



Inland Leaders Charter Schools SELF-STUDY REPORT

**12375 California Street
Yucaipa, CA 92399**

Authorized by Yucaipa-Calimesa Joint Unified

April 22-25, 2018

Inland Leaders Charter School ACS WASC/CDE Self-Study Report

Administration

Mike Gordon	CEO/Director
Joshua Osborn	Principal
Lisa Urrea	Principal
Casey Woodgrift	Dean of Students
Steve Perry	Coord. of Student Svcs.

Transitional Kindergarten

Julia DiOrio	Teacher
Jessica Ghitea	Teacher
Karyn Mullin	Teacher

Kindergarten

Jennifer Bess	Teacher
Brilane Bobrink	Teacher
Angela Marion	Teacher
Sue Stanley	Teacher

First Grade

Amber Harris	Teacher
Rachel Peters	Teacher
Jennifer Pryor	Teacher
Mandy Timboe	Teacher

Second Grade

Maddie Buckmaster	Teacher
Diana Payne	Teacher
Jennifer Rigsby	Teacher
Katy Swift	Teacher

Third Grade

LaRae Gastel	Teacher
Johanna Katzmann	Teacher
Lauren Talbot	Teacher
Sherry Urban	Teacher

Fourth Grade

Christine Ahrens	Teacher
Andrea Dennistoun	Teacher
Michael Ann Rearick	Teacher
Erin Reiss	Teacher

Fifth Grade

Amber Benavides	Teacher
Kim Dawson	Teacher
Phap Luu	Teacher
Laurie-Pat Neufeld	Teacher

Sixth Grade

Christine Beaucaire	Teacher
Amy Martin	Teacher
Susan SteinerLund	Teacher
Sherry Whitlock	Teacher

Middle School (7th & 8th Grade)

Michael Barre	Math Teacher
Jason Bess	Social Studies Teacher
Geena Burgess	English Teacher
Kellie Cowan	Math Teacher
Julie Ferris	Social Studies Teacher
Amanda Stodelle	Science Teacher
Stacey Wassif	English Teacher
Briana Yates	Science Teacher

Independent Study

Heather Estopinal	Teacher
Amber McCuistion	Teacher
Kristy Philips	Teacher

Physical Education

Juli Hafner	Teacher
Jeremy Hoch	Teacher

Spanish

Dayanara Garcia	Teacher
Claudia Thuillez	Teacher

Technology

Garrett Holt	Teacher
--------------	---------

Special Education

Brian Burson	Teacher
Marcus Partridge	Teacher
Monica Phillips	Teacher
Kellie Cowan	Teacher (pt. time)
Raymond Hernandez	Behavioral Spec.
Tara Holgate	Behavioral Spec.
Kavita Lau	Aide
Shawn Kane	Aide
Lorine Billiard	Aide
Nicole Reingrover	Aide
Angela Lambert	Aide
Denise Garcia-Griffin	Aide

Support Staff

Shannon Aiken	Admin. Asst.
Tracy Burson	Business Manager
Desiree Davis	Admin. Asst.
Krysten Duran	Admin. Asst.
Tania Duran	Admin. Asst.
Connie Huntsman	Admin. Asst.
Marianne Loomis	Admin. Asst.
Aimee Richards	Admin. Asst.
Jacqui Reseigh	Activities Director
Fernando Cortes	IT Director
Carlos Rodriguez	Custodian
Steve Thimgan	Custodian
Sarah Perry	Behavioral Spec.

WASC Committees

Leadership

Mike Gordon
Joshua Osborn
Lisa Urrea
Steve Perry
Andrea Dennistoun

Progress Report

Mike Gordon
Joshua Osborn
Lisa Urrea

Student/Community Profiles

Mike Gordon
Joshua Osborn
Lisa Urrea
Steve Perry
Andrea Dennistoun

Self-Study Findings

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Josh Osborn (Lead)
Tracy Burson
Marianne Loomis
Carlos Rodriguez
La Rae Gastel
Mandy Timboe
Laurie Pat Neufeld

Casey Woodgrift
Geena Burgess
Julia DiOrio
Jeremy Hoch
Julie Ferris
Stacey Wassif

Students-Based Student Learning: Assessment/Accountability

Sherry Urban (Lead)
Jenn Bess
Maddie Buckmaster
Mike Barre
Steve Perry

Lisa Urrea
Christine Ahrens
Johanna Katzman
Briana Yates
Kristy Philips

Students-Based Student Learning: Instruction

Sue Stanley (Lead)
Erin Reiss
Michael Ann Rearick
Sherri Whitlock
Karyn Mullin

Rachel Peters
Jen Rigsby
Amber Benavides
Jason Bess
Marcus Partridge

Students-Based Student Learning: Curriculum

Phap Luu (Lead)
Katy Swift
Brilane Bobrink
Kellie Cowan
Jessica GHITEA

Lauren Talbot
Kim Dawson
Susan SteinerLund
Brian Burson
Heather Estopinal

School Culture and Support for Student Personal and Academic Growth

Jenn Pryor (Lead)
Angie Marion
Diana Payne
Amy Martin
Dayanara Garcia

Steve Thimgan
Monica Philips
Amanda Stodelle
Ronica Hochreiter

School-wide Action Plan

Leadership Team

Implementation of School-wide Action Plan

All Stakeholders

Editor

Andrea Dennistoun

Inland Leaders Charter School Board Members

Dr. Bob Stranger, Chairman

David Massongill, Treasurer

Bonnie Mitchell, Secretary

Aron Wolfe, Member

Members Of Visiting Committee

Mrs. Diane Sauvageau, Chair

Ms. Mary Collier

Mrs. Traci Lewin

Mr. Robert Marquez

Mrs. Robin Rodriguez

Ms. Ilona Schmid

TABLE OF CONTENTS

Preface	07
Chapter I: Progress Report	09
Chapter II: Student/Community Profile and Supporting Data and Findings	13
Chapter III: Self-Study Findings	73
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	73
B: Standards-based Student Learning: Curriculum	88
C: Standards-based Student Learning: Instruction	97
D: Standards-based Student Learning: Assessment and Accountability	112
E: School Culture and Support for Student Personal and Academic Growth	122
Prioritized Areas of Growth Needs from Categories A through E	158
Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs	160
Chapter V: Schoolwide Action Plan	161
Appendices	163

Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

Preface

WASC Outcome 1: Involvement and collaboration of all stakeholders

Inland Leaders Charter Schools (ILCS) is proud and excited to provide a comprehensive self-study report that involved all stakeholders with the Western Association of Schools and Colleges (WASC). In the 2016-2017 school year, ILCS administration developed a leadership team and selected a teacher, Andrea Dennistoun to coordinate the WASC process for the entire program. Criterion leaders (teachers) were also selected and trained during the 2016-2017 school year. This team met regularly to map out and plan the WASC self study tasks and develop activities to garner feedback from parents, staff and students. During the 2016-2017 school year, data was collected, WASC meetings were held and teachers worked in their criterion focus groups. Documents were organized and written together in teams using Google Docs and Google Drive.

The process continued with staff and parent trainings on the WASC process and the background information as to the importance of our improvement cycles. ILCS then began to develop criterion focus groups comprised of staff and parents during the 2016-2017 school year to research their assigned areas and prompts, collect data, analyze the information and ultimately write their criterion sections. Every member of the staff was involved in one focus group and parents were involved in separate WASC meetings with focus group leaders to provide feedback and input in order to garner as much participation possible.

In addition, ILCS continually utilizes several survey tools to receive feedback on our program from students, parents and staff. Surveys are designed to provide the information necessary for LCAP/ WASC priorities. Every student and staff takes a survey along with at least 50% of the families that attend the schools. This data was closely analyzed and helped determine actions, services goals for the future.

WASC Outcome 2: Schoolwide Learner Outcomes

Schoolwide Learner Outcomes (SLOs) were reviewed and amended through the work of whole staff meetings and parent nights during the 2017-2018 school years. The WASC criterion leads along with administration led SLO reviews with stakeholders (parents and staff) with the intended goal to more clearly define our expectations of student achievement. SLOs were amended by detail and added adjectives for

better detail but not by general concept. The SLOs are listed below with their respective descriptors that parents and staff reviewed.

Academic Achievement – We seek to develop students who:

- Develop at appropriate levels to meet or exceed California state expectations in standards-- based instruction in English language arts, math, science, social studies, and physical education, as well as in varied curriculum beyond the standards, such as leadership and Spanish and after--school elective offerings for educational enhancement.
- Are life-long learners and flexible problem-solvers, able to exhibit the interpersonal skills necessary to work in ethical collaboration with others.
- Are able to manipulate technology to plan, prepare, write and present a variety of presentations and exhibitions of their own learning.
- Effectively communicate reflective and critical thinking through both the written and spoken word, respectfully considering the different points of view of others.
- Develop at an appropriate level of proficiency and become familiar in conversation with the Spanish language.
- Reflect on their own learning and develop goals and strategies to improve in areas of weakness.

Leadership Skills – We seek to develop students who:

- Have a developed awareness of their own leadership potential, applying self-discipline, goal setting, and time management to solve any problem, be it social, academic, or global
- Act responsibly in all aspects of their lives.
- Recognize their responsibilities as citizens to meet present and future challenges in a global society.
- Have practiced essential leadership skills within a learning community, including designing and implementing a community service project each year.
- Have practiced essential leadership skills within a learning community, such as teamwork, respect, responsibility, and service.

WASC Outcome 3: Gathering and Analyzing of Data

Once all data was collected, criterion sections written and data analyzed, the leadership team developed the action plan during the winter of 2017-2018 school year to address the critical areas of need indicated from the completed WASC document. The action plan was then shared with all stakeholders in draft form for final feedback and input. The leadership team then reviewed the input and amended the action plan to reflect the consensus of ideas from stakeholders.

Data collection is a systemic and natural process for our teachers and administration due to our Professional Learning Communities. The PLCs were the major medium for distributing, collecting, and analyzing achievement data. This data was then taken to the criterion groups for input into the WASC document. For example, teachers reviewed the parent and student survey data in their grade level PLCs and discussed what the parent perspective was telling us about areas for improvement. The main pattern from those meetings indicated that students felt we needed more compassion and kindness on campus. Programs were then put in place to improve our kindness at ILCS.

WASC Outcome 4: Assessment of the entire school program

Overall, Inland Leaders recognizes that our entire school program is driven to support student achievement and raise up leaders. Our analysis of the SLOs, instructional practices, curriculum, accountability, governance and school culture reveals a healthy and empowering environment with focus and

intentionality. Just like a healthy tree, the five founding principles of the charter; family first, small school environment, results oriented programming, leadership and rigor are the roots that hold up the trunk of the tree called the mission and vision, that allow for LCAP goals to branch out from the trunk which create the fruit called our SLOs. The stakeholders are the farmers and gardeners that cultivate and fertilize the soil, trim back dead branches, and support the tree during each season.

WASC Outcome 5: Alignment/Capacity of the action plan to the critical areas

Inland Leaders is confident that it has the capacity and ability to successfully accomplish the action plan and goals delineated in the WASC plan and will monitor the plan's progress through intentional practices for improvement. The WASC action plan will now be melded into our yearly LCAP which requires continual involvement from stakeholders. An LCAP coordinator is assigned by the Executive Director each year to initiate an inclusive and collaborative process for involving students, parents, school staff, community members and the ILCS Board. THE LCAP plan is closely monitored by the finance committee comprised of all stakeholders with the objective of assuring the LCAP is being followed and used effectively. In this manner, there is a formal process to continually visit the action plan, analyze it and implement it by all stakeholders.

Chapter I: Progress Report

Inland Leaders has been fortunate that from its humble beginnings it has developed specific processes for improvement from the highest leadership levels including the School Board down to the student level with kindergartners providing feedback on simple surveys. The school is proud of its continual cycle of improvement and our staff has adopted the fact that improvement must include critical reflection on current practices. The following school-wide action plan goals represent the three goals the prior WASC visiting team recommended to address our critical areas. At that time, we were just starting our adventure into Common Core Standards, but our goals have not changed despite the immense change to our curricular program and standards. Since the inception of the Local Control Accountability Plan (LCAP), the school has melded aligned the WASC action plan with the LCAP so that they are one in the same. The LCAP has additional needs embedded beyond the former WASC action plan and uses the most recent data available.

ILCS has also implemented the “Upgrade” program in 2015 that provides a single page document of the improvements to our program that goes out to staff each year as a whole and for the different departments. These “Upgrade” documents provide the direction, guidance and goals for different departments for the year. This year was “Upgrade 11.0” since this was our eleventh year of operation.

Schoolwide WASC Action Plan # 1 from previous self study:

Goal:

Continue to develop a rigorous English Language Arts program to address the needs of all students in order to increase achievement across grade levels, with a specific focus on reading comprehension and writing strategies.

Rationale/Critical Need:

- Self-study findings indicating that ELA achievement lags behind math scores school wide
- Discussion and interactions from all focus groups and PLCs recommendations
- Development and trainings to enhance writing strategies
- Review of student work and assessment data from NWEA, SBAC, and local benchmarks
- May need to find another computer-based assessment if NWEA doesn't align with common core or SBAC formative assessment doesn't give immediate results (added in mid cycle progress report)
- Continue to research and adopt common core ELA curriculum (added in mid cycle progress report)

Growth Target:

2012-2017: Overall student proficiency in ELA for all grade levels on the SBAC will improve by 5 percent, which is a cumulative improvement of 15 percent over 5 five years.

ESLRs Addressed: Lifelong Learners, Desire to Learn, Exceeding the Standards

Progress:

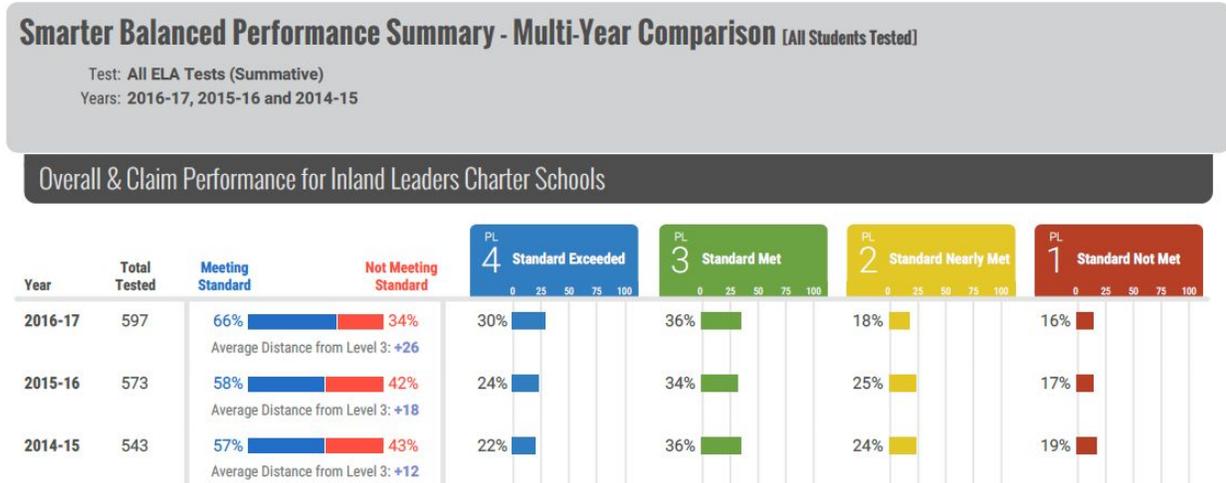
ILCS has demonstrated excellent progress toward meeting its goal to improve ELA achievement across all grade levels. The curricular program has been unified after several years of pilot programs to determine what Common Core curriculum was best aligned and effective for our population of students. In 2016, the 1st through 6th grades implemented Pearson ReadyGen (ELA) and Envision Math 2.0. In addition, the

school has noted the weakness of the writing modules and continues to implement supplemental writing programs with Lucy Calkins Units of Study, and Step Up to Writing.

Middle school English language arts teachers develop much of their own curriculum, while using the common core state standards as a guide. The classroom is supported by Google Classroom, class sets of novels, a subscription to NoRedInk, FlipGrid, & use of the interim assessments blocks & digital library provided by Smarter Balanced. The middle school teachers have attended trainings regarding the use of state-provided formative assessments & materials.

The spring of 2015 provided the first state data results for Common Core, after a year of piloting the Smarter Balanced Assessment. The success demonstrated in 2015 was 57% proficient & advanced for English Language Arts/Literacy. This success demonstrated minimal increase or decrease in proficiency/advanced in the spring of 2016.

The 2016-17 year was a major shift for ILCS. 1st-6th adopted curriculum, data was streamlined & shared to all teachers, interim assessments were offered, & teachers had a PLC focus on writings by Doug Fisher, Nancy Frey, & John Hattie. The Smarter Balance data success demonstrated in 2017 was 66% proficient & advanced for English Language Arts/Literacy. This was an increase of 8% for ELA from the previous year. Additionally, the shift to Inclusion in 2016-17 for students with disabilities, brought about dramatic success. Students in this demographic went from 6% proficient in ELA (2015) to 29% proficient in 2017. The chart below represents whole school growth for the SBAC assessments in ELA for the last three years.



Schoolwide WASC Action Plan #2 from previous self study:

Goal:

Continue to develop a coordinated assessment system to address the need for staff, parent and school-wide data to improve student achievement and drive instructional, curricular, and resource allocation decisions and report student progress to all stakeholders.

Rationale/Critical Need:

- Self-Study results indicate that the amount of data is overwhelming, and the coordination of data is essential for developing school, teacher, and student objectives for improvement.
- Currently the data is not organized into a seamless and meaningful system for parents, teachers, and students to understand.

