseline), TK and K implement ESGI, 1st-6th Savvas Math, 3rd-8th Savvas ELA, K-2nd Running Records, 1st-8th STAR to assess reading comprehension, and IAB's along with subject-matter assessments, as well as Edulastic (all subjects). These assessment results are maintained year-long on a shared spreadsheet and this document is a method of record keeping to track individual student progress and needed interventions. The assessment data not only serves as a basis for progress reports and report cards, but also provides student performance data to share with next grade level teachers. These documents also track intervention strategies being provided for each student. The school is working to strengthen its intervention processes for EL, SPED, new students, and Title 1 students to continue working to close the overall achievement gap as noted on state test performance. In order to address this, observations show that the reading specialist pushes into classrooms to work with students on reading interventions, such as fluency packets, and has pull-out sessions for other grade levels for students that need more intensive intervention. FastForward has been used as an intervention platform to address EL learner's needs and those general education students who need more intensive support. Additionally, academic progress/achievement gaps for specific student populations (Title 1, Success Academy, New Student, Fast ForWord, IEP) are monitored by admin and teachers. Team Leads also provide direction to the members of each Team on assessment and data expectations and maintain Agendas with notes for easy access for all Team members. Although the school notes that the CAASPP interim and focused interim assessments are not being utilized as they should, class observations along with student and teacher focus groups indicate that this is not the case. Both teachers and students indicate that there has been an increase in the use of these interim assessments this school year and that students are involved in the performance analysis process.

WFBB rubrics are used for vertically aligned writing. Student work posted on walls validates the use of both the curriculum and rubric expectations. The Savvas Curriculum also has unit, benchmark, and end of the year online (and paper-based) assessments that assess both ELA and math for grades 1st-6th. Each teacher has access to his/her class's performance results on math and ELA Savvas assessments, and use this data to differentiate instruction as necessary. Classroom observations show that students have a clear understanding of routines and procedures within each platform and teachers differentiate lessons for individual students. Classroom observations show, for example, during math assessments, teachers administer performance assessments based on where the student is currently performing. One first grade classroom observed had students being assessed on addition and subtraction, while some students were being assessed on multiplication and division. Administrative access of overall school results is also available.

Teachers have access to the CAASPP IABs (interim assessment benchmark), to administer to students in grades 3-8 for ELA and Math and for grades 5 and 8 in Science. Visiting team members observed IAB's being utilized in class in a standardized setting and students attested to their use in class in non-standardized formats as well. Teacher focus groups explained that during PLC meetings grade level teams analyze data to determine which IAB will be administered during a given week across same grade-level classrooms. Data is then shared during the next PLC meetings to develop any needed interventions.

D1.2 Basis for Determination of Performance Level:

The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

The school leadership and instructional staff inform educational partners of the progress of students toward academic standards and achievement through report cards, conferences, presentations, directors' messages, student data tracker portfolios, and public high-stakes testing results. Additionally, K-8th grade report cards are standards-based. Some grades utilize a supplemental report card to provide further details to parents. These supplemental report cards provide clear evidence to parents to show why their student received the standard score he/she did. Parents are also provided with progress updates from various online programs and assessments. Aeries (middle school), ESGI (TK/K) and STAR reports (1-6). ILCS offers data-driven intervention programs, such as Success Academy, Fast ForWord, and Reading Assist (Middle School). Teacher and student focus groups acknowledge the success of students who attend Success Academy and report that students are routinely exited from Success Academy due to progress made. Students report that the program motivates them to learn and overcome their academic challenges. Parents and students also have access to student progress online reports found within Aeries (5th-8th), TeacherEase (4th), and Savvas (via a student login page) data reporting programs (1st-6th).

Student focus groups share that student engagement in their own learning and progress are routine and students share in the responsibility of their own learning. Teachers provide opportunities in class for students to track their own progress with age-appropriate visuals, such as pre and post-test Math scores and reading fluency graphs. LCAP survey responses and teacher feedback show that middle school students could benefit from more opportunities to self-reflect.

At the California Street Campus and the Bryant Street Campus, Student Learner Outcomes (SLOs): Lifelong learners, Exceeding the standards, Active leaders, Desire to learn, Effective communicators, Responsible citizens, and Service are posted in multiple locations.

LCAP meetings include all educational partners (staff, parents, and board members) to reflect on survey data results and to recommend goals for the school's action plan. The school's LCAP is in alignment with the school's Self Study Critical Areas.

