

Inland Leaders
Local Control Accountability Plan (LCAP) Summary
School Year: 2023-2024

LCAP GOALS		
<p>Goal 1- Innovate systems, programs and practices to provide greater access and options to improve student learning outcomes. <i>State Priorities: 1,4,7,8</i></p>	<p>Goal 2- Accelerate 90% of all students to proficiency in content areas on standardized assessments to close the achievement gap. <i>State Priorities: 1,2,4,5,7</i></p>	<p>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. <i>State Priorities: 1,3,5,6</i></p>
ACTIONS/SERVICES		
<p>1.1: 21st Century Skills Implementation Teacher collaboration time and training in the meaning of 21st century skills and how to implement in the classroom to improve student achievement.</p> <p>Outcomes: 75% of instructional staff indicate on surveys that they are implementing 21st Century Skills in their classrooms and are well trained to do so. 75% of the staff feels confident in teaching critical thinking. 90% of principal walk-through forms show a demonstration of 21st-century skills during class visits.</p> <p>Metric: 21st century skills inventory assessment; teacher/student survey data; administration observation notes; PLC notes</p> <p>Budget Expenses of \$8,000: Substitutes to release teachers for training and collaboration. Expenses related to stipends for staff that support 21st Century programs such as robotics.</p> <p>WASC Critical Need: 3</p>	<p>2.1 Hire & Retain High Quality Instructional Staff: ILCS is committed to hiring high-quality credentialed/licensed staff as a primary initiative that leads to the success of students.</p> <p>Continue to hire highly qualified teachers with CLAD or EL instruction qualifications by ensuring new hires are credentialed; screened, interviewed, and observed "teaching in action" prior to hire</p> <p>Retain veteran teachers, train new teachers, & maintain classroom aide support to increase proficiency rates for English Learners and students with disabilities.</p> <p>Outcomes: 100% of all staff credentialed/licensed as highly qualified under state law.</p> <p>Metrics: Human Resources data system - Highly Qualified Teachers</p> <p>Budget expenses of \$7,415,999: All salaries and compensation for staff, all costs associated with staff recruitment, all costs associated with onboarding and employment management.</p> <p>WASC Critical Need: 2</p>	<p>3.1 Student Well-Being Initiative -Provide mental health support for students in all grade levels. Costs to include Mental Health Counselor; Student Leadership Coaches (1 full time - 1 part time TOA); School psychologists; English Learner Liaison -Provide physical health-related services: Costs to include School Nurse, 2 LVNs, health office supplies and equipment, PE teachers, PE assistants, PE supplies, and nutrition services. -Attendance monitoring, field trips, student celebrations.</p> <p>Outcomes: Increase attendance rates; improve school culture outcomes</p> <p>Metrics: attendance rate data through Aeries; School Culture Survey</p> <p>Budget expenses of \$350,00: Field trips, mental health support staff, school psychologists, health staff including LVNs and RN, PE staff, PE supplies, nutrition expenses, student celebration expenses, leadership coaches and TOA</p> <p>WASC Critical Need: 5</p>