- A formal data system will provide for closer monitoring of student performance and for adjustments to curriculum and instruction.
- Need to develop training for all staff and teachers on how to use Illuminate
- Need to train parents on how to use the parent portal of Illuminate, as well as how to read the reports

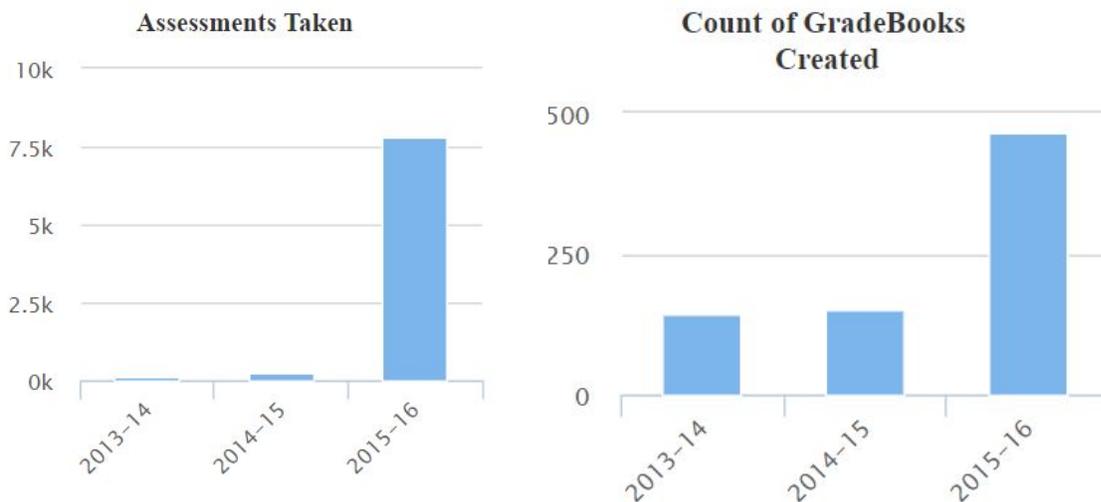
ESLRs Addressed: Lifelong Learners, Exceeding the Standards

Progress:

Coordinated and timely data has become more seamless for teachers and students in the past five years, although we continue to recognize continued training with the data systems is necessary as they continue to evolve. The school uses the Illuminate Student Information System (SIS) as a warehouse of all of our data for students and staff. The Illuminate system has provided the necessary information to our teachers in regards to tracking student progress on state assessments and local assessments, using behavioral data to sponsor change in the classrooms, and provide overall visuals that support our decision making processes as we move forward.

Part of the process to evaluate this goal was to collect data from the staff in regards to their use of Illuminate and whether the information is organized to ultimately guide instruction with the data.

In addition, the program has hired and trained “Illuminators” or staff members that are more deeply involved with the use of Illuminate and understand its functions in order to support other staff members. The graphic below illustrates the amount of assessments taken through the Illuminate system from 2013-2016 and increase in the use of online gradebooks.



Schoolwide Action Plan #3 from previous self study:

Goal: Continue to develop a rigorous math program to address the needs of all students in order to increase achievement across grade levels and take the students in the basic and below basic levels into proficiency and above.

Rationale/Critical Need:

- Self-study findings and discussions within staff indicate that math is not bringing all students into proficiency at all levels.

- Discussion and interactions from all focus groups and PLCs recommendations
- Review of student work and assessment data from NWEA, SBAC and local benchmarks
- May need to find another computer-based assessment if NWEA doesn't align with common core or SBAC formative assessment doesn't give immediate results
- Continue to research and adopt common core Mathematics curriculum

Growth Target:

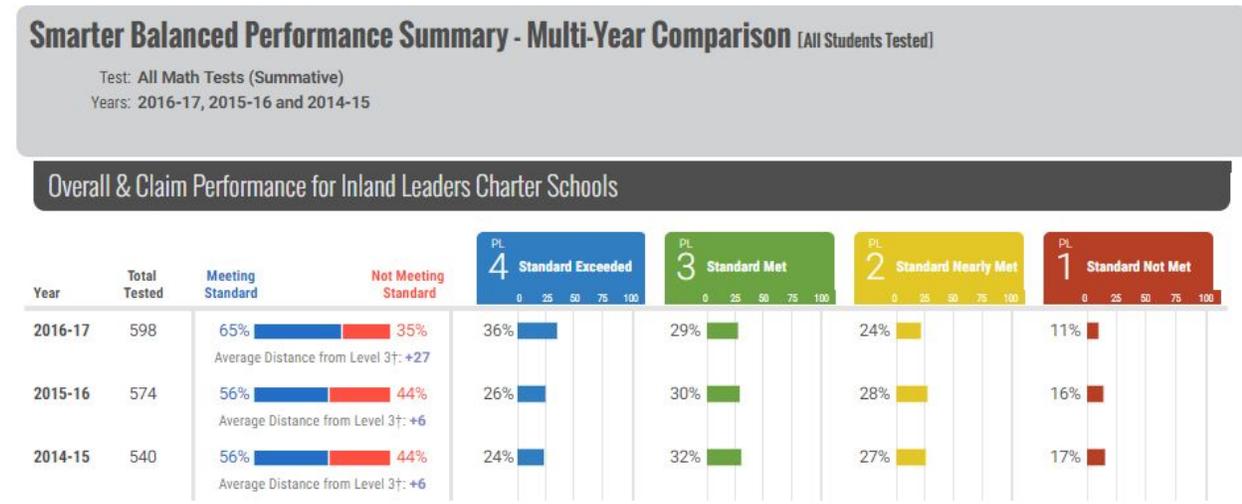
2012-2017: Overall student proficiency in math for all grade levels on the SBAC will improve by 5 percent, which is a cumulative improvement of 15 percent over 5 five years.

ESLRs addressed: Lifelong learners, Desire to Learn, Exceeding the Standards

Progress:

ILCS is extremely proud of our improvement in the area of math since our last self study. In fact, our growth has been so tremendous that we outperform most schools and districts in the state on the SBAC math sections. Our curriculum is unified under Pearson for 1st through 6th grades and we are in our 2nd full year of implementation. Our students made a 9% increase in math scores when comparing just the 2015-16 state scores with the 2016-17 scores.

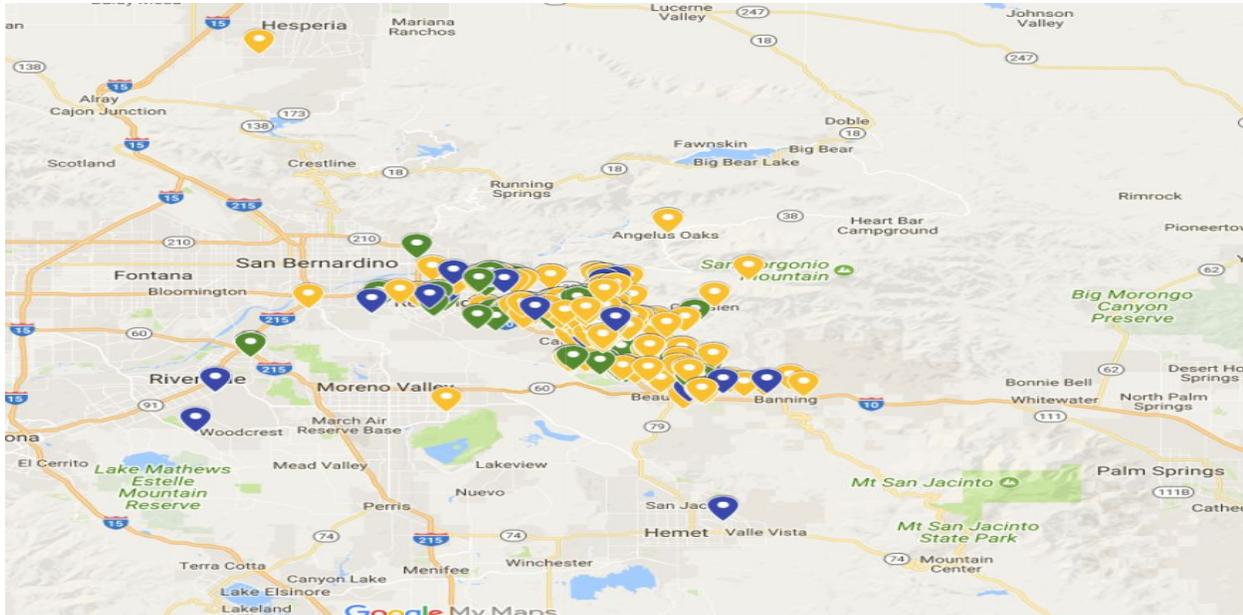
We recognized that our math scores in middle school this last year were not consistent with previous years and our heavy population of special education and addition of newly enrolled at-risk students in that grade level contributed to our struggles. In looking at the data, students who had been with us for 3 or more years were 100 percent proficient on their state exams. Those who had been to ILCS for 2 years or less did not score as well on state math sections. The chart below provides the growth of math scores for all students on the SBAC tests for three years of testing.



Chapter II: Student/Community Profile and Supporting Data and Findings

A. General Background and History

Inland Leaders Charter School is a transitional kindergarten (TK) through 8th grade site-based elementary and middle school located on the southern edge of Yucaipa City in San Bernardino County. The map below depicts the variety of cities and counties that our students reside in.



Local members of the surrounding communities comprised of school administrators, parents, teachers and community members, developed ILCS. They were seeking to create a school that offered alternatives to traditional public schools and innovations that would lead to greater achievement and family support.

ILCS received its independent charter approval in the spring of 2007 through the local school district that maintains necessary oversights. ILCS is currently in its eleventh year of operation and is comprised of 973 students in 31 classes. We hold to high expectations for student achievement and parental involvement and received a state API of 896 in our fourth year of operation from an 836 in our first year. The school prides itself in five core elements: results, leadership, small schools, individualized instruction, and putting families first. These elements drive the school vision, actions, and life at ILCS. The Inland Leaders motto, Beyond the Limits, describes the school's desire to move beyond the typical school environment and deliver education that is far beyond anything experienced before.

ILCS opened on August 17, 2007 with a total of 9 classes. Currently the school maintains a waitlist of over 300 students. Enrollment is open to any student, and there is no selection process for students other than a random public drawing each spring. In addition, ILCS limits its site-based class sizes to 26 students in the fourth through sixth grades, which is highly attractive to many families. Typical class sizes in the surrounding district schools range from 32-36 students in the intermediate grades. In addition to the site-based students, ILCS maintains an independent study option for students whose parents wish to keep them at home for their education but need a solid curricular program. Currently there are over 50 students enrolled in the full-time independent study program.

Current Enrollment by Grade Level

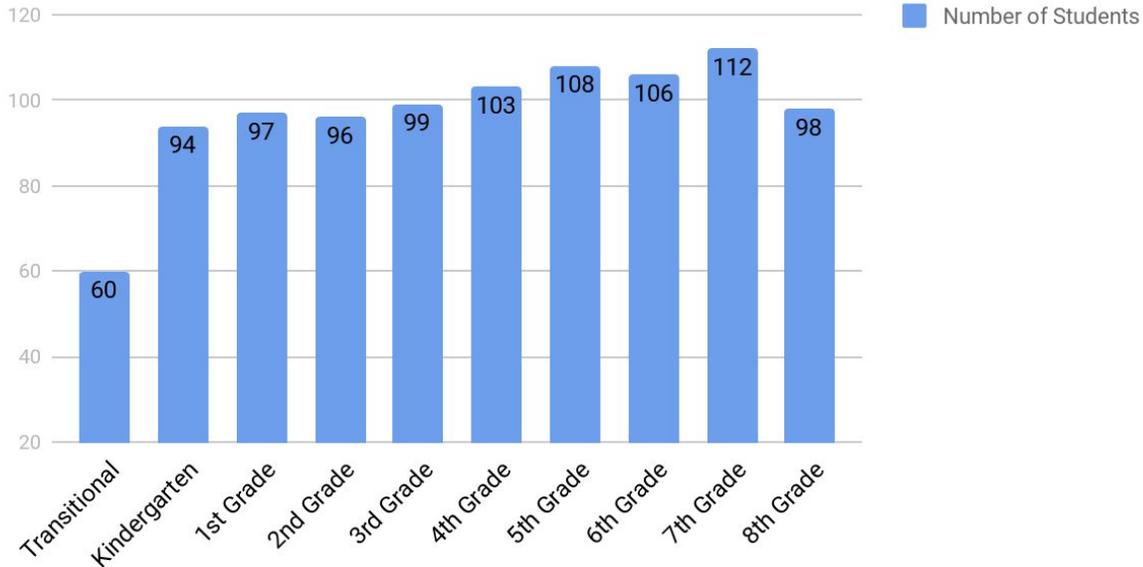


Figure 1: ILCS Enrollment by Grade Level 2017-2018 School Year.

ILCS currently has two campus locations, Bryant Street (BSC) and California Street (CSC). The Bryant Street Campus leases a facility from Bryant Street Baptist Church, which has graciously allowed ILCS to operate during the day. Rooms are shared with the church, and this is one of the school's greatest challenges. Each week the school must make minor changes to the rooms for church use and then back again on Wednesdays and Fridays. The school has added ten modular classes at the Bryant Street site to eliminate the need for most classes to use the church facility and have to breakdown their rooms during the week. ILCS has purchased an alternate site, adjacent to the church facility. Currently, four 2nd grade classes are housed on this new property. ILCS has also opened three transitional kindergarten classes operating from 8:10 a.m. to 12:30 p.m.

The California Street Campus is leased by the Yucaipa Calimesa Joint Unified School District through the use of Proposition 39. In the spring of 2011, due to financial constraints from the state and the persistence of the ILCS School Board, the Yucaipa Calimesa Joint Unified School District decided to close two schools, Meadow Creek and Yucaipa Elementary School. The district awarded their own new charter school, "Competitive Edge Charter Academy" (CECA), Meadow Creek Elementary School, a newer school and awarded Yucaipa Elementary School celebrating its 100 years to Inland Leaders Charter School. ILCS currently leases all of the 29 rooms at the California Street Campus. ILCS has also made the necessary steps to make the school a fun and safe learning environment.

Summary of Major Events by school year

2007- Inland Leaders starts operation with 199 K-6 students at Bryant Street Campus

2009- Inland Leaders starts a new cohort of K-1 at Dunlap Elementary (District site)

2010- Renewal granted by local district with middle school program added

2010- 7th grade starts at Park View Middle School (District site)

2011- TK begins at Bryant Street

2011- ILCS moves 2nd-8th grades to the California Street Campus

2012- ILCS becomes its own LEA for special education and joins El Dorado SELPA
 2015- Renewal granted by local district

Yucaipa Area Community

Inland Leaders Charter School is authorized by the Yucaipa Calimesa Joint Unified School District (YCJUSD) located in Yucaipa, California as a direct funded charter school. Yucaipa is part of the Inland Empire and is nestled in the highland foothills of the San Bernardino Mountains, about an hour’s drive east of Los Angeles. The school was founded in 2007 and is currently located in two different locations, 13456 Bryant St. and 12375 California St. This one charter school serves three distinct communities in two counties. San Bernardino County contains Yucaipa and Oak Glen, and Calimesa is in Riverside County. Most residents commute to other nearby cities, or to the urban sprawls of Los Angeles and Orange County for work.



Figure 2: Map of Inland Empire

Family and Community Trends

The median household income is \$56,452. Strong family values, with a focus on education and youth activities, are central to this community. As of July 2016, Yucaipa’s population is estimated to be 53,309 people. Since 2000, it has had a population growth of 23.61 percent.

Median Household Income	\$56,452
Median Price - Home Value	\$360,500
Median Contract Rent	\$1,073
Owner Occupied Units	13,057
Renter Occupied Units	5,141

Table 1: 2017 Housing Demographic Data

The racial makeup of Yucaipa is 33,400 (64.4%) Caucasian, 927 (1.8%) African American, 1,027 (2.0%) Asian, 1,784 (1.9%) from other races, and 2,127 (3.4%) from two or more races. Hispanic or Latino of any race is 14,700 (28.4%).

Race Distribution in Yucaipa, CA

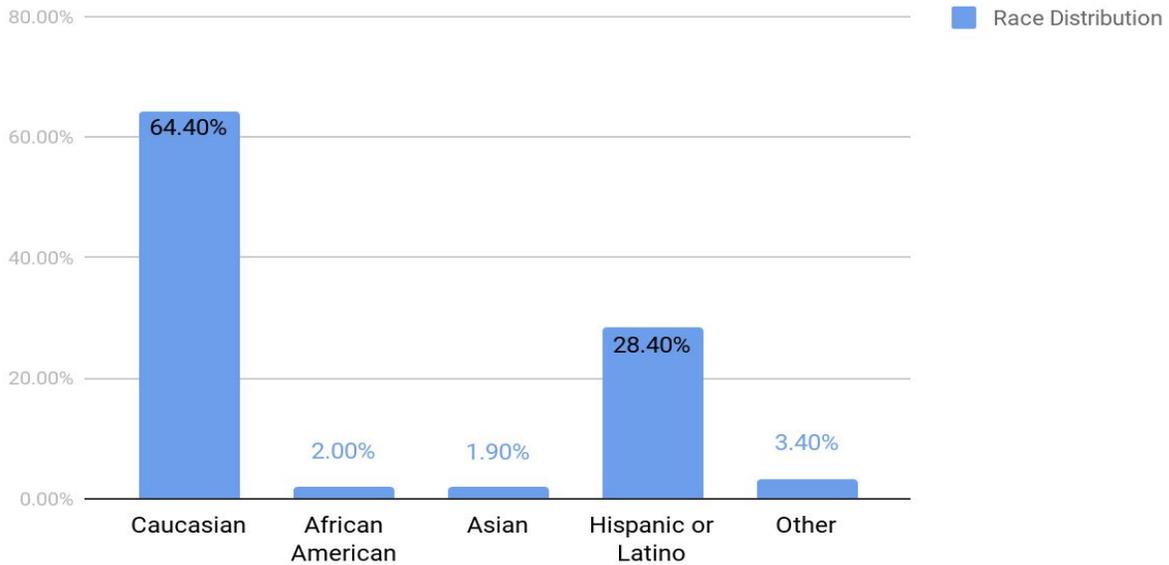


Figure 3: Yucaipa Demographics

The population varies in age, with 13,600 people (26.3%) under the age of 18, 2,923 people (5.64%) aged 18 to 21, 10,900 people (21.0%) aged 21 to 39, 17,300 people (33.4%) aged 40 to 64, and 7,062 people (13.6%) who were 65 years of age or older. The median age is 38.5 years

Age Distribution in Yucaipa, CA

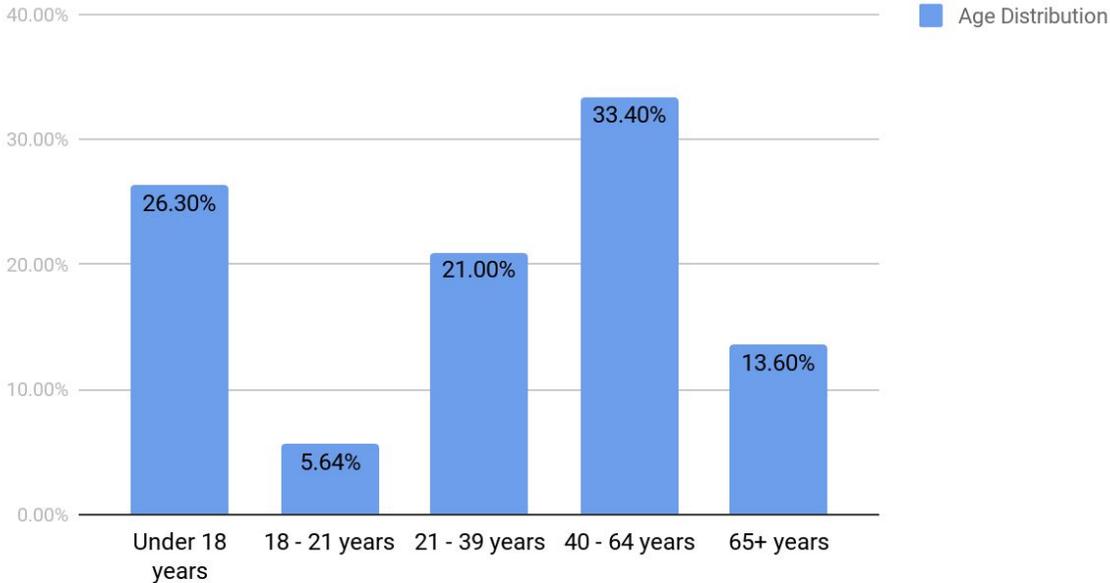


Figure 4: Population of Yucaipa by Age

There are 19,642 housing units at an average density of 704.2 per square mile (271.9/km²), of which 13,503 (74.1%) are owner-occupied, and 4,728 (25.9%) are occupied by renters. The homeowner vacancy rate is 3.0%; the rental vacancy rate is 9.0%. 37,165 people (72.4% of the population) live in owner-occupied housing units, and 13,648 people (26.6%) live in rental housing units.