The effectiveness of the school's standards-based grading, growth, and performance is evaluated and aligned with the school's expectations through regular feedback and data analysis in weekly PLC meetings and regular communication with administration through lead teachers to grade-level teams.

Data presentations by teachers and administration regarding student achievement results showing pre and post pandemic growth and beginning vs. end of year student performance results are presented to the Board annually.

D1.3 Assessment of Program Areas:

School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

To support students' ELA needs, Fast ForWord reading intervention in grades 1-8 was adopted in the 2020-2021 school year. Additional support positions have been added, including reading support staff and

instructional aides. Teacher focus groups identify that the additional staff has been a strength in increasing student achievement, but acknowledge that more support may be needed for students with special needs and those who are academically behind due to an increase in the SST process and student identification during the school year.

Following professional development training, “PLC at Work®,” first and second grade teachers began piloting grade level Tier 2 intervention programs. These programs utilize support staff along with grade level teachers to target student needs as determined by assessment data. Teachers use the “4 Critical Questions of the PLC at Work®” framework to ensure all students master the essential curriculum.

To best serve students with IEPs, the school has worked towards transitioning to full inclusion. Students with disabilities continue to outpace state and local school district schools on state assessments. Teacher focus group feedback, however, indicates that with an increase in students being identified with special needs during the school year, additional personnel may be necessary.

In 2022, the school adopted the CharacterStrong leadership program and has a designated leadership class to support the embedded lessons within the classrooms. These leadership classes reinforce 21st Century Skills, along with responsible citizenship. Student focus group discussions indicate that students appreciate the program and understand the importance of the skills learned in reinforcing school climate and culture. The leadership program has also been supported with Mindfulness Monday videos each week.

LCAP data identified a need to vertically align writing programs. The ILCS has adopted Write WFBB/Thinking Maps in all grade-levels to vertically align writing. Evidence in classrooms show Thinking Maps in use throughout the campuses and classroom observations validate the use of Thinking Maps as a tool used to teach organization in writing for all grade levels.

Continual professional development is being provided through Innovation Days, PLCs, teacher conferences, guest speakers, and other training. To encourage best practices for teachers, instructional coaches have been used for ELA and math on an as needed/requested basis.

D1.4 Schoolwide Modifications Based on Assessment Results:

School leadership partners with district leadership to periodically assess programs and expectations for students’ academic growth and progress.

Educational partners are involved in the assessment and monitoring process and of progress. This includes the Board, staff, students, parents, and the business and industry community as noted in Board member feedback regarding participation in Board meetings, in documents such as the SELPA Collaboration - CDE PIR, and in regular interaction with the school’s progress-tracking program, Aeries.

The school uses assessment results to make changes in the school program, to provide professional development activities such as Doug Fisher Levels of Engagement, and resource allocations, demonstrating a results-driven continuous process. LCAP data identified a need to vertically align writing programs. The school adopted WFBB with Thinking Maps and vertically aligned writing. Staff-wide professional development training is conducted to implement and support this adoption. VC classroom observations affirm the use of the Levels of Engagement and writing improvement initiatives, such as the implementation of Thinking Maps. During focus group discussions, the VC validated the school’s commitment to ongoing evaluation extends to professional development, curriculum, and instruction processes, with investments in evidence-based improvements and interventions to address academic performance gaps.

PLCs take place where teachers have the ability to collaborate with administration to analyze growth and modify instruction to support student learning and achievement. PLCs and the school periodically reviews its curriculum and instruction and evaluation processes. Supplemental materials & annual subscriptions are purchased to support subjects that show a need for evidence-based improvement. PLCs also discuss curricular materials and interventions to address gaps in academic performance.

ILCS partners with the Riverside County of Education (RCOE) to support and enrich practice amongst

individuals new to teaching. This process also allows teachers the ability to clear their Preliminary Multiple Subject Teaching Credential. Teacher focus groups confirm that coaches from ILCS meet and collaborate with county officials to ensure teachers have ample support and resources to identify teacher needs in order to maximize student learning and achievement.

The school receives feedback from local high schools that its graduates attend. This feedback concerns the preparation of its students (academic, behavioral, work/study habits). Yucaipa High School (YHS) comes to ILCS to recruit for their esteemed academies. YHS routinely comes to the CSC to demonstrate their programs in an attempt to get students to join.