<p>1.2 Student & Staff Technology Devices Provide one to one technology devices and technology support for students and teachers. Purchase of updated iPads, Chromebooks, document cameras, smartboards, and other classroom devices to handle higher-level learning processes. This action also includes purchasing internet hotspots for unduplicated students in need of reliable internet access at home.</p> <p>Outcomes: 100% up-to-date technology & devices Hotspots available to any unduplicated student requesting the support</p> <p>Metric: Technology Device inventory and purchase requests</p> <p>Budget expenses of \$55,000: Hotspots, Chromebooks, IPADS, staff computer/technology, network equipment and system upgrades, internet fees, assistive technology equipment, classroom technology equipment and replacements.</p> <p>WASC Critical Need: NA</p>	<p>2.2 Professional Development -Targeted training and support in the areas of: -English Language Learners -Self-reported grading -Learning engagement training -Revisit the implementation of Thinking Maps in all classrooms and train all new teachers in Thinking Maps and Write From the Beginning. -Pillars Rubric exposure to occur during PLCs to support the understanding of the evaluation and teacher improvement system. Master teachers to offer Pillars Rubric Seminars. -Examine Professional Learning Communities (PLCs) and how to improve the effectiveness with the focus on student achievement. -Continued use and support of <i>Fast ForWord</i> and <i>Read Assist</i> by MySciLearn to support sub-groups (EL & SES) of students. -Hattie, Fisher, & Frey research to be shared regarding the most beneficial effect sizes of academic achievement. -Master teachers to coach new teachers. -Administrator training and conferences</p> <p>Outcomes: 80% of the teachers indicate that professional development was valuable.</p> <p>Metrics: Teacher Surveys and PLC notes</p> <p>Budget Expenses of \$18,000: Induction coaches, PD stipends, PD supplies and curriculum, conference, training and related costs.</p> <p>WASC Critical Need: 1</p>	<p>3.2 Staff Well-Being Initiative -Provide celebrations and recognition events for classified and certificated employees -"Cultivate days" for staff led and organized by the Thrive Cultivate Team to include positive mindset support -Provide competitive health plan to cover employee medical and health needs. -Pulse survey checks on employee and their mental health -Provide opportunities for staff to participate in physical activity.</p> <p>Outcomes: Improvement on staff culture surveys</p> <p>Metric: Staff Surveys</p> <p>Budget expenses of \$659,000: Health plan costs; misc staff wellness costs</p> <p>WASC Critical Need: 5</p>
<p>1.3 Professional Development Professional Development for instructional staff to develop innovative 21st-century practices in their classrooms to include conferences (CUE & others), embedded time on PLC days, and specific strategies with high effect sizes as documented by Hattie, Fisher, and Frey.</p> <p>Outcomes: 75% of instructional staff indicate on surveys that they are implementing 21st Century Skills in their classrooms and are well trained to do so. 75% of staff feel confident in teaching critical thinking 90% of principal walk-through forms show a demonstration of 21st-century skills during class visits</p> <p>Metrics: -21st Century Skills assessment tool -Teacher and student survey data -Evidence of 21st century skills implementation will be shown in Professional Learning Community (PLC) notes. -Principal observation and walk-through surveys indicating implementation and demonstration of 21st century learning in classes.</p> <p>Budget Expenses of \$8,000: fees for conferences/workshops, professional development materials, travel-related expenses for conferences.</p> <p>WASC Critical Need: 3</p>	<p>2.3 Curriculum & Assessment Refine benchmark assessments in middle school to clearly align with state standards expectations. Purchase of assessments, curriculum and instructional materials to specifically support high-needs students in the core content. Purchase and implement a student achievement data system to seamlessly analyze ongoing student information.</p> <p>Outcomes: Increase proficiency rates for subgroups of EL and low SES</p> <p>Metrics: State and local assessments</p> <p>Budget Expenses of \$112,000: Instructional materials, assessments, Aeries, online assessments, core curriculum, supplemental curriculum</p> <p>WASC Critical Need: NA</p>	<p>3.3 Student Behavior/PBIS/Leadership Provide PBIS program enhancements in which students track their class and grade level behavior data and provide input as to solutions for student behavior issues -Develop leadership rubric/assessment for each grade level -Refine and analyze middle school surveys to provide relevant data to include students and faculty input in solving "culture" issues. -Share student survey data with students to shift culture where needed and create initiatives. -Provide training to staff, students, and parents regarding the leadership programs (8 key strategies) -Onboarding program for new students to ILCS -Service oriented leadership field trips to engage students in our region and support the area's needs -Leadership coach with support from school staff to support the leadership initiative and teach leadership classes to all students in 1st - 8th grades. Leadership coaches to offer support to families through the SCAT process via workshop support (Title 1 included)</p> <p>Outcomes: Leadership Student Assessment</p> <p>Metrics: Reduce # of suspensions, incidents & SCATS. School Culture Survey. Leadership Student Self Assessment. Expected costs include: same as last year</p> <p>Budget Expenses of \$40,000: Leadership coach(es); leadership field trips; leadership training related expenses; leadership curriculum</p> <p>WASC Critical Need: 5</p>
<p>ELIMINATED HYBRID PROGRAM ACTIONS</p>	<p>2.4 High Quality Interventions Provide high-quality interventions (onsite and online) and curriculum that demonstrate a marked improvement in student achievement through data analysis and decrease subgroup achievement gaps with the support of an intervention specialist (Title 1), and through the use of teachers before, during, and after school and during summers and intercession periods. Involves the use of supplemental materials, curriculum, equipment, and software to improve learning for unduplicated students and students with disabilities. Also includes intervention teachers/tutors/aides (part-time) who assist core teachers in</p>	<p>3.4 Parent & Community Partnerships Offer opportunities for parent involvement with participating in school events and decision-making processes. -Parent involvement to include support with student achievement -Activities Coordinator to create opportunities/events for community outreach -Parent Contract/Agreement signed yearly to support school goals -Parent/Student outreach coordinator to support student activities and leadership experiences -Focused Title 1 parent workshops to support student achievement School Culture Survey.</p>