State/Federal Program Mandates

Currently ILCS operates as its own Local Education Agency for Special Education and currently has over 100 students enrolled with Individualized Education Plans. The services encompass all needs from severe to mild disabilities. ILCS is proud of its accomplishments in the area of working toward full inclusion and the results it has observed since the school took on the special education program.

In addition, ILCS also participates in the National School Lunch Program (NSLP) through the US Department of Education. Currently, ILCS is one of the only charters in the area that “self-prepare” our food locally and do not use outside vendors for food services.

ILCS does not receive any Title I,II or III funding at this time.

Parent and Community Organizations

ILCS is located in the suburban city of Yucaipa nestled in the foothills of the San Bernardino Mountains. As a charter without boundaries, it draws enrollment from several nearby cities (10%) but mainly those from the Yucaipa City limits (90%). Students attending the charter are typically from middle or working class families who are seeking a unique situation for their student(s). The home school population was one of the original target groups in the charter. Now the main focus of the charter is to provide choice for all students residing in the surrounding communities. 90% percent of the school’s populations reside in the Yucaipa Calimesa Joint Unified School District.

It is the philosophy of ILCS that the family plays a critical part in the education and training of children. ILCS believes that throughout the last few decades it has become evident that the families are disintegrating and fragmenting. The founders of the ILCS charter agree that strong families based on common goals and values are rapidly dissipating in our society and families are in need of support. Research has revealed that students with involved and deliberate families who strive for common goals are the most successful academically (Lezotte, 1999). Therefore, ILCS strives to strengthen the families who attend the school through both direct and indirect methods. The School has provided a support structure to not only educate students, but also to connect diverse families within a strong school community supporting each other to raise healthy, educated children. Parents have been highly encouraged to volunteer in the classrooms, lunch area, after school programs, and extracurricular activities. ILCS encourages parents to volunteer 20 hours a year. This is not a mandatory requirement, nor does it affect student enrollment. ILCS has never required parents to volunteer or log their hours of service. ILCS currently has a daycare program at the Bryant Street Campus (Tuesdays and Fridays) for parents to drop off their babies and toddlers, which allows these parents to volunteer in classes and attend meetings.

The school has held family nights each trimester to promote unity and strengthen the school community, create strong expectations for families to participate at the school, and to facilitate family and student support.

Parents are represented on the Board of Directors of the Charter School. Parents have been directly involved in the school governance and the development of School policy and functions through their participation on the Board of Directors and committees. ILCS has been developed for families, by families, to improve families.

ILCS views communication with the public and its parents as critical to its success. Therefore, ILCS has created a variety of effective channels for communication with parents, such as parent nights, an auto-caller, Parent Square, newsletters, student-led newspaper, school open houses, news releases, DVD presentations, and parent phone trees. This has also helped with parents who are unable to volunteer throughout the school days. They have been kept informed of the school activities through a variety of mediums. A parent handbook has also been established.

We believe our community of learners, combined with strong family involvement, effective family models, and great teaching, has created an environment of success in which the struggling as well as proficient learner exceeds expectations.

Community Foundation Programs

The administration has started a fundraising foundation called Inland Leaders Foundation. Inland Leaders Foundation (ILF) dedicates its energy and resources to the support of Inland Leaders Charter School in its role of developing leaders through the use of donations, fundraising, grants, community and educational partnerships. ILF's goal is to reunite the diverse community of parents, teachers, businesses, and others to participate in the privilege of creating 21st Century Leaders. Board members on the foundation consist of local business owners, parents, influential citizens and former educators who are committed to the success of ILCS. The foundation is a separate non-profit organization and operates independent of the charter school.

School/ Business Relationships

Inland Leaders Charter School has strong relationships with local businesses, as well as foundations. Every year students participate in foundations such as Breast Cancer Awareness Month and Relay for Life. Inland Leaders Charter School is also a member of the Yucaipa Chamber of Commerce. Sponsorship in community sports programs such as basketball, baseball, and soccer are ways the school likes to give back to the community and kids.

Every year the activities coordinator and her team of parent volunteers support events and fundraisers for ILCS. Fundraisers consist of everything from Shop Night at the local *Fresh & Easy* to Blizzard Night at the local *Dairy Queen*.

Service to the community at large is an essential part of the school philosophy. Students learn essential skills while participating in service to the community, both within and beyond the school, in response to a community need. ILCS requires all students to perform community service. Student from Kindergarten to 2nd grade are required to perform 6 hours of community services and display their projects. Students in 3rd - 4th grade are required to perform 8-10 hours of community service and display their projects, students in 5th - 6th perform 10 hours, while the 7th and 8th graders must perform at least 14 hours. These projects bring the school and the community closer in relationship.

Due to our thriving community service commitment, some programs have experienced tremendous impact and growth. ILCS has conducted or participated in canned food drives, toy drives, Relay for Life, and Make a Difference Day, as well as each grade level participating in a service learning project throughout the course of the year. Some of our service learning projects including Hurricane Harvey/Irma relief efforts, a clean water campaign for a school in Kenya, and the adoption of our California frontage street through a city "Adopt a street" program. This included beautification with new trees and mulch. Classes also care for the street on an ongoing basis.

Inland Leaders Charter School is largely involved with Kiwanis, Lions Club, and Chamber of Commerce, but in recent years as focused on the Chamber. Students also volunteer at city organizations such as YAPS (Yucaipa Animal Placement Society), homeless shelters, soup kitchens, Braswell's retirement home, military care, Youth Hope, food drives, and Relay for Life.

The administration has started a fundraising foundation called Inland Leaders Foundation. Inland Leaders Foundation (ILF) dedicates its energy and resources to the support of Inland Leaders Charter School in its role of developing leaders through the use of donations, fundraising, grants, community and educational partnerships. ILF's goal is to reunite the diverse community of parents, teachers, businesses, and others to participate in the privilege of creating 21st Century Leaders. Board members on the foundation consist of local business owners and former educators who are committed to the success of ILCS. The Foundation enlists the help of students and parents to raise funds at three events: Golf Tournament, Gala, and APEX Fun Run. Students such as the student council are provided field trip time to visit local businesses and agencies to solicit sponsorships and support and work on their public communication skills.

Staff Description

With the increase of student population, ILCS has also increased teachers and staff from 93 staff members in 2015-2016 to 120 in 2017 - 2018. Figures 5 - 7 and Tables 2 -3 represent the total number of staff, the breakdown of staff roles, education levels of certificated staff, and the breakdown of gender and ethnicity of current staff. Beyond traditional support staff, ILCS also maintains a high degree of counseling and mental health support personnel funded by general fund and special education funding. The mental health staff is comprised of a full time and two part time Marriage and Family Therapists Associates (62 hours).

Total Staff 2015 - 2018

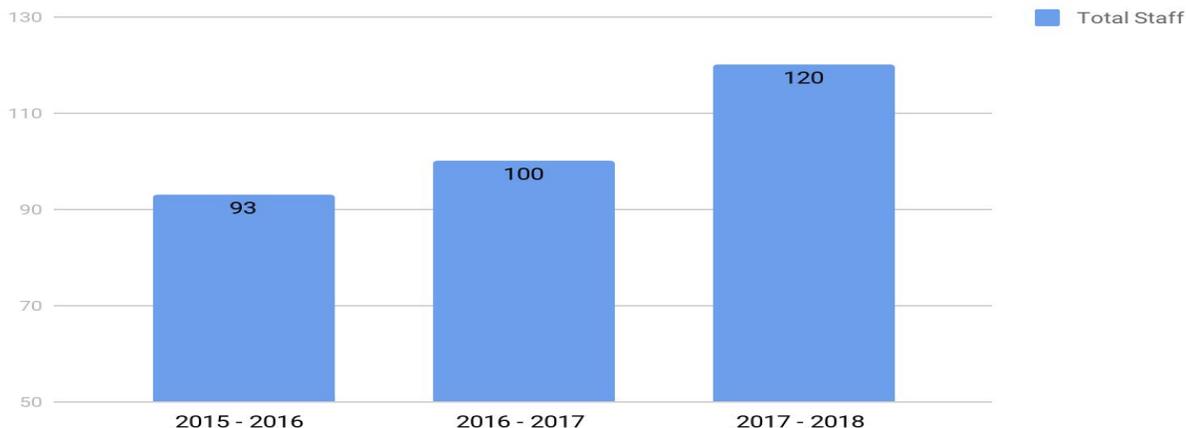


Figure 5: ILCS Staff from 2015-2018

	2015 - 2016	2016 - 2017	2017 - 2018
Administrators	3	4	4
Certificated Staff	51	50	52
Classified Staff	39	46	45
Qualified Pupil Services & Counselors	2	3	3
Substitutes	NA	18	23

Table 2: ILCS Breakdown of Staff from 2015 - 2018

Bachelor's Degree	B.A. + 30 or more Semester Hours	Master's Degree	Master's Degree + 30 or more semester hours	Doctorate
2	26	16	7	1

Table 3: ILCS Breakdown of Certificated Staff Education Levels for 2017 - 2018

Staff Gender Breakdown 2017 - 2018

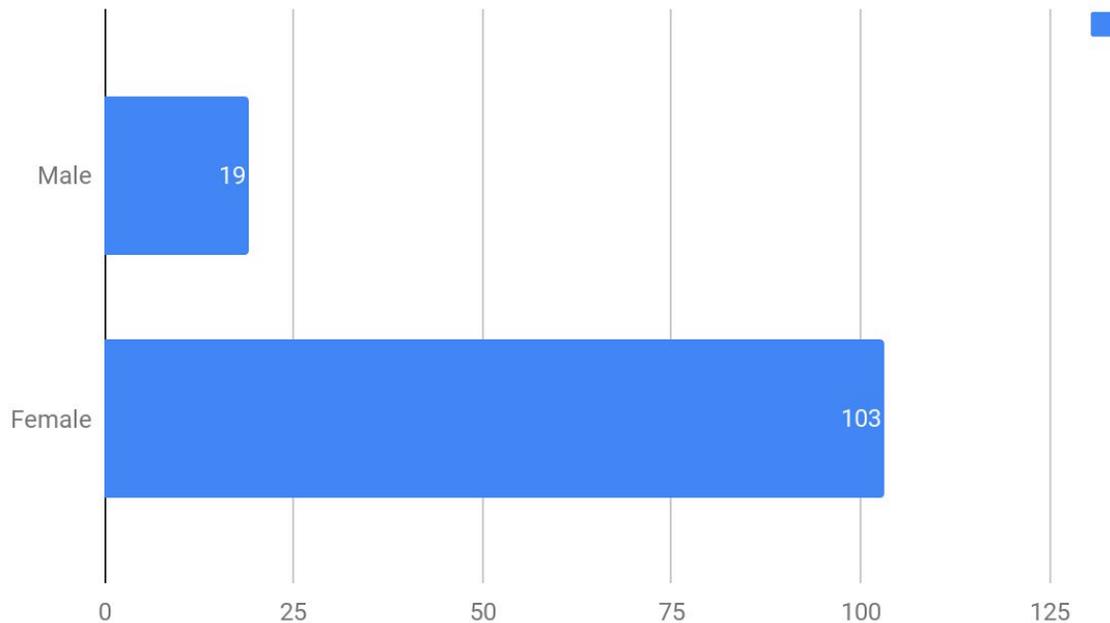


Figure 6: ILCS Breakdown of Staff Gender

Ethnicity of Staff breakdown

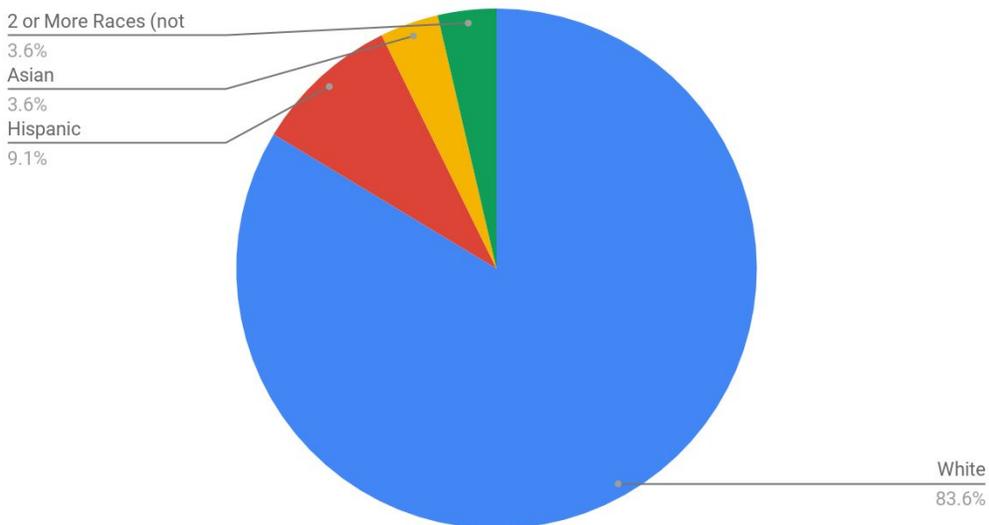


Figure 7: ILCS Breakdown of Staff Ethnicity

WASC Accreditation History for School

The philosophy behind this charter is driven by five core components: **results-oriented programming, student leadership, small learning communities, family first, and rigorous individualized instruction.** The writers of this petition agree that these five elements form the foundation for a successful public school and embody our vision of how learning best occurs. Each of these core elements contributes to the overall goal of the school, which is the creation of *self-motivated, competent, lifelong learners.*

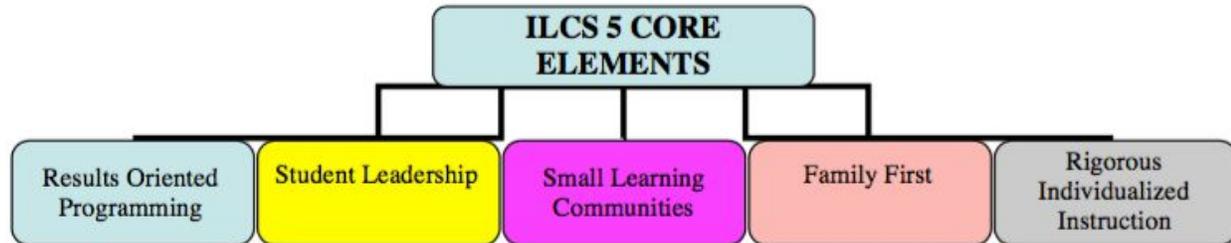


Figure 8: ILCS Philosophy

Vision

The vision of the Inland Leaders is to sustain a high quality community charter school founded upon innovative instruction and character education to create 21st century leaders.

Mission

ILCS is committed to providing a world-class education for students that will equip them with the critical 21st century skills* necessary to be successful leaders in life. This will be accomplished by:

- Providing a safe and structured environment
- Ensuring high expectations for all stakeholders (parents, students, staff)
- Implementing innovative practices, rigorous curriculum, and character training
- Creating strong partnerships with parents and community members

*as defined by the CDE in conjunction with the Partnership for 21st Century Skills (www.p21.org)

The ILCS mission statement was revised in the 2013-2014 school year to address the needs of our changing demographic. Former mission targeted homeschool and private school populations.

Schoolwide Learner Outcomes (SLOs)

At the beginning of this current 2011-2012 school year, the teachers created a streamlined, kid-friendly version of the SLOs to bring a greater understanding and usability to the students. The essentials of the SLOs were combined into an acrostic with the word LEADERS.

LEADERS: L=Life-long learners, E=Effective communicators, A=Active leaders, D=Desire to learn, E=Exceeding the standards, R=Responsible citizens, S=Service to others

The SLOs have been a topic of ongoing conversation amongst faculty and parents. We continually revisit the SLOs and their alignment with our population of learners and the changes that have occurred over the years at ILCS. During the current self-study the leadership team observed that the students may not have a consistent grasp of the SLOs from class to class due to a new focus on our PBIS ROAR program that has been emphasized over the last two years. Teachers and administration recognized the need to provide clear and consistent communication to parents and students about our SLOs at orientations, parent nights, and in class lessons. The SLOs are divided into two categories: academic achievement and leadership skills.

Academic Achievement – We seek to develop students who:

- Develop at appropriate levels to meet or exceed California state expectations in standards-- based instruction in English language arts, math, science, social studies, and physical education, as well as in varied curriculum beyond the standards, such as leadership and Spanish and after--school elective offerings for educational enhancement.
- Are life-long learners and flexible problem-solvers, able to exhibit the interpersonal skills necessary to work in ethical collaboration with others.
- Are able to manipulate technology to plan, prepare, write and present a variety of presentations and exhibitions of their own learning.
- Effectively communicate reflective and critical thinking through both the written and spoken word, respectfully considering the different points of view of others.
- Develop at an appropriate level of proficiency and become familiar in conversation with the Spanish language.
- Reflect on their own learning and develop goals and strategies to improve in areas of weakness.

Leadership Skills – We seek to develop students who:

- Have a developed awareness of their own leadership potential, applying self-discipline, goal setting, and time management to solve any problem, be it social, academic, or global
- Act responsibly in all aspects of their lives.
- Recognize their responsibilities as citizens to meet present and future challenges in a global society.
- Have practiced essential leadership skills within a learning community, including designing and implementing a community service project each year.
- Have practiced essential leadership skills within a learning community, such as teamwork, respect, responsibility, and service.

Great school commitment

The “Great School Commitment” was an initiative started by administration and staff to foster an on-going devotion to making ILCS a great school. During the 2012-2013 school year we recognized that it was becoming a challenge to retain teachers due to the rising wages and incentives of nearby districts. The staff determined to create a type of statement that we would all abide by and sustain in our professional lives. The intended result was to have a high level working environment that supports one another and was ultimately and amazing place to work. Administration printed large posters of the commitment and posted them in key areas as a reminder to staff of our “promise” to each other.