Collaboration and feedback also occurs between ILCS staff and the local community high school staff throughout the high school placement process. Although Inland Leaders has not developed a formal articulation process to one specific school, it does have a robust high school preparation program that includes advisory lessons on choosing an appropriate high school, elective classes, and academy pathway. Nearby public high schools, charter high schools, and private high schools are presented in a High School Choice Night. One local high school has created a “ILCS to ACA Pathway” link on their website to streamline the application process. ILCS middle school students receive one-on-one high school counseling from the local school district's counselor upon completion of a yearly YHS school tour.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The school leadership and instructional staff use a variety of assessment tools. There is a use of shared assessments and rubrics to evaluate and measure student progress to ensure rigor and consistency across grades and departments. Classroom environments reflect the importance of data for class performance and students own their data. Data drives the school's curricular options and instructional practices and needs for adjustment and improvement.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Visiting Committee Comments

D2.1 Monitoring Student Growth:

Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations. ILCS employs a robust monitoring system utilizing various assessment tools: STAR (K-8th), Let's Go Learn (1st-2nd), Savvas reading benchmarks (3-6), Savvas math benchmarks (1st - 6th), Edulastic (7-8), and Interim Assessment Blocks (3rd - 8th). ILCS maintains data on a robust spreadsheet for each student.

Additionally, parent-teacher conferences occur biannually, providing a comprehensive overview of student progress. The Success Academy intervention program, available across all grades, is complemented by 7-8 grade teachers holding Office Hours for students needing additional remediation and support.

Evidence provided to the VC, classroom observations, and focus groups confirm that these diverse assessment tools play a crucial role in identifying students' intervention needs, guiding targeted interventions such as Success Academy, in-school interventions, FastForward, and middle school office hours. In-depth reviews through Student Success Team (SST) meetings may be initiated based on data analysis, and referrals for psycho-educational assessments may be considered when necessary.

D2.2 Teacher and Student Feedback:

Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the

degree to which learning experiences are understood, relevant, and prepare students for college and careers.

VC classroom observations confirm that student evaluation of their own progress towards expectations is an essential part of ILCS. Students are self-tracking progress and goals through SMART Goals and Data Trackers. Class averages are also displayed for STAR, and other ELA and Math assessments in many classrooms. Student-led conferences are being held in some grade-levels. Teachers' display and/or communicate the "What/Why/How" of lessons in classrooms. The VC committee feels that this consistent use of these strategies has been strongly consistent within the school, as students in student focus groups were easily able to communicate the responsibility and importance of self-directed learning and having a growth mindset.

Teacher implementation of the Levels of Engagement varies. VC classroom observations validate that the levels are posted in several classrooms, students have them on their desk, and teachers ask daily where students are at verbally or as a daily check-in on computers. This framework allows for continuous discussions and goal setting to occur between students and teachers. ILCS's most recent Innovation Day focused on sharing the progress teachers are making in implementing the Levels of Engagement.

Teachers review data weekly during PLCs to review student data and discuss students of concern. At the end of grading periods (trimester/quarters etc), the teachers review student progress and make recommendations for exiting from Success Academy, continuation in Success Academy, referral to Success Academy, or holding a team meeting (SST) for a referral for psycho-educational assessment.

Students regularly engage in classroom discussions regarding college, career, and life readiness and reflections regarding ROAR expectations, by setting behavior goals, and creating classroom vision boards for each student. In 2023, CharacterStrong was adopted to support leadership lessons. Additionally, many grade levels offer a classroom economy, especially at the lower grades, to promote money management, marketing, and customer service skills. First grade hosts a Community Helper Career Week. 8th grade does an annual Career Day for students to present their research to parents and younger grades on their self-selected career aspiration.

The school's Special Education team is promoting life skills with students with moderate-severe disabilities with N2Y curriculum that promotes various life skills including kitchen safety, food preparation, customer service, and money handling.

D2.3 Demonstration of Student Achievement:

Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

On a weekly basis, certificated staff reviews the best researched-based instructional practices during PLC meetings. This occurs every Tuesday, when the ILCS teachers and administration meet with their PLC team as a grade level to discuss data and progress among their students. PLC meetings also provide time to address students needing intervention support through Success Academy and/or Fast ForWord. Though discussions take place, the school recognizes the need for research-based, structured assessment for those in Tier 2 and 3 interventions.

PLC notes provide evidence of the following:

- a) assessment data to determine student needs
- b) implementation strategies and actions
- c) monitor of results and impact on student learning to support continuous improvement.