	<p>meeting the needs of students below proficiency in math and reading. Includes partial salary of the intervention coordinator. Create a committee to analyze the Success Academy Program, specifically students who have been in the program long term and have not exited. The Extended Learning Opportunities Program (ELOP) to offer enrichment for unduplicated students to include an extended school day and school year.</p> <p>Outcomes: 3% more students proficient in math, ELA, and science on state assessments and 3% or one-grade level average growth each year on local benchmarks.</p> <p>Improve EL levels to the yellow color on the state dashboard for EL student performance in math and ELA.</p> <p>Grades K-8 overall local writing benchmark proficiency at 75%</p> <p>Metrics: State and local assessments</p> <p>Budget Expenses of \$720,000: Intervention and ELO-P staffing; intervention materials, intervention coordinator, tutors, aides, sped supports</p> <p>WASC Critical Need: 2, 4</p>	<p>Outcomes: Maintain current parent satisfaction baseline data Parent satisfaction data on the distance learning program - 90% satisfaction. Community outreach opportunities - 3 events per year.</p> <p>Metrics: Parent Surveys</p> <p>Budget Expenses of \$40,000: Parent communication tools including website; Activities coordinator; Parent workshop related costs; related community outreach expenses</p> <p>WASC Critical Need: 5</p>
	<p>3.5 Safe and Clean Schools Yucaipa Blvd Campus (YBC) is now included in and in need of below, along with the addition and upkeep for BSC and CSC: -Security system upgrades to include new security cameras, network equipment, firewall, cybersecurity -Maintenance/ repair on sites and buildings -Cleaning and sanitation of school facilities -Updates to the comprehensive school safety plan to improve emergency protocols -Visitor screening program -Improve the security of school with extra fencing, barriers, and other security equipment -Hire security guards/officers for BSC and YBC.</p> <p>Outcomes: Maintain current baseline data with higher than 90% satisfaction</p> <p>Metrics: Educational partner surveys; SARC</p> <p>Budget Expenses of \$385,000: Security guard/officers, security equipment, building and property improvements; building maintenance and repair; cleaning equipment and supplies, custodial costs</p> <p>WASC Critical Need: NA</p>	

*Highlights represent changes from the prior year LCAP.

WASC CRITICAL NEEDS
<p>1) Administration and instructional staff need to develop teacher capacity and training through the use of the Pillars Performance system, PLCs and/or other identified system(s) in order to continue to support and advance the entire school's program and increased student outcomes.</p>
<p>2) Administration and instructional staff need to identify and implement instructional strategies, curriculum and interventions in order to improve outcomes for English Learners (EL) and any other identified underperforming student groups.</p>
<p>3) Administration and instructional staff need to be trained in and implement 21st Century skills for critical thinking, global thinking and writing in order to improve student outcomes and prepare students for transition into their next educational environment.</p>
<p>4) Administration and staff need to implement Next Generation Science Standards (NGSS) schoolwide to prepare students for the new standards including curricular, instructional and assessment components to ensure student achievement of standards. Additionally, administration and staff need to implement any other newly identified standards when adopted, such as Social Studies.</p>
<p>5) Administration, staff and stakeholders need to develop middle school specific initiatives that support academics, healthy relationships, and student engagement/ownership of the program and to meet student academic and socio-emotional needs.</p>

State Priorities
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)