“What makes a great school - great people. We commit to sustaining and fostering an environment that inspires greatness by agreeing to:

Be people with integrity

Value, appreciate, and care for one another

Set clear and high expectations

Be open and maintain positive communication

Be self-motivated, innovative and to encourage others to do the same
Collaborate and be a supportive team member”

In addition to the school mission, vision, and great school commitment, the ILCS staff also revised our staff motto during the 2015-2016 school year from Rigor+Relationships=Results to “Rigor+Relationships+Passion= Changed Lives.” The staff felt that the insertion of Passion and Changed Lives would ignite more of a purposeful intent rather than just “Results.”

History of past WASC Accreditations

In 2008, ILCS received its initial WASC accreditation with an initial visit from former WASC President David Brown and Richard Hansberger. In 2012, we underwent our first full self study with a five member visiting committee chaired by Joe Eldred and coordinated by our principal at that time, Dr. Jay Jimenez. Through this process, we were granted a 6 year accreditation. In 2015, we completed our mid cycle progress report.

LCAP Identified Needs and Goals

The LCAP process at ILCS is a systematic and an inclusive process for all stakeholders. We have involved parents and the stakeholders of the school in the budgetary and decision making processes since inception. The management team administers surveys in January around our four LCAP goals to all stakeholders including students, parents, certificated, and classified staff. The team also held parent meetings in February including all stakeholders (Special education, English Language Learners, Socially Economically Disadvantaged, Independent Study, & general education) to ensure all voices were included in our planning & decision making. The LCAP plan has also been extensively discussed via the finance committee and through Professional Learning Communities.

The graphic below visualizes our LCAP process for involving all stakeholders

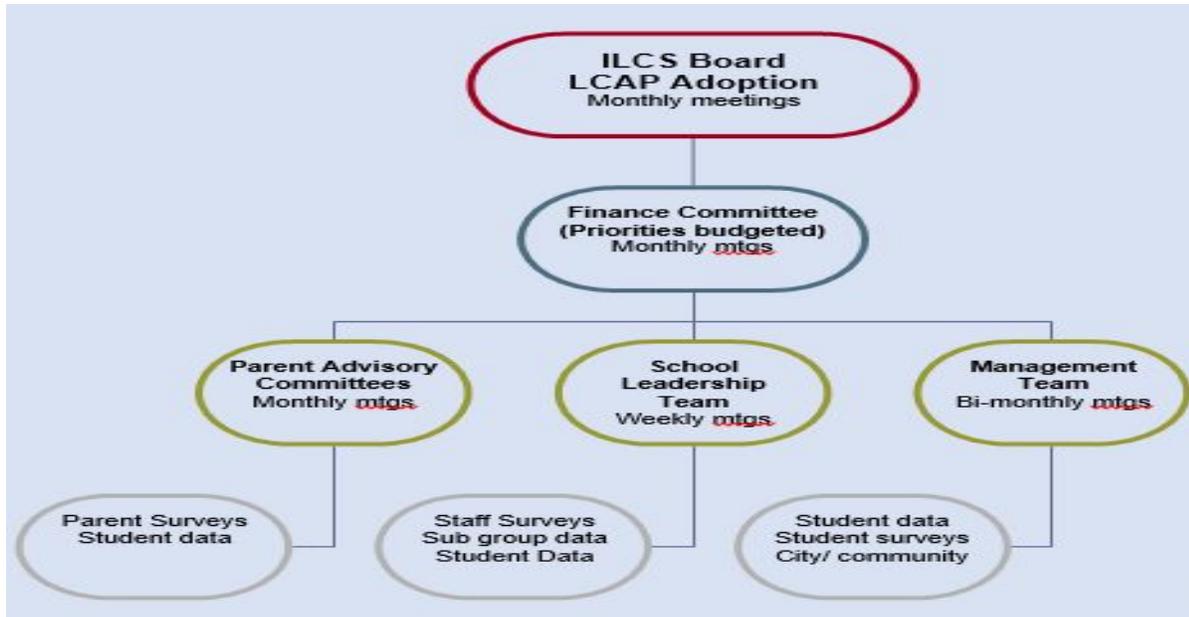


Figure 9: LCAP Process

The consultation of all stakeholders has had a great impact on the LCAP for the upcoming year. The results of the survey indicate several actions & services are needed. Through analysis of the 1st – 8th grade student survey we recognize there is a student to student issues of students not being nice or respecting each other. Students did indicate that they know what is expected of them and are cared for by teachers. We also recognize the need to examine our professional learning communities as 42% of

teachers indicated they somewhat agree to the value of professional learning communities. Teachers also indicated the need for professional development in critical thinking, writing, & reading comprehension. A low percentage of teachers also indicated they felt efficient in teaching 21st century skills in the areas of students as creators and global learning. In meeting with parents, it was noted that there is a need to launch a new student mentor/program to assist with the transition into ILCS.

The goals of the LCAP were designed by the parents, staff, students, board members, and administration to address the state’s eight priorities. The LCAP document is available in the appendix in detail. Below is the school graphic created to encapsulate the four Inland Leaders LCAP goals centered around our school motto.

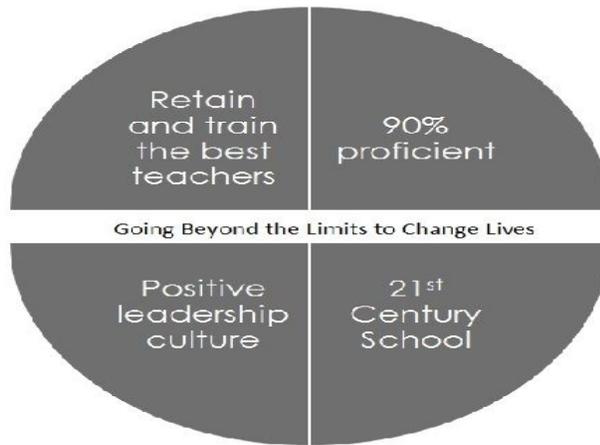


Figure 10: LCAP Goals

B. School Program Data

ILCS Program Description

ILCS has implemented a number of unique elements that go beyond traditional models: leadership training, unique school schedule, foreign language, after-school opportunities, and acceleration. This leadership program is designed to integrate strong character traits into the lives of each child. Teachers are given 30 minutes a day to teach specific adopted leadership standards to students. In content all areas, teachers integrate how to maintain integrity, honesty, citizenship, teamwork, or other leadership themes. Students and teachers are required to perform community service in deliberate ways and given opportunities to share their successes in service. Students are rewarded for their ongoing leadership qualities at tri-annual assemblies, as well as with a leadership fair at the end of the year where students are recognized and awarded by local leaders and parents. We believe that all students are leaders and need to be expected to act as such. Over the last two years, the school has developed and implemented the Positive Behavioral Interventions and Supports (PBIS) framework that we titled ROAR to Success. This was done in response to the increase in office referrals by staff and to proactively support students before issues arise.

ILCS operates on a unique schedule (8:00 a.m.-1:15 p.m.), which creates several distinguished outcomes. This schedule delivers the necessary instructional time required by the state in a condensed form. Families that typically would not attend public school (homeschoolers) attend Inland Leaders, since they are able to retrieve their student around 1:00 p.m. rather than the public school time of 3:05 p.m. This allows for family

time, after-school sports, tutoring, enrichment activities, and enough time to complete homework. ILCS believes that the family is the most critical organization in all of life and needs to be supported through the school structure. The school was developed with the belief that students do not spend enough time engaging with their families in reading, writing, exploring, and spending time together. Another outcome of the schedule is that it increases teacher planning and collaboration time. Every Tuesday, teachers meet in PLCs, or Professional Learning Communities, in their grade level teams. This time focuses on 3 Big ideas: 1) Focus on Learning (not teaching), 2) Collaborative Culture, and 3) Results Oriented, along with 4 Essential Questions: 1) What do we want all students to learn, know, and be able to do? (Essential Standards/what is proficiency?), 2) How will we know we have learned it? (CFAs aligned to proficiency), 3) How do we respond when students don't learn? (Interventions) and 4) How do we respond when students have already learned? (Enrichment) This is a highly effective research-based method of delivering professional development. A final observed outcome of the schedule is the ability to retain students for special education and remediation classes without keeping them late into the day. On occasion, we will gather as a whole staff for a Tuesday meeting, as opposed to a PLC meeting to discuss school business and celebrate successes as a whole team.

ILCS classroom configurations are what Lawrence Lezotte calls "achievement-centered groups," a program based on Lezotte's research that "places them where they can be appropriately challenged in the curriculum and where they can succeed" (*The Effective School's Process, 1999*). ILCS has put this research into practice around a common schedule in which each class in each grade level teaches the same subjects at the same time. As a result, students are able to move to a higher or lower standard level for core subject areas based on their need. This program is titled PACE, or **P**upil **A**cceleration for **C**ontinued **E**xcellence. PACE is unique to ILCS and was created by the founding members, based on the current *Effective Schools* research, visitations at charter schools that have implemented similar programs, and in coordination with *RISC* (Reinventing Schools Coalition). A student in the third grade who is working at a fourth grade math standard level goes to the fourth grade class for math instruction. These multi-age classes are fluid, and students are not required to spend an entire school year at one level before moving to a higher grade/standard level. There are currently over 54 students who PACE for the 2017 - 2018 school year.

Students have access to the school library, computer lab, 3D animation and maker lab at the CSC site. These resources such as library books are stored in classrooms at the BSC site due to space constraints.

Curriculum and Course Offerings

School curriculum consists of core adoptions of *Pearson EnvisionMath* and *Pearson ReadyGen* across grade levels (except kinder and middle school) to support the Common Core standards. Teachers are given freedom and flexibility to develop their own units and lessons if core materials are not achieving the desired outcomes. Kindergarten and middle school teachers currently are using teacher developed curriculum to address their standards. A variety of supplemental resources are also utilized by teachers and provided by school funds.

ILCS was founded with a desire to offer a foreign language experience to students in an area that typically did not receive such instruction in traditional schools. Founding members determined that great outcomes came about in their own lives from the use of 2nd and 3rd languages. Therefore Spanish is offered to all students at least one hour a week with the use of three Spanish instructors led by Dayanara Garcia. The Spanish teachers design engaging and active lessons built around the "Comprehensible Input" model for language acquisition. Our goal is to provide instruction that will allow our 8th grade students to enter the Spanish 2 language classes at the local high schools thus accelerating their language studies.

All students also receive physical education each week from one of our two physical education coaches during assigned times throughout the week. Our school has demonstrated strong physical and nutritional achievements as demonstrated by our USDA Healthier Schools Bronze Award as one of the only area schools to receive such an honor.

After Lunch/ After School Programs/ Extracurriculars and Interventions

ILCS requires that all 3rd through 8th grade students participate in a second session course after lunch time once a week. 2nd session was developed due to the fact that many students were not participating in the voluntary electives program and to provide a all students with at least one enrichment class each year. This program exposes students to disciplines that they may not otherwise have access to, including technology, music, sports and art. The class that each student is placed in is determined by their grade level. In 3rd grade students study writing and technology, 4th grade is music, 5th grade is art, and 6th grade is sports and nutrition. Middle school students also must stay one day a week for their 2nd session and have choices of various classes such as electronics, robotics, art, and dance.

ILCS also offers an after school intervention program called Success Academy for struggling students. This program is offered twice a week - one day focusing on math interventions and the other day focusing on ELA interventions. These classes are taught by the grade level certificated teachers on staff. Every teacher is required to teach at least 2 hours a week of success academy. The academies are a major intervention for struggling students and grade levels design the curriculum, instruction and assessments that meet their students' individual needs while administrators monitor progress at more global level. As students demonstrate proficiency, they are exited from this program and no longer attend. Success Academy data is analyzed during PLC meetings so that the program can be continually improved and refined to adjust to student needs. Additionally, if students do not respond to developed and provided interventions, a Student Success Team meeting is held. The team is comprised of general education teacher, administrator, parent, and as needed, school psychologist or behavioral health specialist (Marriage and Family Therapist Associate). During team meetings, a plan is developed to differentiate instruction and utilize differing interventions. After two or more SST meeting have been held and the student has not responded to the delivered interventions, the SST may recommend the student for a psycho-educational assessment to determine if the student presents with a disability that is impacting their educational performance.

Teachers are also paid extra stipends to provide intervention classes before or after school on their own time. Teacher complete intervention proposals that are approved through administration based on the overall design and potential effectiveness of the class.

ILCS also maintains an extensive after-school program titled "electives" consisting of more than 40 after school classes to support student interests and needs. These classes include (but are not limited to) art for all ages, advanced painting, student government, guitar, voice lessons, piano, cheerleading, Mandarin Chinese, Legos Engineering, drama, book clubs, Crossfit Kids, farming, journalism, cooking, music, 3D animation, Spanish, Tae-Kwon Do, tennis, sports training, running club, homework club and an array of tutoring. Each one of these classes is offered on a weekly basis throughout the entire year. The opportunities after school go "beyond the limits" and allow for students to spread their wings in different areas.

ILCS also offers a full summer school program that focuses on supporting students who are below proficiency in math and/or reading as well as providing enrichment activities. This program has been offered for three consecutive years and is attended by approximately 100 students in small grade level classes consisting of 10 students. The program is three days a week, four weeks for about 4 hours. Extended School Year (ESY) is also offered to our students receiving special education services that qualify based loss of learning and demonstrated retention issues.

Another area of highlight is the ILCS sports program that continues to grow and blossom. The program started with girls' softball in the year 2013. Since then the program has a part time athletic director supervising and managing, baseball, softball, soccer, basketball, cross-country, track and field, volleyball and football. Teams have open tryouts for 6th through 8th grades and participate in a large Southern

California league comprised of private and charter schools. Currently our softball and track teams are on their way to the playoffs.

ILCS continues to provide critical learning opportunities such as field trips. Students from ILCS get to enjoy at least two field trips a school year per grade level. Some of the field trips include 8th grade attending a science and leadership camp in Catalina and 5th grade attending outdoor science and leadership camp in Running Springs at the Pali Institute. Pali provides excellent courses in a variety of science and leadership topics, all of which offer hands-on learning for all students. There are over 50 lessons available, and teachers choose which ones are specific to their own class' needs. Student council members attend a three day trip to Sacramento in which they lobby and discuss local issues with their state representatives.

Special Education

Special education student comprise approximately 10.5 percent of the student population and are serviced by our school staff in partnership with El Dorado SELPA. ILCS is considered its own LEA for purposes of special education since the year 2012. Prior to 2012, services were provided through the local district. ILCS currently employs a full time school psychologist who also is in the role as the Student Services Coordinator in charter of special education and 504 plans. ILCS is working on a transition to full inclusion over the last three years and currently includes all students in general education classes with specialized academic instruction services embedded except for a small group of moderate to severely disabled students who are taught in a self-contained classroom with a qualified teacher and aides. Students who require extra support in classes with disabilities such as Down's Syndrome are provided with an aide for academic, physical and socioemotional assistance. Other services include Speech and Language, Occupational Therapy, Behavior Intervention, Mental Health services such as Counseling and Guidance and Individual Counseling, as well as Vision Impairment Services and Orientation Services for the visually impaired blind. A break down of student services is provided in the graphic below.

All students have access to technology and grades 1 through 8 have school issued Chromebooks for a 1 device to 1 student ratio. ILCS has been able to expand its use of computer networks and systems so that all students and staff have excellent access at home and school. Students are able to check out Chromebooks for home use along with "hotspot" devices provided and paid for through the school. In this manner, ILCS is supporting our low socioeconomic students and removing barriers for success.

Health Services

ILCS has a large population of students with serious health issues and especially life-threatening allergies. As part of our recognition of this need, the school has been contracting services with a local registered nurse (RN) and school nurse credential to support students for the last five years. Along with the nurse is a health assistant at the CSC campus where more of the serious health concerns are located. The health assistant is on campus during student hours to attend to lower level issues, input health data into Illuminate and conduct simple health screenings. The consulting nurse is on both campuses up to 25 hours a week and provides trainings to staff, parents and students along with higher level screenings, interactions with healthcare providers, emergency care plans and 504 accommodation plan development for the 504 team. She also provides direct services for students such as catheter changes, diabetic blood sugar testing and breathing treatments. The graphic below displays the number of conditions that students have at ILCS.

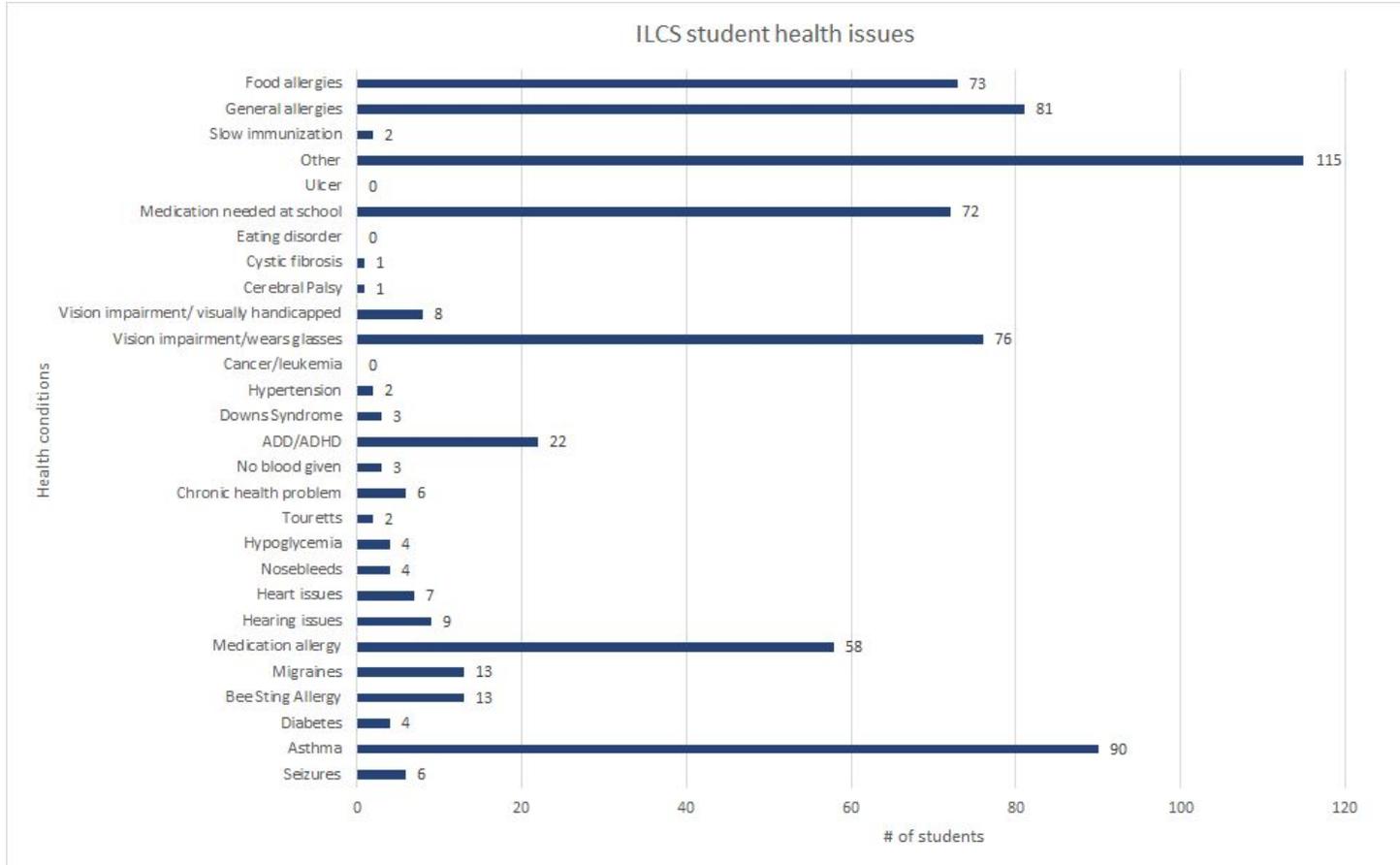


Figure 11: Student Health Conditions

C. Demographic Data

Students from various cities attend ILCS. Currently, 17.5 percent of students reside outside of the school district boundaries in both San Bernardino and Riverside counties. The graphic below represents the count of students that attend ILCS from each surrounding city. Each city has its unique culture and the data helps our staff understand the needs students bring with them and the idea that students and parents will travel a good distance to attend our classrooms.