Staff have access to monitoring grade level data and this data is used for horizontal and vertical alignment. At each grade level, teachers compare strengths and weaknesses, share best practices, and adjust pacing for both ELA and Math, depending on the students' needs. Focus group interviews indicate that an area for growth is for instructional staff to engage in vertical alignment discussions.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Data drives the school's multi-tiered systems of support, including its intervention programs that happen both in and out of the classrooms. Teachers determine and monitor students' growth and progress to inform instructional practices, pacing, and differentiation needed for students. Teachers provide data-driven feedback to students to support their mastery of academic standards.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. Over large grade-level bands, ILCS uses various common assessments (K-6) ELA/Math (7-8) and vertically aligned writing instruction.
2. ILCS has clear processes and practices in place to review student data and improve student achievement within Tier 1/general instructional and assessment practices.
3. Students demonstrate understanding of their data and have opportunities to engage in goal setting and tracking of their academic performance

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Data-driven intervention programs with data analysis are in place; however, further refinement is needed to improve processes to ensure all students are making academic progress and are proficient in both ELA and math, especially with attention to EL, Title 1, and SPED.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- ILCS Self-Study
- Leadership Interview
- Staff Focus Group Interviews
- Student Group Interviews
- ILCS Website
- LCAP
- Classroom Observations
- Student Work Samples
- Data Trackers

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Visiting Committee Comments

E1.1 Strategies and Processes:

VC confirmed through parent interviews that ILCS has implemented a comprehensive range of culturally sensitive strategies and processes to involve parents and the community in the learning and teaching process. The school's use of various communication channels, such as the school website, ParentSquare, and grade-level websites, demonstrate a commitment to keeping parents informed and engaged. The utilization of platforms like Google Classroom, written progress reports, and the Aeries parent portal to share student progress and academic achievements ensures that parents are actively

involved in monitoring their child's educational journey.

Parents appreciate the school's invitation for parents to participate in events like Literacy Night, the LCAP Survey, and the ELAC Committee, as well as volunteer work and sharing life experiences on-campus. They feel that this shows a commitment to valuing and incorporating parent perspectives. ILCS's partnerships with local establishments and the use of facilities like Active Church for off-campus events further strengthen ties and opportunities to engage with the local community.

VC confirms that ILCS's focus on communication, involvement, and partnership with parents and the community is commendable. The school's recognition of the importance of these relationships in supporting student success is evident, and it is clear that these efforts have contributed to the school's recognition as a California Distinguished School.

E1.2 Inclusive Cultural Understanding:

VC confirms that ILCS's approach to fostering an inclusive cultural understanding among students and adults is commendable. The school's efforts to cater to its Spanish-speaking community, such as providing bilingual resources, translated communications, and encouraging participation in ELAC, demonstrate a commitment to inclusivity and equity. The school provides translators for Spanish-speaking parents and uses Parent Square to send messages in home languages. Focus group members stated that there may be room for improvement in increasing participation in ELAC to ensure that the voices of all families are heard and valued.

VC confirms that the school is working to incorporate diverse perspectives and experiences into the curriculum through on-campus events, off-campus field trips, and guest speakers, enriching the learning environment and promoting cultural understanding. In meeting with support staff, the committee confirmed that the shift towards a full inclusion model in the SpEd program reflects a commitment to honoring individual differences and ensuring that all students are celebrated and included in classroom activities. The school utilizes a co teaching model, and visiting committee members observed teachers using adaptive technology, students seeking assistance from their 1-on-1 aids, and students participating in pair-share activities, indicating that inclusivity is the norm on campus. The school counselor noted that the inclusion model has been very successful for students.

ILCS is focused on creating a culture characterized by trust, respect, professionalism, equity, and high expectations for all students.

E1.3 Rapport and Trust:

The VC observed ILCS's commitment to building rapport and trust among stakeholders through its comprehensive strategies and programs. The implementation of the 8 Key Strategies, PBIS (ROAR and Levels of Engagement), and the CharacterStrong SEL program reflects a dedication to creating a positive and inclusive school environment. The VC observed students self-identifying their "Level of Engagement" and various aspects of PBIS in classrooms and on the playground. By providing extensive training and collaborative support to staff members in incorporating these strategies, ILCS ensures a consistent message of love and trust that values the identities of all individuals.