Figure 12: Primary Residence for students

Parent's education levels have dramatically increased from years to year. ILCS has a substantial amount of parents that have some college or have a college diploma. Figure 13 illustrates the comparison of each individual parent's education level from the current 2017-2018 school year.

Parent Education Levels

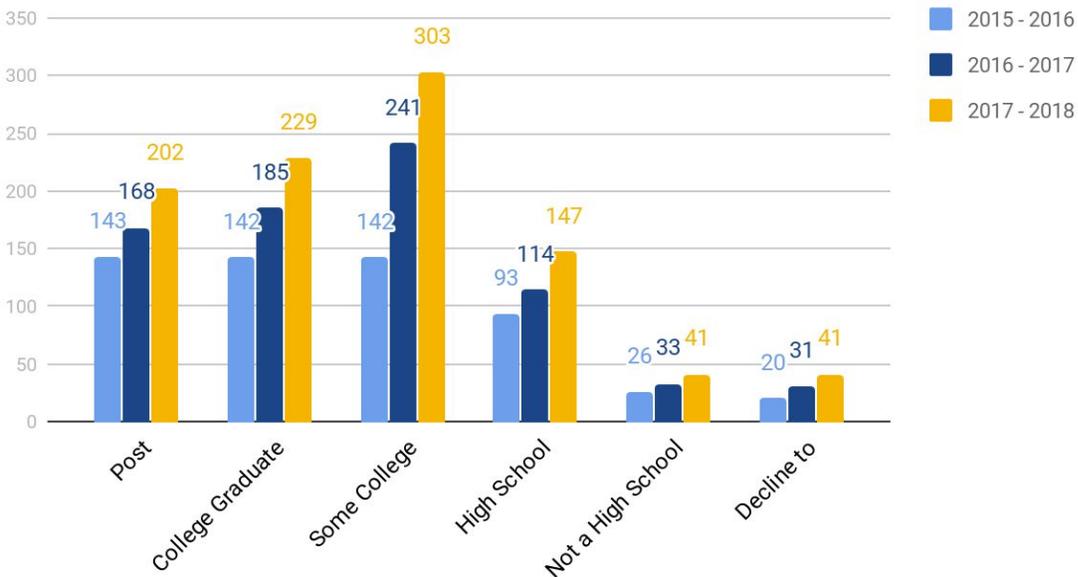


Figure 13: ILCS Parent Education Level from 2017 - 2018

Figure 14 illustrates the number of students who qualify for free or reduced lunch from 20015 - 2018. The number of free lunch students has shown the most growth over the 2016-2017 to the current school year.

Students who Qualified for Free or Reduced Lunch

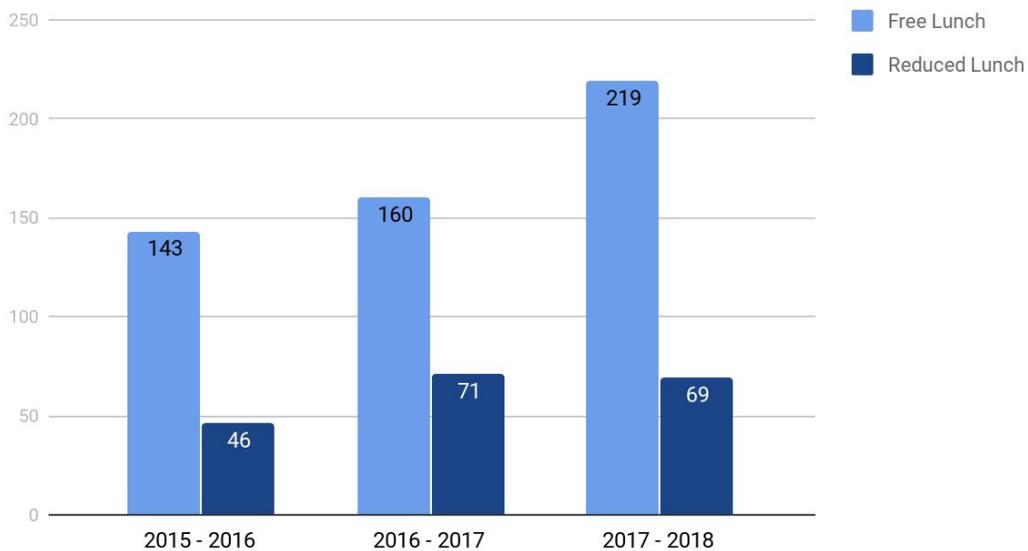


Figure 14: Free and Reduced Lunch Qualifications from 2015 - 2018

Currently, ILCS has 973 students enrolled between Transitional Kindergarten - 8th grade, including independent study students. Figure 15 illustrates the breakdown of the number of students per grade level from 2015 - 2018.

Enrollment by Grade Level

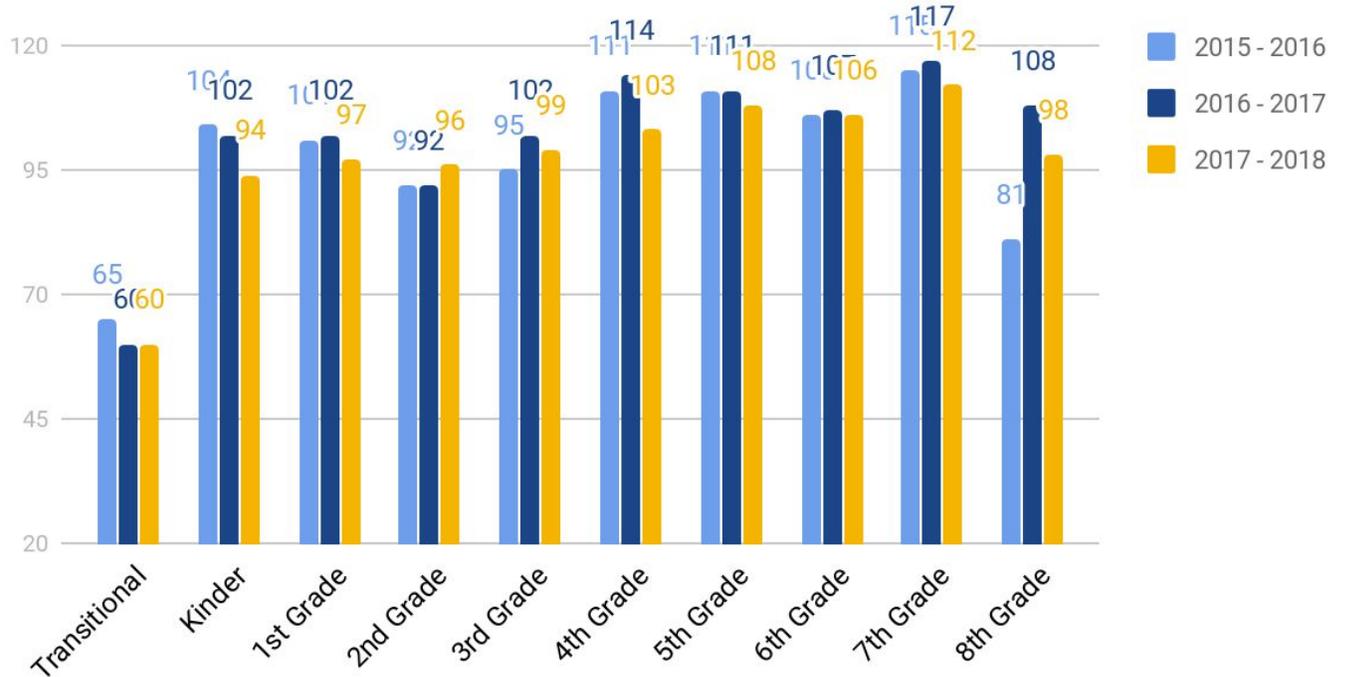


Figure 15: Grade Level Enrollment from 2015 - 2018

The ratio of boys to girls has been mostly equivalent throughout the last three years of school. Table 4 illustrates the enrollment by grade level and gender for 2015 - 2018.

	2015 - 2016 Males	2015 - 2016 Females	2016 - 2017 Males	2016 - 2017 Females	2017 - 2018 Males	2017 - 2018 Females
TK	31	34	31	29	36	26
Kinder	48	56	49	53	51	53
1st Grade	56	45	46	56	53	50
2nd Grade	55	37	52	40	48	51
3rd Grade	46	49	64	38	52	47
4th Grade	62	49	54	60	64	42
5th Grade	56	55	59	52	54	55
6th Grade	61	45	50	57	62	49
7th Grade	56	59	69	48	58	57
8th Grade	48	33	52	56	63	41

Table 4: Enrollment by Grade Level and Gender

Figure 16 illustrates enrollment by grade level and race/ethnicity for the 2015 - 2018 school years. ILCS is currently predominantly white with 72.9%, followed by Hispanic at 28%. The enrollment by ethnicity/race of ILCS is a close reflection of the district.

Student Race Breakdown from 2015 - 2018

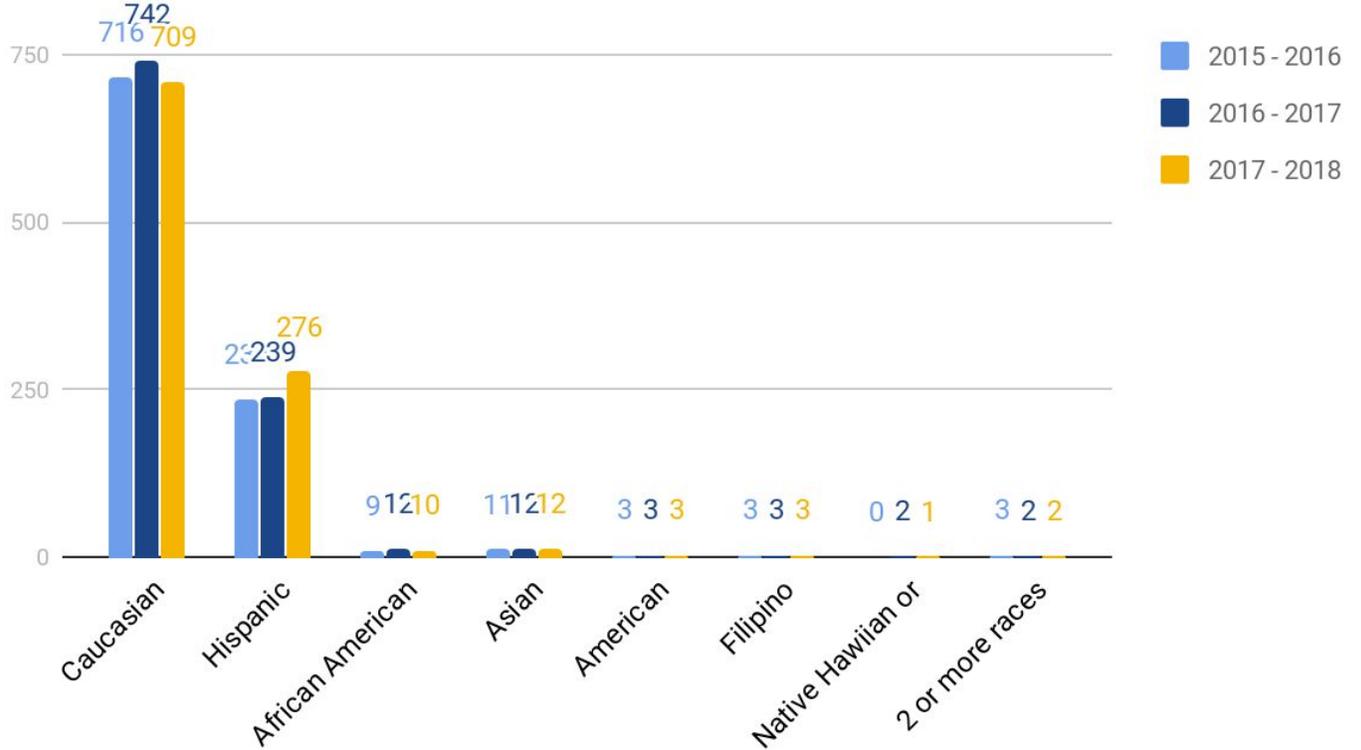


Figure 16: Enrollment by Grade and Race/Ethnicity for the 2011-2012 School Year

ILCS has a growing population of students speaking languages other than English. Figure 17 illustrates enrollment of EL learners for 2017 - 2018. ILCS has a small population of ELL and has had success in the past of exiting students from EL status to RFEP. Currently 5.09% (50 students) are designated as EL, 2.4% (23 students) are RFEP and only 7 students are currently IFEP or initially fluent in kinder.

Primary Student Languages

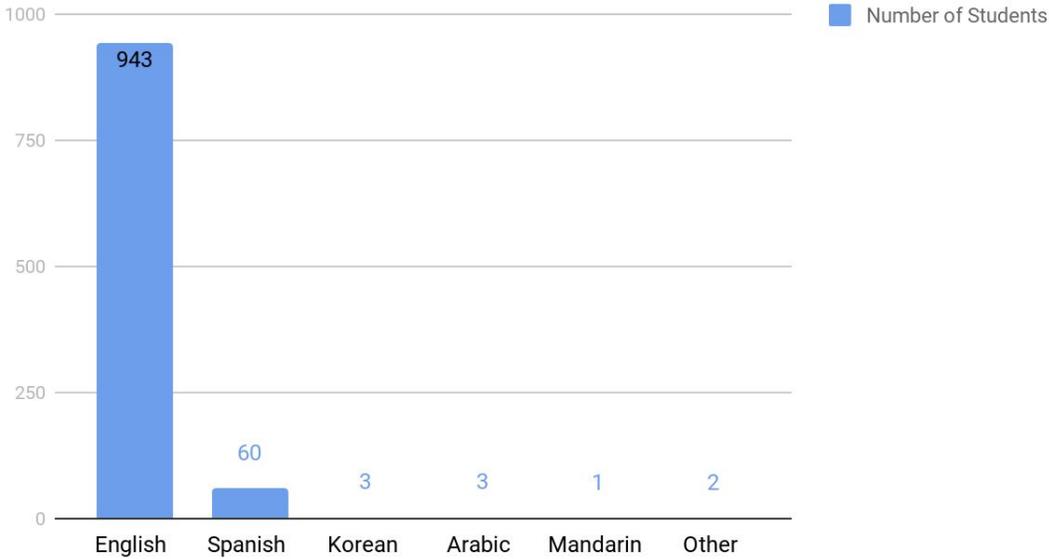


Figure 17: Student by Home Language and Grade from 2017 - 2018

English Learner populations have increased at ILCS over the years. The following table demonstrates the increase in students.

2012-13	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
6	12	25	40	44	50

Table 5: Count of EL students by school year

ILCS has a population of special education students that comprise approximately 10% of the enrollment at ILCS. These students are currently being served by our Special Education Department which includes Education Specialists, Adaptive Physical Education teacher, Speech-Language Pathologist, School Psychologist, Behavioral Health Specialist, and Paraprofessionals. Figure 18 illustrates enrollment of special education students for 2015-2018. The 2015-16 school year concluded with 94 students receiving some level of special education services. While, the 2016-17 school year concluded with 110 students receiving special education services. ILCS currently has 1029 students (68 students with Specialized Academic Instruction and 58 with Speech / Language services) receiving special education services. ILCS also provides a variety of other related services for students depending on the presented needs. ILCS currently provides Occupational Therapy, Adaptive Physical Education, Educationally Related Mental Health Services, Health Care Services, Deaf & Hard of Hearing Services, Vision Services, and Orientation and Mobility Services.

Number of SPED Students from 2015 - 2018

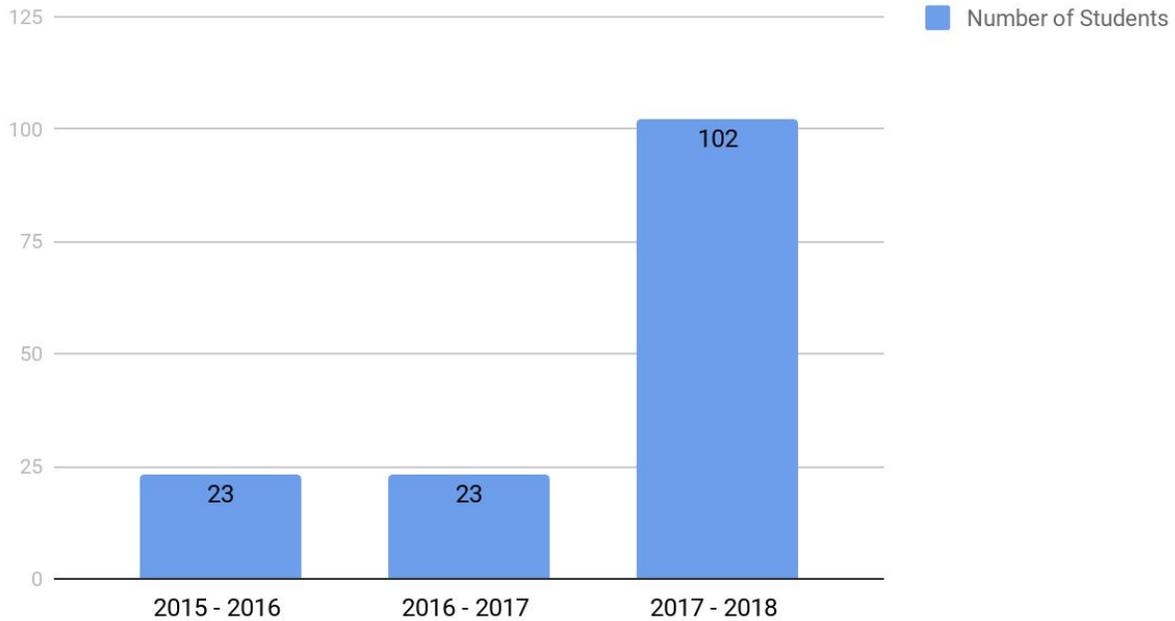


Figure 18: Special Education Enrollment 2017-2018 School Year

Figure 19 illustrates the number of students involved in our PACE program from 2015 - 2018. Figure 20 illustrates the number of students involved in the Middle School Honors program from 2016 - 2018 (2016 was the first year this program was in place).

PACE Enrollment by Year

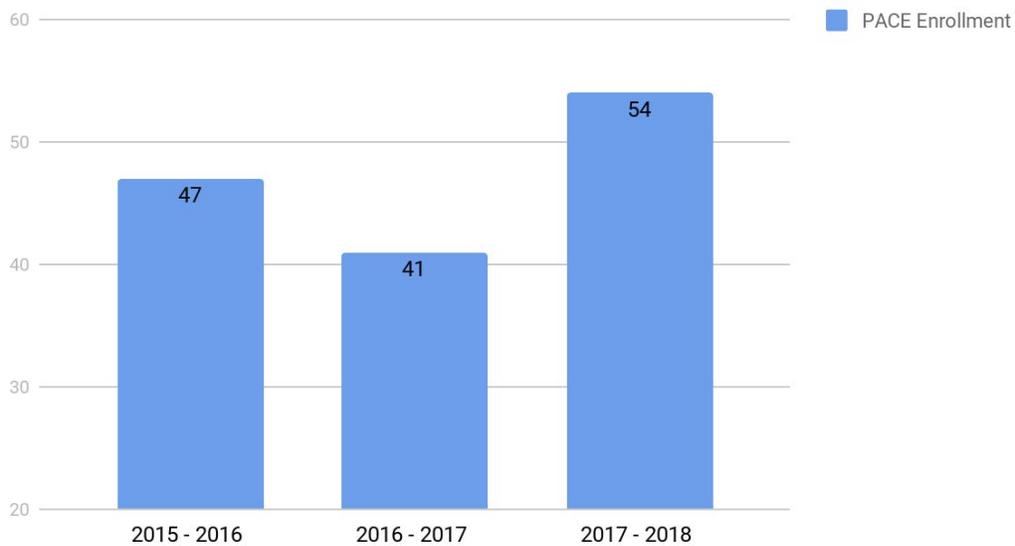


Figure 19: PACE Enrollment 2015 - 2018

Middle School Honors Program Enrollment

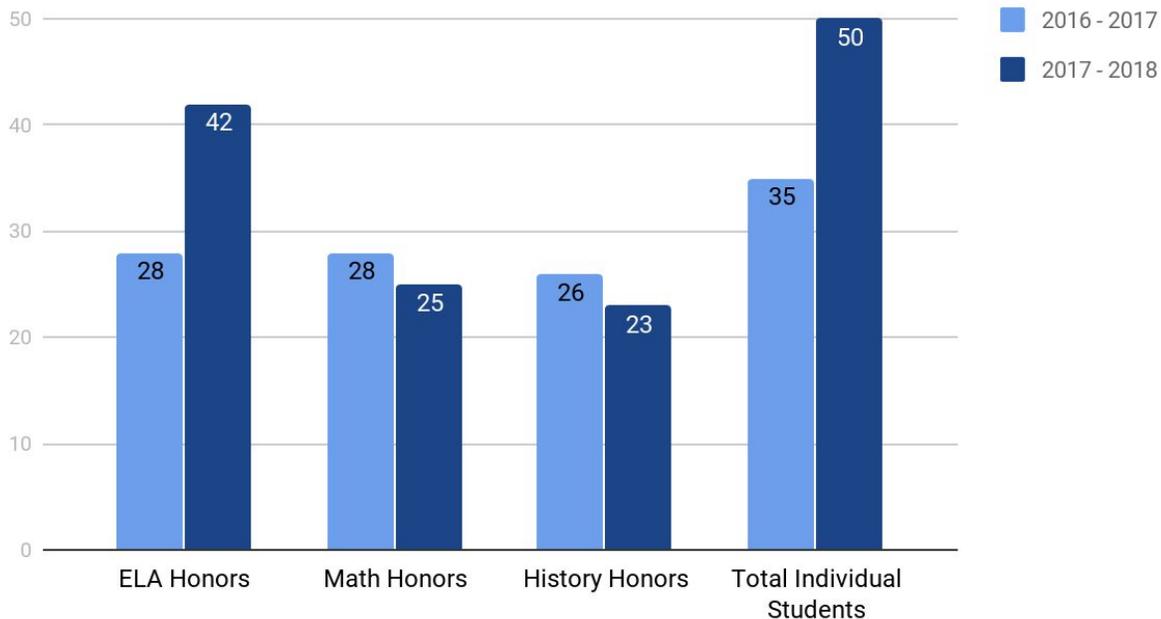


Figure 20: Middle School Honors Enrollment 2016 - 2018

EL Student Classification 2015 - 2018

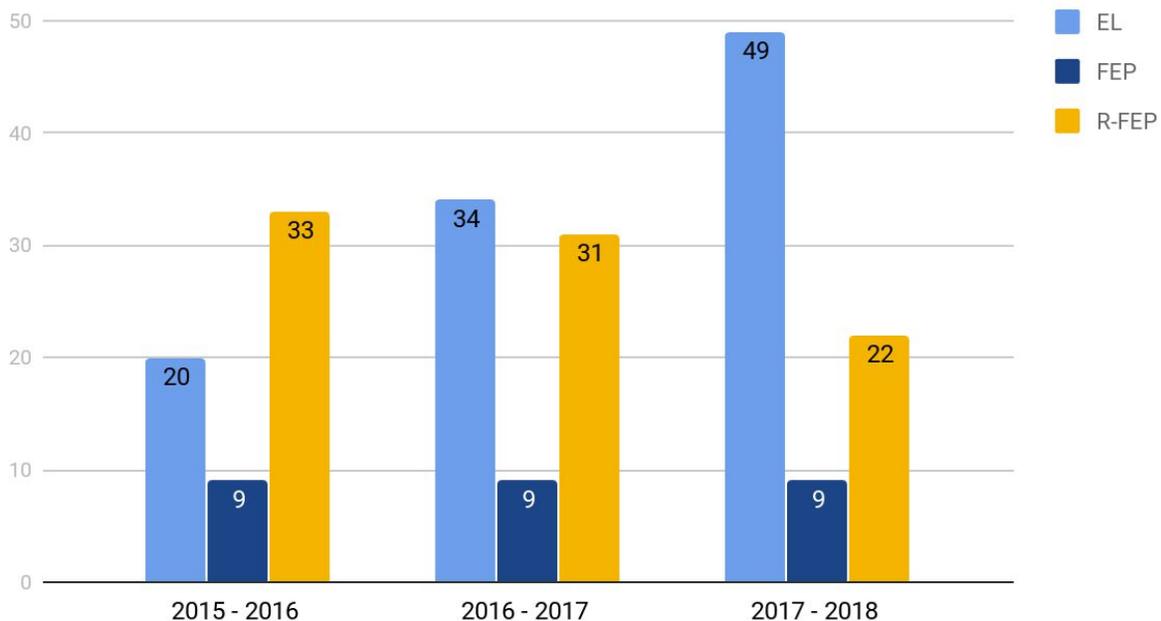


Figure 21: EL Student Classification 2015 - 2018

D. Data on Addressing the Eight State Priorities

LCFF Priority 1 - Basic Conditions for learning

Priority 1 is a real strength for ILCS in that our LCAP goal one was created to retain highly qualified staff for our instructional program. In previous years we had experienced up to 20 percent of our teaching staff leaving for other positions or districts for jobs. Therefore, the retention of teaching staff was paramount as an LCAP goal for all stakeholders and in the last three years our teacher retention rates are above 90% and at 100% for the 2016/17 to 2017/18 school year. All core teachers are NCLB highly qualified. Core teachers as defined in the ILCS charter document include teachers who instruct English, math, science and history. Non-core teachers are not required to hold a credential (per California Charter Regulations) and include our technology teacher and two of our Spanish instructors. There are no teachers on intern, provisional permits, or special circumstances. The following chart provides data in terms of our staff and snapshot of their profiles.

Profile of core teaching staff as of January 2018

# of Core teachers	39
# of Master's Degrees	15
Average years of Ed Service in education	10.24
Average years of service at ILCS	5.63
# of female teachers	36
# of male teachers	3

Table 6: Teacher Education Levels, Years of Service, & Gender

Core Teachers Ethnicity Data

Ethnicity	% of teaching staff
Hispanic	10
White	80
Asian	5
2 or more races	5

Table 7: Teacher Race Breakdown

ILCS also employs a variety of paraprofessionals to primarily support special education services. Currently the school employs six paraprofessionals working between both Bryant Street Campus and California Street Campus. These paraprofessionals support learning in both the general education settings and the special education settings. Some paraprofessionals work in a 1:1 or 1:2 capacity while others support the learning of all students in the classroom.

Professional development is another internal strength of the school program. We are blessed to maintain a great level of expertise amongst our staff which supports our PLC process. Teachers are provided with a

“lead teacher” at each grade level to facilitate and support grade level PD among other responsibilities. Teachers have access to conferences and workshops as approved by site administration. Currently the focus of professional development has been on literacy and the implementation of Doug Fisher’s work in his book titled, “Visible Learning for Literacy.” New teachers are also provided with two years of induction (formerly BTSA) through the CTI (Center for Teacher Innovation) division of the Riverside County Office of Education. Coaches for induction teachers are provided by ILCS.

School facilities tend to be a challenge for most charter schools. ILCS is fortunate to reside in two high quality facilities that are well kept. The BSC campus is located at the Bryant Street Baptist church and is maintained as a partnership with the church. Recently the BSC campus had a complete remodel to student bathrooms, wifi, and security gates. The school employs a day custodian and contracts with a cleaning service for more support in the evenings. The California Street Campus (CSC) is a former district site that was closed due to the lack of enrollment and consolidation of the district facilities due to budget issues. ILCS retained use of the site and the facility is old but in good repair. The school is clean and extremely safe due to security systems and high fencing.

LCFF Priority 2 - Implementation of Academic Standards

ILCS has been diligent in implementing and sustaining high academic standards for all students. Starting in the 2012-2013 school year, ILCS created a new administrative position, Director of Educational Services, to support the Common Core implementation across all grade levels. The Professional Learning Community (PLC) system was utilized to support the implementation. Teachers met each Tuesday afternoon in their PLCs to unpack the standards, develop/research curriculum, and ultimately determine aligned assessments. Since little “Common Core” aligned curriculum was produced at the beginning of implementation, ILCS hunted and searched for the content that we determined to be most effective. The process involved a constant system of developing units, testing curriculum, meeting to determine effectiveness and look at data and adjusting to become more effective.

The Common Core plan with the foundations of the Common Core system including the Revised Blooms and Depth of Knowledge frameworks during the 2012-2013 school year. Extensive training was provided to all teachers in developing their use of the framework and observational data was collected to allow administration to support further professional development.

The second year of implementation (2013-2014) involved the full implementation of the Common Core math curriculum including parent workshops, remodel of the report cards and the use of new pilot curriculums for math. The 2014-2015 school year involved the implementation of the Common Core English Language Arts Standards. Teachers aligned, unpacked and developed their units of study based on the standards and training was provided to develop their understanding of the ELA standards in their classrooms. Starting in 2015-2016, ILCS started the Next Generation Science Standards (NGSS) as an initial roll out starting in sixth through eighth grades with realignment of curriculum units. ILCS is continuing to develop training and curriculum for the NGSS to be fully implemented by 2019-2020.

LCFF Priority 3 - Parent Engagement

It is the philosophy of ILCS that the family plays a critical part in the education and training of children. ILCS believes that throughout the last few decades it has become evident that the family is disintegrating and fragmenting. The founders of the ILCS charter agree that strong families based on common goals and values are rapidly dissipating in our society and families are in need of support. Research has revealed that students with involved and deliberate families who strive for common goals are the most successful academically (Lezotte,1999). Therefore, ILCS strives to strengthen the families who attend the school through both direct and indirect methods. The School has provided a support structure to not only educate students, but also to connect diverse families within a strong school community supporting each other to raise healthy, educated children. Parents have been highly encouraged to volunteer in the classrooms, lunch area, after school programs, and extracurricular activities. ILCS recommends that parents volunteer

20 hours a year. This is not a mandatory requirement nor does it affect student enrollment. ILCS has never required parents to volunteer or log their hours of service. ILCS currently has a day care program (BSC only) for parents to drop off their babies and toddlers which allows these parents to volunteer in classes and attend meetings.

The school holds family nights each trimester to promote unity and strengthen the school community and create strong expectations for families to participate at the school level. Some examples involved attending hockey and baseball games as a school with students singing the national anthem or the dance team highlighted at the half time. Other parent nights have included movie nights on the school fields or parent trainings such as personality tests to support parent/child relationships.

Parents are represented on the Inland Leaders Charter Schools Board of Directors as voting members. Elections are held school-wide to decide which parents sit on the Board. Parents have been directly involved in the school governance and the development of school policy and functions through their participation on the Board of Directors and committees. ILCS has been developed for families, by families, to improve families. Parent representative also sit on the Finance Committee that meets each month and recommends budgetary actions to the Board.

ILCS views communication with the public and its parents as critical to its success. Therefore, ILCS has created a variety of effective channels for communication with parents such as parent nights, an auto-contact (*ParentSquare*), interactive website, newsletters, school open houses, news releases, presentations, and parent phone/text groups. This has also helped with parents who are unable to volunteer throughout the school days. They have been kept informed of the school activities through a variety of mediums.

ILCS also maintains an Activities Coordinator position that is charged with supporting and inspiring parents at all levels. The Coordinator meets with room parent leader volunteers on a monthly basis to train and develop programs to support students among other duties.

We believe our community of learners, combined with strong family involvement, effective family models, and great teaching has created an environment of success in which the struggling as well as proficient learner exceeds expectations. Figure 22 demonstrates the parent involvement at ILCS. The pie graph represents a total of 581 families from the 2013-2014 school year and only counts one volunteer member per household although many families have multiple volunteers such as grandparents.

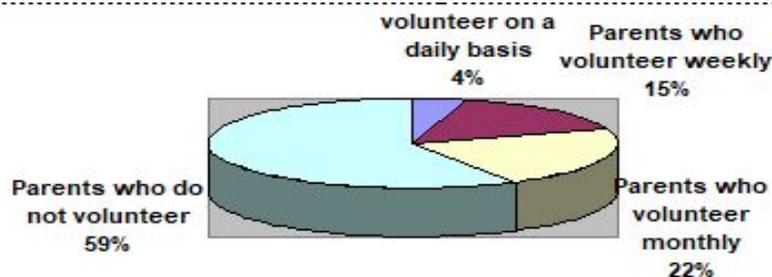


Figure 22: Parent Volunteer Data (2014-2015 data; 581 families)

LCFF Priority 4 - Performance on Standardized Tests

Inland Leaders Charter School has participated in common core state testing through the use of CAASPP (California Assessment of Student Performance & Progress) since the spring of 2015 (with a pilot containing no data in 2014). The data from 2015-2017 contains progress of 3rd-8th grades for mathematics

& English language arts. 5th & 6th grade took the pilot for the CAST (California Science Test) in 2017, which contained no data, & will take the field test in the spring of 2018.