Additionally, ILCS acknowledges the need to extend training to all support staff, including recess coaches, to further reinforce positive messages in student interactions, particularly in grades 3-8. The VC confirms that ILCS's efforts to address this through measures like House competitions, rallies, and special events demonstrates a commitment to fostering trusting relationships and promoting valued personal identities among older students. Despite these efforts, the school recognizes the ongoing impact of the COVID-19 pandemic on student-teacher relationships, particularly among older middle school students, and continues to employ strategies to bolster student morale and foster positive conversations. Parents, staff, and students also mentioned the mental health services available to students, and the VC confirms that these services are being leveraged to support students.

The VC confirms that the school's commitment to valuing the identities of all individuals and creating a positive school culture is evident in its proactive approach to training and support for staff, as well as its efforts to address the challenges posed by the pandemic.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

ILCS leadership promotes family and community involvement, including participation in school events and activities. The school develops rapport and trust with many students. As the school becomes more diverse, ILCS can build in more opportunities to celebrate the cultures and varied backgrounds and experiences of its scholars and families.

E2: School Culture and Environment

Visiting Committee Comments

E2.1 Policies and Resources:

VC members observed that ILCS has implemented a comprehensive set of policies, regulations, and resources to ensure a safe, clean, and orderly environment that nurtures learning for all students. The school's Safety Committee and Comprehensive Safety Plan reflect a proactive approach to promoting safety and addressing various needs. ILCS's commitment to updating the safety plan annually based on feedback from educational partners demonstrates a commitment to continuous improvement in safety measures.

The VC confirms that, in response to survey data collected from stakeholders, the school has invested in safety measures such as bullet-proof glass film, Nightlock barricade devices, surveillance equipment, and robust fencing systems, as well as the implementation of the Raptor Megan's Law clearance system and the hiring of an armed security officer, further demonstrates a commitment to student safety. ILCS's partnership with the local police department's School Resource Officers (SROs) and the provision of satellite phones for all campuses in the event of communication failure further enhance safety protocols and hiring of additional security personnel.

ILCS prioritizes social-emotional health and well-being, evident in its Suicide Prevention Policy and counseling support provided to students. The training provided to staff in Nonviolent Crisis Intervention underscores the school's commitment to supporting students in crisis situations. Additionally, the emphasis on cleanliness and personal responsibility through the PBIS ROAR initiative and custodial efforts contributes to a positive and safe learning environment.

E2.2 Trust, Respect, and Equity:

VC observes a strong commitment to fostering a culture of trust, respect, and equity for all students. The implementation of positive behavior strategies such as ROAR to Success and the 8 Key Strategies, as well as the use of PBIS strategies, provides a consistent framework for promoting positive behavior and expectations. The school's SST process ensures that students in need of additional support or services receive the necessary intervention, further emphasizing the school's commitment to meeting the social-emotional needs of all students.

The visiting committee also confirms the presence of a school psychologist and an on-site mental health provider who offer Tier 2 counseling services. This reflects ILCS's dedication to supporting students with social-emotional and behavioral concerns. The monitoring of progress and effectiveness of interventions by these providers and teachers provides valuable data for decision-making and ensures that students receive the appropriate level of support. Additionally, the school's open-door policy for parents and efforts to foster significant relationships with families contribute to a supportive and inclusive environment where all students feel safe and celebrated.

While ILCS provides opportunities for students to share their cultural backgrounds, the visiting committee finds that there is an opportunity for growth in schoolwide recognition and celebration of different heritages and ethnicities. Overall, ILCS's focus on positive behavior strategies, social-emotional support, and inclusive practices demonstrates a commitment to creating a caring and conducive learning environment for all students.

E2.3 School Culture:

VC confirms that ILCS has fostered a school culture characterized by trust, respect, equity, and professionalism, as demonstrated by the results of the LCAP Survey and the school's overall approach to community building. The positive relationships between teachers and students, as indicated by high percentages of students feeling respected and treated fairly, reflect a commitment to creating a supportive learning environment. Despite some areas of potential growth, such as middle school students' perception of trust with adults, the visiting committee recognizes the school's commendable efforts to address these issues through ongoing professional development and support.

VC also recognizes the emphasis on professionalism among teachers, as evidenced by the Dress to Success dress code and ongoing professional development, contributes to a culture of excellence and continuous improvement. The use of grade-level PLC meetings to analyze academic needs and implement best practices further enhances the professional atmosphere at ILCS. Additionally, the school's focus on service leadership projects for students demonstrates a commitment to instilling values of respect for life and community engagement. VC recognizes ILCS's efforts to cultivate professionalism among its staff and students.