Smarter Balanced Subgroup Summary

2016-17 ELA (Summative): All Grade Levels Tested

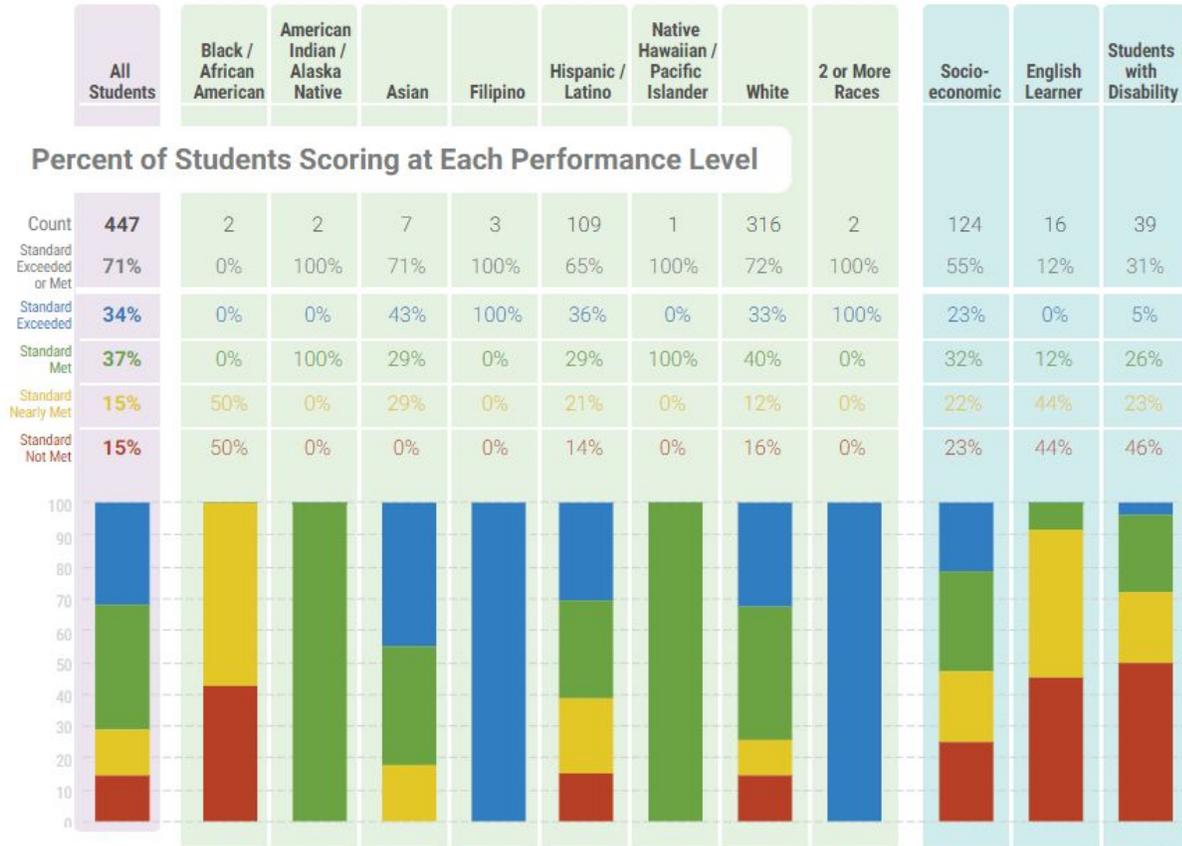


Figure 23: Percent of students performing at each level by race

Percent of ILCS Students Scoring Proficient & Advanced

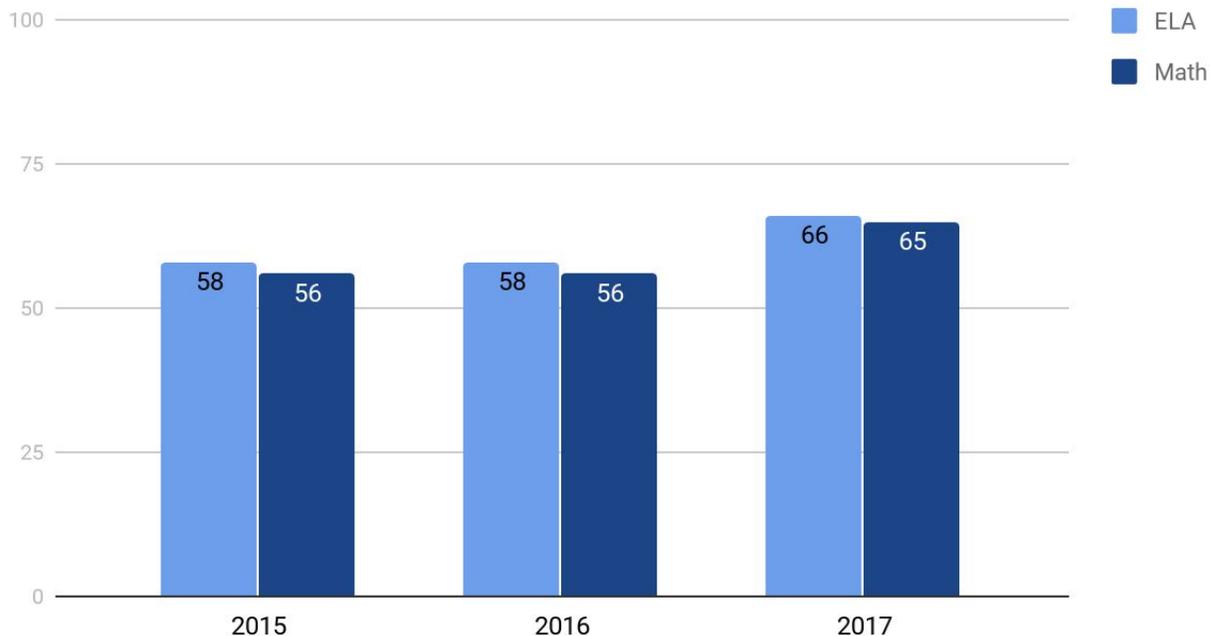


Figure 24: Percent of students proficient or Advanced on the CAASPP 2015 - 2018

With targeted professional development through PLCs, trainings, conferences, & more, ILCS saw a significant increase in performance on CAASPP data. This success is credited to excellent instruction, teacher retainment, and a positive culture.

Proficient & Advanced Percentages for ILCS Students (ELA)

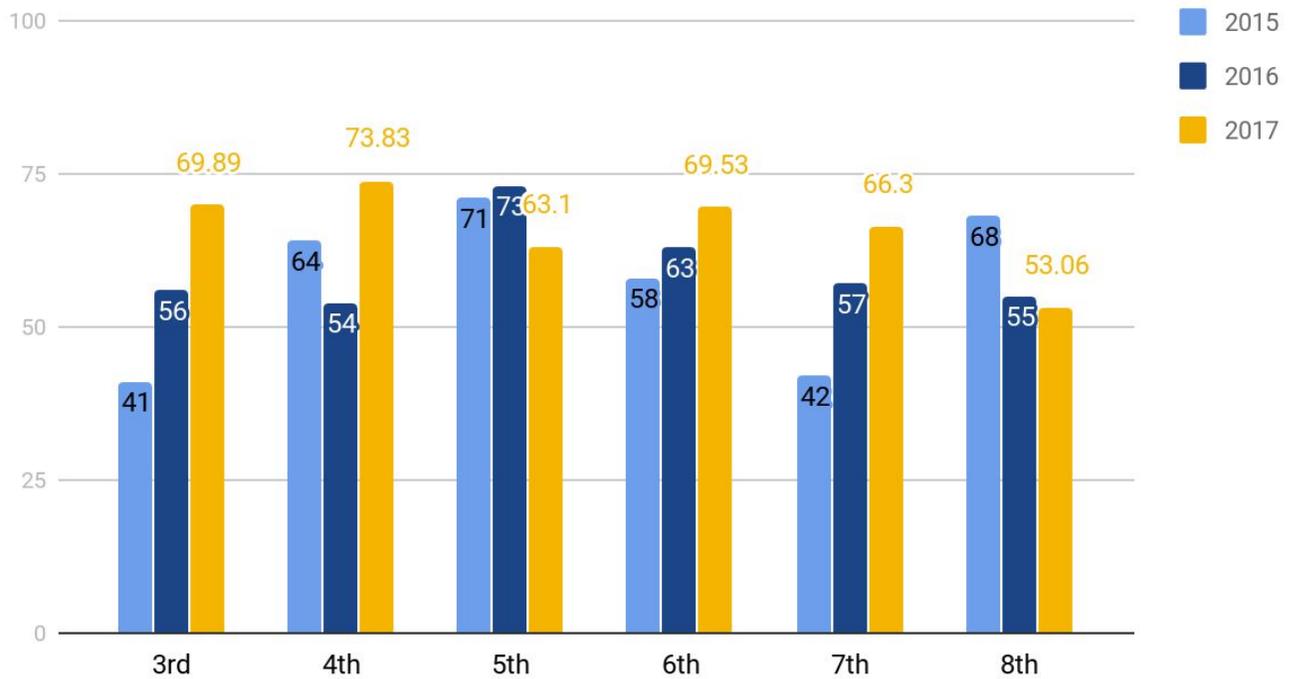


Figure 25: Breakdown of proficient or Advanced scores on the CAASPP 2015 - 2018 in ELA

Proficient & Advanced Percentages for all Students (Math)

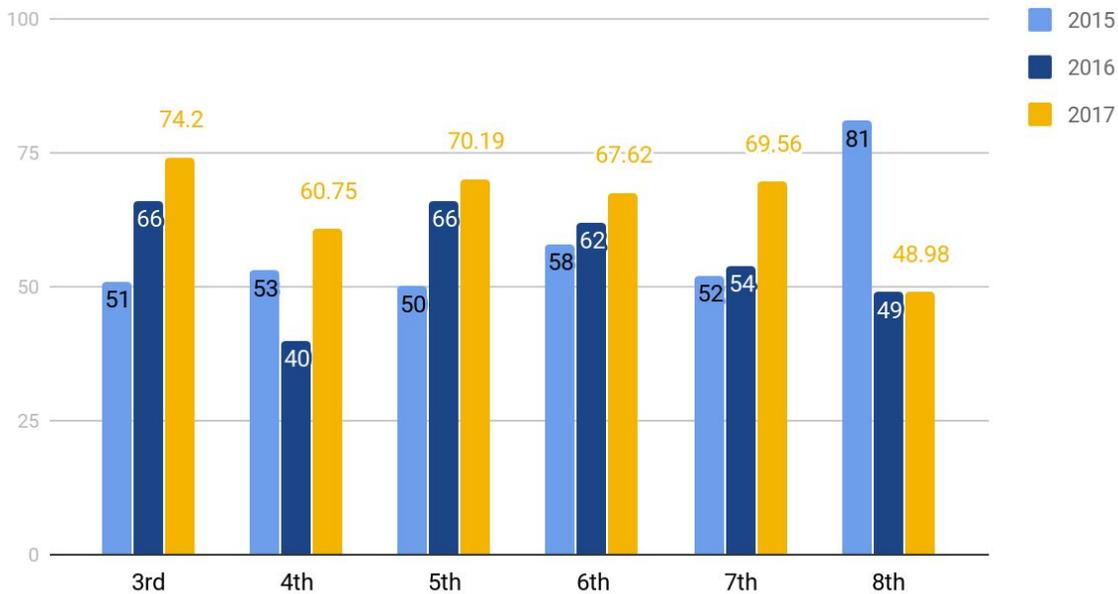
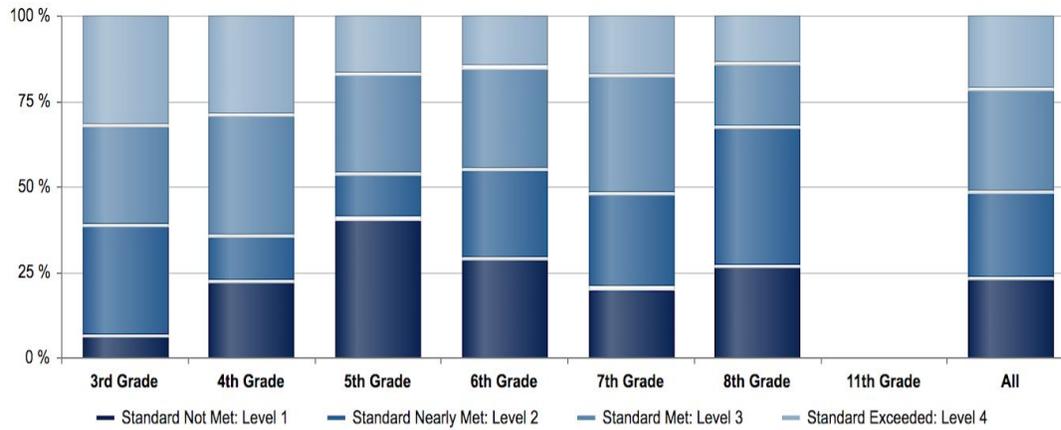


Figure 26: Breakdown of proficient or Advanced scores on the CAASPP 2015 - 2018 in Math

Economically Disadvantaged

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	35	32	26	27	33	25	N/A	178
# of Students Tested	31	31	24	27	29	22	N/A	164
# of Students With Scores	31	31	24	27	29	22	N/A	164
Mean Scale Score	2449.6	2481.2	2478.2	2513.3	2558.4	2532.0	N/A	N/A
Standard Exceeded: Level 4	32.26 %	29.03 %	16.67 %	14.81 %	17.24 %	13.64 %	N/A	21.34 %
Standard Met: Level 3	29.03 %	35.48 %	29.17 %	29.63 %	34.48 %	18.18 %	N/A	29.88 %
Standard Nearly Met: Level 2	32.26 %	12.90 %	12.50 %	25.93 %	27.59 %	40.91 %	N/A	25.00 %
Standard Not Met: Level 1	6.45 %	22.58 %	41.67 %	29.63 %	20.69 %	27.27 %	N/A	23.78 %

Figure 27: CAASPP ELA Proficiency Scores for Economically Disadvantaged Students

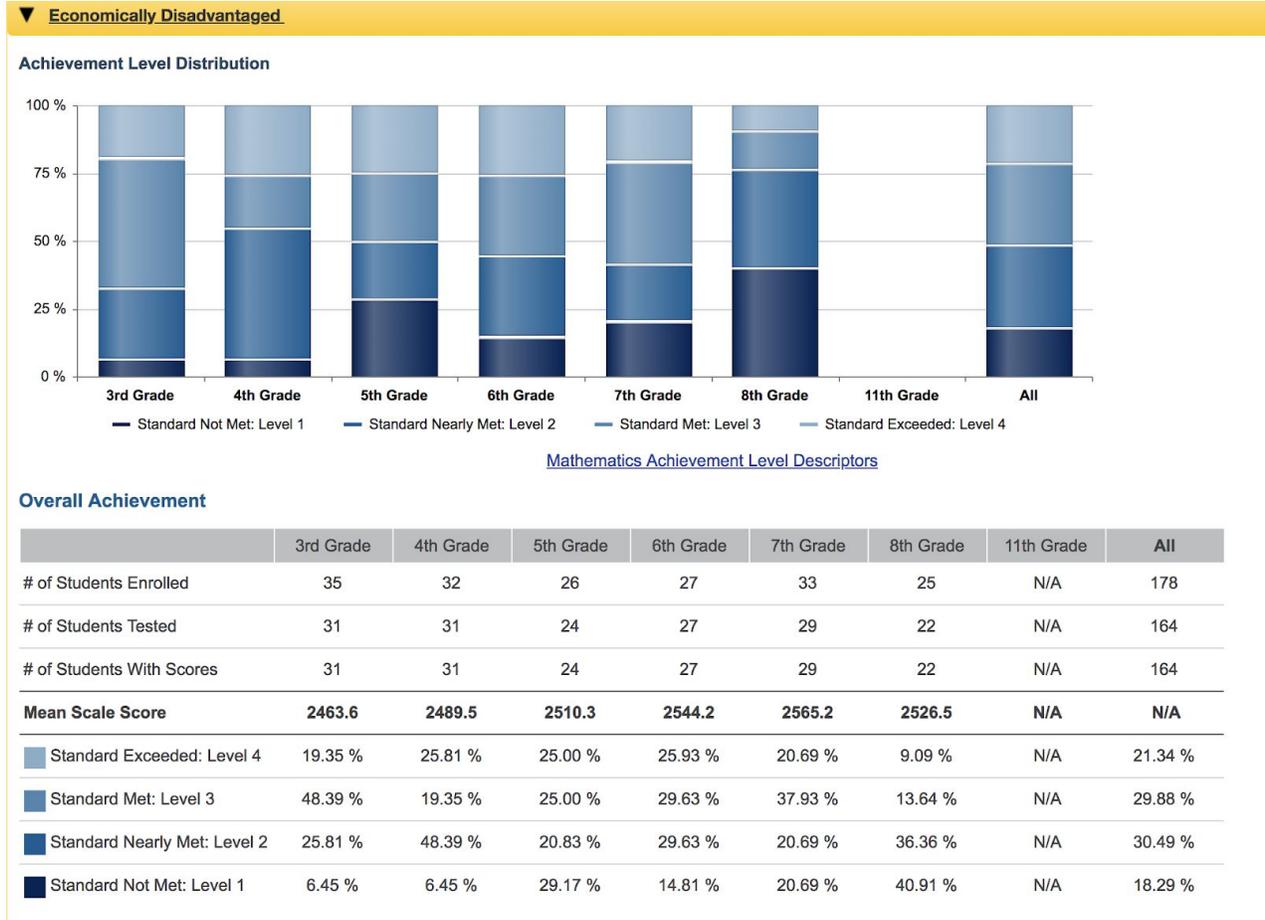


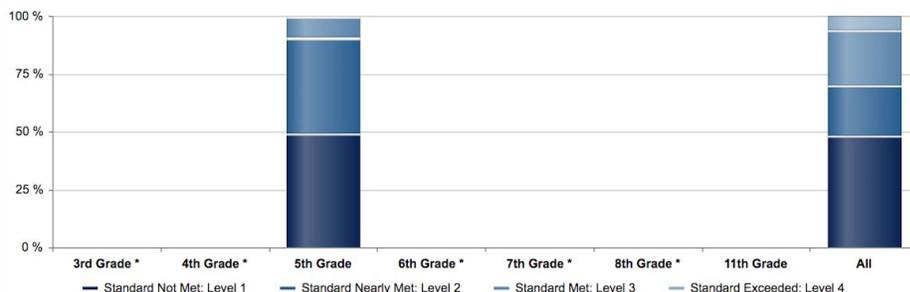
Figure 28: CAASPP Math Proficiency Scores for Economically Disadvantaged Students

ENGLISH LANGUAGE ARTS/LITERACY

▶ **Students with No Reported Disability**

▼ **Students with Disability**

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	14	*	*	*	N/A	62
# of Students Tested	*	*	12	*	*	*	N/A	51
# of Students With Scores	*	*	12	*	*	*	N/A	51
Mean Scale Score	*	*	2422.7	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	0.00 %	*	*	*	N/A	5.88 %
Standard Met: Level 3	*	*	8.33 %	*	*	*	N/A	23.53 %
Standard Nearly Met: Level 2	*	*	41.67 %	*	*	*	N/A	21.57 %
Standard Not Met: Level 1	*	*	50.00 %	*	*	*	N/A	49.02 %

[English Language Arts/Literacy Scale Score Ranges](#)

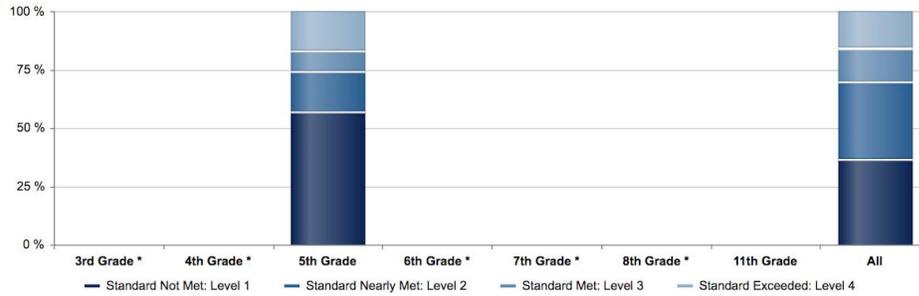
Figure 29: CAASPP ELA Proficiency Scores for Disabled Students

MATHEMATICS

► **Students with No Reported Disability**

▼ **Students with Disability**

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

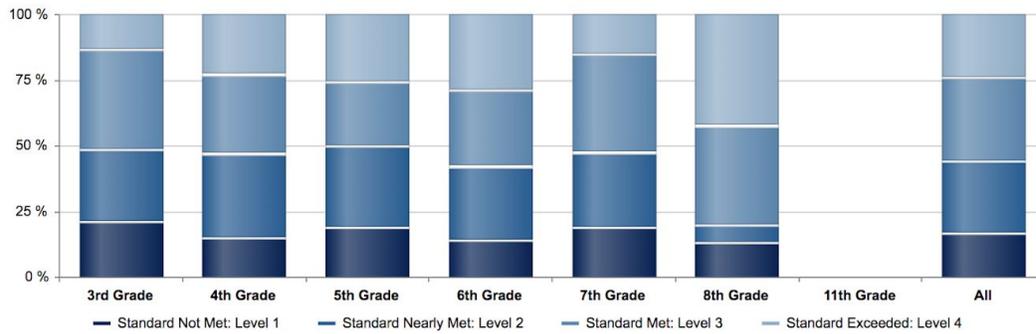
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	14	*	*	*	N/A	62
# of Students Tested	*	*	12	*	*	*	N/A	51
# of Students With Scores	*	*	12	*	*	*	N/A	51
Mean Scale Score	*	*	2467.6	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	16.67 %	*	*	*	N/A	15.69 %
Standard Met: Level 3	*	*	8.33 %	*	*	*	N/A	13.73 %
Standard Nearly Met: Level 2	*	*	16.67 %	*	*	*	N/A	33.33 %
Standard Not Met: Level 1	*	*	58.33 %	*	*	*	N/A	37.25 %