ILCS's commitment to a positive school culture, which is evident in its proactive approach to addressing student and staff needs, fostering a sense of belonging and professionalism, and celebrating student and staff achievements. The school's emphasis on trust, respect, and equity contributes to a supportive and inclusive environment that nurtures learning and personal growth for all members of the school community.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

ILCS fosters a positive school culture and environment that supports the well-being and academic success of students. School leadership prioritizes safety by implementing policies and allocating resources to create a clean, orderly, and secure learning environment, including ensuring internet safety. Many students describe a caring environment with high expectations for all, fostering a climate conducive to optimal learning. School is building on its work to honor the individual differences and social-emotional needs of its students.

E3: Academic, Social-Emotional, and Multi-tiered Supports

Visiting Committee Comments

E3.1 Multi-Tiered Support:

The VC observed that ILCS has implemented a comprehensive system of multi-tiered support to meet the diverse needs of its students, ensuring personalized academic assistance and alternative instructional approaches. The school's commitment to providing exceptional services is evident in its proactive approach to student well-being, including health and academic assistance, as well as personalized counseling services for social, emotional, and academic needs. The VC also recognizes the significant growth of the Special Education department, along with the use of small group instruction and full inclusion models, demonstrating ILCS's dedication to supporting students with disabilities within the

general education setting.

The VC also confirms that ILCS has made an effort to address the needs of English Language (EL) students with a standardized protocol for identification and incorporation of EL strategies into the curriculum. However, the VC concurs that there is a need to further develop EL instructional strategies and services through professional development and training. The school's provision of summer school, Extended School Year, and reading specialists further enriches the support available to students, ensuring reinforcement of skills and continued progress.

The VC agrees that ILCS's approach to student placement and support, as outlined in the PACE program and Success Academy, reflects a commitment to individualized education and student success. The use of Pinks and Blues forms to guide student placement and differentiation of instruction highlights the school's attention to detail and commitment to meeting the unique needs of each student. Overall, the VC confirms that ILCS's multi-tiered support system demonstrates a holistic approach to student success, encompassing academic, social, and emotional well-being.

E3.2 Multi-Tiered Support Effectiveness:

The VC has observed that ILCS demonstrates a proactive approach to assessing the effectiveness of its multi-tiered support for students' social-emotional learning needs. By administering annual surveys like LCAP, the school leadership gathers valuable feedback from students, which informs the creation of schoolwide goals to address their needs effectively. Additionally, the use of grade-level data sheets allows for the monitoring and tracking of students' academic, behavioral, and social-emotional needs, providing a comprehensive view of student well-being.

The VC acknowledges the implementation of weekly leadership classes, ROAR rallies, and House Rallies at various grade levels. This indicates a commitment to fostering a positive school culture and supporting student leadership and team building. The Student Success Team (SST) system further enhances individualized support, with counseling and behavior intervention plans available as needed. However, the VC confirms the school's recognition of their need for more data on the implementation of strategies to support students' social-emotional well-being, and agrees that the partnership with Kelvin Education to conduct schoolwide student surveys is a proactive step toward gaining deeper insights into students' experiences and needs.

E3.3 Student Involvement:

The VC confirms that the ILCS demonstrates a strong commitment to student involvement in curricular and co-curricular activities, aligning with schoolwide student goals and academic standards. The emphasis on leadership development is evident through opportunities like student council, morning announcements, and leadership service projects, providing students with platforms to showcase leadership skills. Monthly ROAR rallies and student-run house rallies further highlight student leadership traits, and the VC observed a culture that celebrates and encourages leadership at all levels.

The committee also confirms that inclusivity is a key focus, as seen in the involvement of moderate/severe students in leadership roles within the full inclusion special education program. The after-school electives program offers a wide range of enrichment activities, allowing students to explore their interests and develop as effective communicators and lifelong learners. Field trips are carefully selected to support content curriculum and provide leadership opportunities, enriching students' educational experiences.

The VC also notes the school's success in extracurricular activities like robotics, spelling bees, and sports demonstrates a holistic approach to student development, blending academic achievement with real-world application of leadership traits. The formal Cotillion Ball for 8th graders exemplifies the school's commitment to preparing students for life beyond academics, emphasizing social etiquette, teamwork, and common courtesy. Overall, ILCS's approach to student involvement nurtures well-rounded individuals ready for college and career readiness.

E3.4 Student Self Advocacy: The VC confirms that ILCS demonstrates a strong commitment to fostering student self-advocacy through various programs and events that deepen students' sense of self

and community connections. Lead Con, GOLD Night, and BOLD Night provide students with practical skills and experiences to develop their leadership style and personal growth. These events, along with the leadership classes and service hours, empower students to become advocates for their own needs and supports, both within and outside the classroom.

The VC observed character-building lessons and activities, aligned with the 8 Key Strategies and ROAR, which further enhance students' ability to advocate for themselves. The LCAP data shows a positive trend in students' exposure to the 8 Key Strategies, indicating that the school's efforts are making an impact. However, the VC notes that there is a need to ensure that students are implementing these strategies to support their social-emotional well-being, especially among middle school students, where the data suggests a need for increased exposure.

Additionally, the VC confirms that partnering with Kelvin Education for schoolwide student surveys will provide valuable insights into students' social-emotional needs and strategies, helping ILCS further enhance its programs to support student self-advocacy. Overall, the VC observed that ILCS's focus on student leadership and self-advocacy contributes significantly to students' personal and community connections, preparing them to become advocates for their own needs and supports.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

ILCS fosters a robust multi-tiered support system that prioritizes both academic achievement and student well-being. The staff is equipped to implement personalized academic and social-emotional interventions. Students with diverse needs benefit from the school's inclusion efforts. Student involvement in curricular and co-curricular activities fosters a sense of self-efficacy and allows students to build meaningful connections, empowering them to advocate for their own success.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. The implementation of 8 Key Strategies, ROAR, Levels of Engagement, and the CharacterStrong curriculum has enhanced school culture.
2. Highly qualified staff leverage their training to create a secure and supportive learning environment that prioritizes both physical and socio-emotional well-being for all students.
3. The school has increased its staffing, supports, and resources to meet the social-emotional and academic needs of scholars through Leadership Coaches and on-site mental health providers.
4. ILCS captures the needs of all educational partners through the use of survey work.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. ILCS can increase engagement in ELAC meetings for its English Language Learner families.
2. ILCS students would benefit from a more diverse education in expanding cultural awareness, inclusivity, and community that values the identities of all individuals.
3. The school recognizes that a shift is needed to refine and revise the previous student learning outcomes to align with current LCAP goals of Innovate, Accelerate, and Cultivate.
4. Continue to improve the MTSS Tier 2/Tier 3 intervention process to support students having behavioral issues that may negatively impact their academic performance.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- ILCS Self-Study
- Leadership Interview
- Parent Interviews
- Staff Focus Group Interviews
- Student Group Interviews
- ILCS Website
- LCAP
- Classroom Observations

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:

- ILCS has a clear mission and vision that focuses on the belief that all students can learn and be leaders.
- ILCS utilizes leadership curriculum including ROAR, 8 Key Strategies, and CharacterStrong.
- Curriculum adoptions at ILCS are cohesive, universal, and standards-based with researched-based instructional practices, allowing for strong horizontal and vertical alignment
- Teachers have autonomy to develop and implement customized standards-based curricula tailored to the unique needs of their students and monitored through student data. This freedom is supported and facilitated through professional development training, including attending conferences, Innovation Days, and PLCs.
- Collaboration is prioritized and continuity is maintained within the educational approach, fostering horizontal alignment within grade levels. This ensures a seamless flow of instruction and student support across the educational spectrum.
- ILCS is committed to student success by providing differentiated interventions and academic support. This includes flexible pacing, the availability of intervention programs, middle school “office hours,” and tutoring services, all designed to cater to individual student needs and enhance their academic journey.
- ILCS has clear processes and practices in place to review student data and improve student achievement within Tier 1/general instructional and assessment practices.
- Students demonstrate understanding of their data and have opportunities to engage in goal setting and tracking of their academic performance
- The school has increased its staffing, supports, and resources to meet the social-emotional and academic needs of scholars through Leadership Coaches and on-site mental health providers.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school’s identified growth areas for continuous improvement that are outlined in the schoolwide action plan and has identified additional concrete, specific growth areas to support its school community. The school’s growth areas for continuous improvement are explained below.

1. **Cultivate:** In order to clearly articulate, truly **cultivate**, and integrate leadership skills into all aspects of their lives, refine and revise the student leadership goals and outcomes for all students

and include efforts to increase access to a diverse education that supports inclusivity for all students.

2. **Innovate:** Further develop and **innovate** the 21st Century Learners initiative through implementation of curriculum, instruction, staff training, and assessments to improve student learning outcomes.
3. **Accelerate:** Implement research-based assessments and instructional processes to identify, improve, and **accelerate** students in MTSS/Interventions, including student subgroups (EL, Title 1, SPED), and increase participation and engagement of families in the ELAC, SCAT, and other school programs in order to attain 90% proficiency in ELA and Math.

Chapter 5: Ongoing School Improvement

LCAP/WASC Plan Summary

Goal 1- Innovate systems, programs, and practices to provide greater access and options to improve student learning outcomes.

State Priorities: 1,4,7,8 / WASC 2024 Critical Need: 2

Actions and Services: The school will focus on 21st century learning skills, equipping its teachers with collaboration time; access to 1:1 technology devices, and professional development opportunities.

Metrics: Survey data, technology inventory, and classroom observation data

Goal 2- Accelerate 90% of all students to proficiency in content areas on standardized assessments to close the achievement gap.

State Priorities: 1,2,4,5,7 / WASC 2024 Critical Need: 1,2

Actions and Services: The school will hire and retain highly effective, highly qualified staff and will engage them in professional learning communities and professional development to enhance their practices and improve student achievement. Teachers will improve their curriculum and assessment practices, including the use of benchmark assessments, and will provide high-quality intervention for scholars, including major subgroup students.

Metrics: Teacher performance data and student state and local assessment data

Goal 3- Cultivate a safe and structured environment, harnessing strong partnerships with parents and community members to ensure all sites have a positive school culture focused on leadership and high standards.

State Priorities: 1,3,5,6 / WASC 2024 Critical Need:3

Actions and Services: ILCS will implement a Student Well-Being Initiative focused on the mental and physical health of scholars through increased mental health support staffing. ILCS will implement a Staff Well-Being Initiative through celebration and recognition events, surveys, competitive health benefits, and mental health checks. School will focus on having a PBIS/Leadership Initiative that will empower students to monitor their individual and collective behavior data; improve survey taking with students; foster leadership with students through leadership coaching and use of the 8 Key Strategies. Parent and Community Partnerships will be fostered through increased opportunities for parent involvement in events and decision-making processes; employing additional staffing; implementing parent contracts; and providing more Title I workshops. ILCS will also have Safe and Clean Schools Initiative, which includes security system upgrades; maintenance, repair, and safety modernization of sites; consistent cleaning; implementing a visitor screening program; and hiring additional security staff

Metrics: Surveys, student assessment data, suspension data, and SCAT tracking

LCAP/WASC Plan Analysis

The action plan is comprehensive and addresses various aspects of student learning, including 21st Century skills, teacher effectiveness, intervention strategies, and student well-being. It targets major student learner needs such as academic proficiency, social-emotional development, and access to technology. The use of metrics such as survey data, teacher performance, and assessment results indicates a systematic approach to measuring the effectiveness of the plan.

The commitment to accomplish the LCAP/WASC Plan is evident through the involvement of various stakeholders, including teachers, staff, parents, and community members. The LCAP allocates significant budget resources to support staff recruitment, professional development, technology upgrades, and student support services.

Clear metrics, data-driven monitoring processes, and follow-up strategies will help the school to implement and monitor the plan's progress. Overall, the LCAP/WASC Plan demonstrates a systematic approach to enhancing student learning and addressing major student learner needs, with a strong commitment from the schoolwide and systemwide stakeholders.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

ILCS has clearly analyzed its student achievement data and has aligned its LCAP plan to meet the needs of its scholars. The plan is clearly organized to meet the major growth areas identified by its stakeholders and educational partners.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Collaboration and shared decision making are a foundation to the school's success, with stakeholders all communicating the openness to feedback for continuing to move ILCS forward. Processes such as PLCs are in place to monitor the impact of strategies and actions on student learning. The leadership team demonstrates a strong commitment to ensuring progress on the LCAP.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.	X			
Acceptable progress by all students	X			
Vision and Purpose (A1)		X		
Governance (A2)	X			
Leadership for Learning (A3)	X			
Qualified Staff and Professional Development (A4)	X			
Resources (A5)	X			
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)	X			
Reporting and Accountability Processes (D1)	X			
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)	X			
Family and Community Engagement (E1)	X			
School Culture and Environment (E2)		X		
Multi-tiered Personal, Social-emotional, and Academic Support (E3)	X			
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need	X			
The capacity to implement and monitor the schoolwide action plan/SPSA	X			