[Mathematics Scale Score Ranges](#)

Figure 30: CAASPP Math Proficiency Scores for Disabled Students

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	97	113	111	108	82	54	N/A	565
Number of Students Tested	93	110	105	104	78	53	N/A	543
Number of Students With Scores	91	108	105	104	78	53	N/A	539
Mean Scale Score	2437.3	2492.9	2523.4	2562.4	2559.4	2636.7	N/A	N/A
Standard Exceeded: Level 4	13 %	23 %	26 %	29 %	15 %	43 %	N/A	24 %
Standard Met: Level 3	38 %	30 %	24 %	29 %	37 %	38 %	N/A	32 %
Standard Nearly Met: Level 2	27 %	32 %	31 %	28 %	28 %	6 %	N/A	27 %
Standard Not Met: Level 1	21 %	15 %	19 %	14 %	19 %	13 %	N/A	17 %

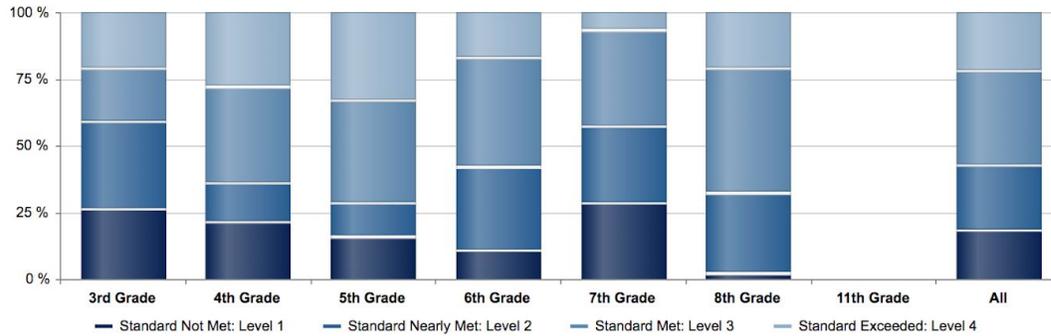
[Mathematics Scale Score Ranges](#)

Figure 31: CAASPP Math Participation Rates 2015

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ All Students (accessible data)

Overall Achievement

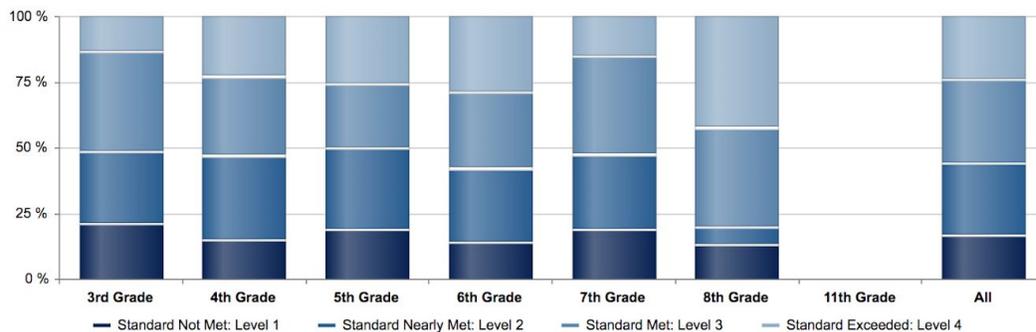
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	97	113	111	108	82	54	N/A	565
Number of Students Tested	93	109	105	104	78	53	N/A	542
Number of Students With Scores	92	107	105	104	78	53	N/A	539
Mean Scale Score	2420.8	2486.3	2543.9	2549.5	2528.1	2607.3	N/A	N/A
Standard Exceeded: Level 4	21 %	28 %	33 %	17 %	6 %	21 %	N/A	22 %
Standard Met: Level 3	20 %	36 %	38 %	41 %	36 %	47 %	N/A	36 %
Standard Nearly Met: Level 2	33 %	14 %	12 %	31 %	28 %	30 %	N/A	24 %
Standard Not Met: Level 1	27 %	22 %	16 %	11 %	29 %	2 %	N/A	19 %

[English Language Arts/Literacy Scale Score Ranges](#)

Figure 32: CAASPP ELA Participation Rates 2015

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

▼ **All Students (accessible data)**

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	97	113	111	108	82	54	N/A	565
Number of Students Tested	93	110	105	104	78	53	N/A	543
Number of Students With Scores	91	108	105	104	78	53	N/A	539
Mean Scale Score	2437.3	2492.9	2523.4	2562.4	2559.4	2636.7	N/A	N/A
Standard Exceeded: Level 4	13 %	23 %	26 %	29 %	15 %	43 %	N/A	24 %
Standard Met: Level 3	38 %	30 %	24 %	29 %	37 %	38 %	N/A	32 %
Standard Nearly Met: Level 2	27 %	32 %	31 %	28 %	28 %	6 %	N/A	27 %
Standard Not Met: Level 1	21 %	15 %	19 %	14 %	19 %	13 %	N/A	17 %

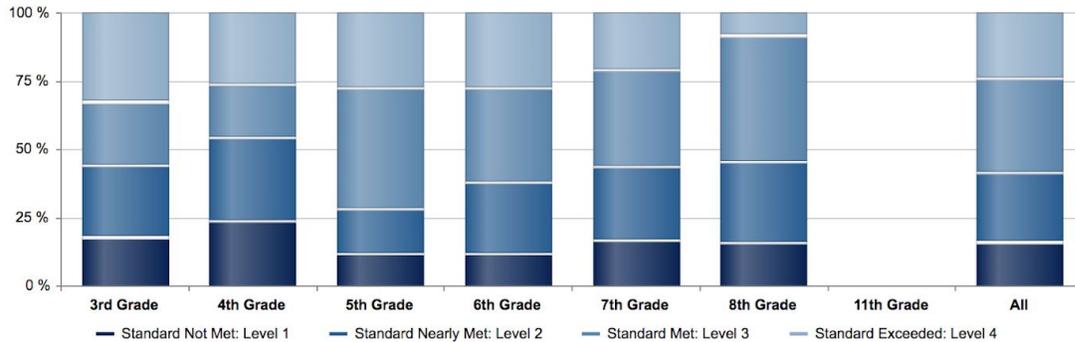
[Mathematics Scale Score Ranges](#)

Figure 33: CAASPP Math Participation Rates 2016

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ All Students (accessible data)

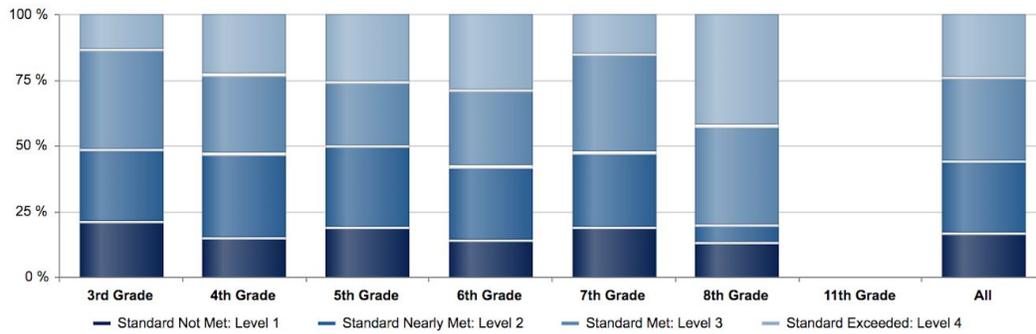
Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	94	108	108	106	104	79	N/A	599
# of Students Tested	90	104	103	98	101	77	N/A	573
# of Students With Scores	90	103	103	98	101	77	N/A	572
Mean Scale Score	2447.3	2476.9	2541.3	2560.6	2569.9	2571.1	N/A	N/A
Standard Exceeded: Level 4	33 %	26 %	28 %	28 %	21 %	8 %	N/A	24 %
Standard Met: Level 3	23 %	19 %	45 %	35 %	36 %	47 %	N/A	34 %
Standard Nearly Met: Level 2	26 %	30 %	16 %	26 %	27 %	30 %	N/A	25 %
Standard Not Met: Level 1	18 %	24 %	12 %	12 %	17 %	16 %	N/A	16 %

[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

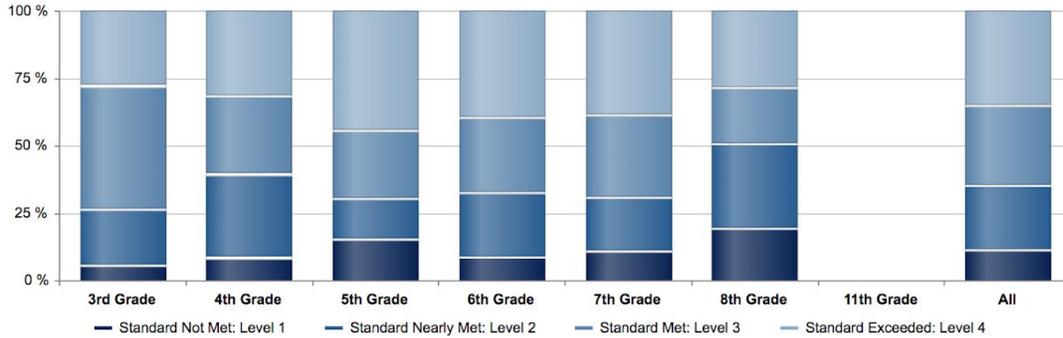
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	97	113	111	108	82	54	N/A	565
Number of Students Tested	93	110	105	104	78	53	N/A	543
Number of Students With Scores	91	108	105	104	78	53	N/A	539
Mean Scale Score	2437.3	2492.9	2523.4	2562.4	2559.4	2636.7	N/A	N/A
Standard Exceeded: Level 4	13 %	23 %	26 %	29 %	15 %	43 %	N/A	24 %
Standard Met: Level 3	38 %	30 %	24 %	29 %	37 %	38 %	N/A	32 %
Standard Nearly Met: Level 2	27 %	32 %	31 %	28 %	28 %	6 %	N/A	27 %
Standard Not Met: Level 1	21 %	15 %	19 %	14 %	19 %	13 %	N/A	17 %

[Mathematics Scale Score Ranges](#)

Figure 34: CAASPP ELA Participation Rates 2016

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

▼ **All Students (accessible data)**

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	99	110	107	106	102	104	N/A	628
# of Students Tested	93	107	104	105	92	98	N/A	599
# of Students With Scores	93	107	104	105	92	98	N/A	599
Mean Scale Score	2472.0	2509.4	2553.1	2583.2	2600.2	2600.5	N/A	N/A
Standard Exceeded: Level 4	27.96 %	31.78 %	45.19 %	40.00 %	39.13 %	28.57 %	N/A	35.56 %
Standard Met: Level 3	46.24 %	28.97 %	25.00 %	27.62 %	30.43 %	20.41 %	N/A	29.55 %
Standard Nearly Met: Level 2	20.43 %	30.84 %	14.42 %	23.81 %	19.57 %	31.63 %	N/A	23.54 %
Standard Not Met: Level 1	5.38 %	8.41 %	15.38 %	8.57 %	10.87 %	19.39 %	N/A	11.35 %

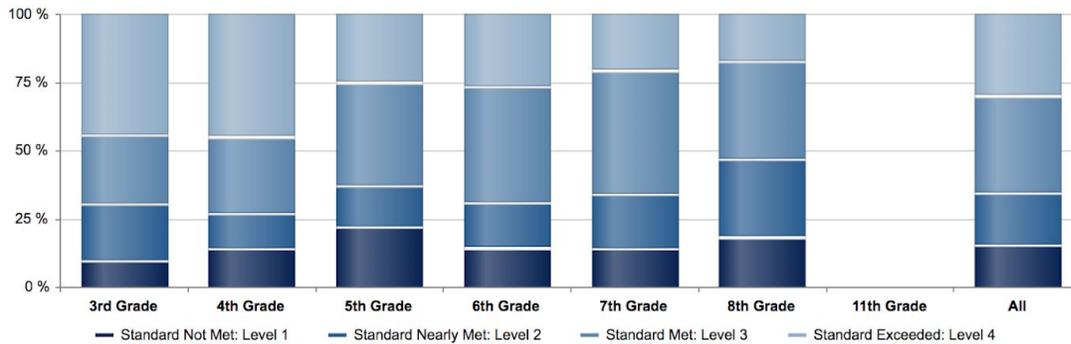
[Mathematics Scale Score Ranges](#)

Figure 35: CAASPP Math Participation Rates 2017

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ **All Students (accessible data)**

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	99	110	107	106	102	104	N/A	628
# of Students Tested	93	107	103	105	92	98	N/A	598
# of Students With Scores	93	107	103	105	92	98	N/A	598
Mean Scale Score	2467.7	2511.0	2523.2	2559.6	2580.9	2576.2	N/A	N/A
Standard Exceeded: Level 4	45.16 %	45.79 %	25.24 %	26.67 %	20.65 %	17.35 %	N/A	30.27 %
Standard Met: Level 3	24.73 %	28.04 %	37.86 %	42.86 %	45.65 %	35.71 %	N/A	35.79 %
Standard Nearly Met: Level 2	20.43 %	12.15 %	14.56 %	16.19 %	19.57 %	28.57 %	N/A	18.39 %
Standard Not Met: Level 1	9.68 %	14.02 %	22.33 %	14.29 %	14.13 %	18.37 %	N/A	15.55 %

[English Language Arts/Literacy Scale Score Ranges](#)

Figure 36: CAASPP ELA Participation Rates 2017

6th-8th grade presents an influx of new students at ILCS, so test data was gathered to see the proficiency difference from new students to students who have been at ILCS for at least 3 years. This data was collected for mathematics scores from 2016.

Findings show that all 6th graders had a proficiency of 69%, while all 7th graders have a proficiency of 72%. These proficiency levels change when only including students who have attended at least 3 years of education at ILCS. With the data filtered in this regard, 6th graders have a proficiency of 90%, & 7th graders have a proficiency of 100%.

Due to these findings, as well as other impacts of new students joining ILCS, the middle school formulated a new process to focus on retaining students after 6th grade, where ILCS deals with the competition of three additional city middle school options. A few strategies implemented are a parent brochure, a middle school parent night (offered earlier in the year & open to 5th grade families), & parent announcements by admin that focus on middle school success.

EL Student Data

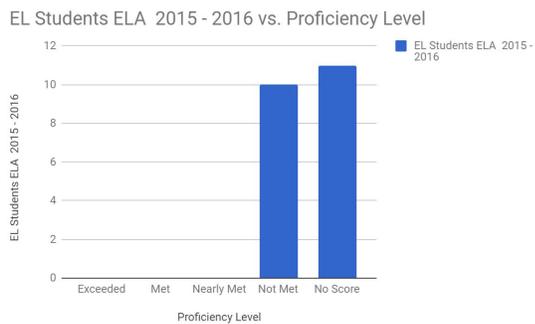


Figure 37: 2015 CELDT performance for annual and initial testing

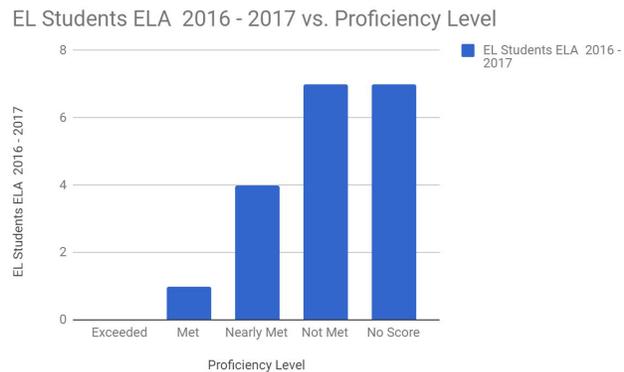


Figure 38: 2015 CELDT performance for annual and initial testing

2015 – 2016 CELDT

Number and Percent of Students at Each Overall Performance Level														
Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	***	***	(0.0%)	(0.0%)	***	***	1 (17.0%)	1 (17.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (8.0%)
Early Advanced	***	***	(0.0%)	(0.0%)	***	***	2 (33.0%)	4 (67.0%)	3 (60.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	12 (46.0%)
Intermediate	***	***	(0.0%)	(0.0%)	***	***	1 (17.0%)	1 (17.0%)	2 (40.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	8 (31.0%)
Early Intermediate	***	***	(0.0%)	(0.0%)	***	***	1 (17.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	3 (12.0%)
Beginning	***	***	(0.0%)	(0.0%)	***	***	1 (17.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (4.0%)
Number Tested	3 (100.0%)	2 (100.0%)	(0.0%)	(0.0%)	2 (100.0%)	2 (100.0%)	6 (100.0%)	6 (100.0%)	5 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	26 (100.0%)

Table 8: 2016-2017 CELDT performance for annual and initial testing

Number and Percent of Students at Each Overall Performance Level														
Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	2 (33.0%)	(0.0%)	(0.0%)	***	***	1 (14.0%)	2 (50.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	6 (16.0%)
Early Advanced	4 (31.0%)	3 (50.0%)	1 (25.0%)	(0.0%)	***	***	2 (29.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	11 (29.0%)
Intermediate	2 (15.0%)	(0.0%)	2 (50.0%)	(0.0%)	***	***	3 (43.0%)	2 (50.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	10 (26.0%)
Early Intermediate	4 (31.0%)	1 (17.0%)	(0.0%)	(0.0%)	***	***	1 (14.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	6 (16.0%)
Beginning	3 (23.0%)	(0.0%)	1 (25.0%)	(0.0%)	***	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	5 (13.0%)
Number Tested	13 (100.0%)	6 (100.0%)	4 (100.0%)	(0.0%)	3 (100.0%)	1 (100.0%)	7 (100.0%)	4 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	38 (100.0%)

Table 9: Number & Percent of Students at Each CELDT Level

Grade	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
KN	12	0	0	0	0	12
01	6	0	0	0	0	6
02	4	0	0	0	0	4
03	0	0	0	0	0	0
04	1	2	0	1	0	4
05	0	0	0	1	2	3
06	0	0	5	2	2	9
07	0	1	5	2	6	14
08	0	0	2	0	8	10

Report Totals

Level	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Inland Leaders Charter	23	3	12	6	18	62
Yucaipa-Calimesa Joint Unified	385	96	228	175	542	1,426
San Bernardino County	34,469	8,221	14,894	16,778	57,449	131,811
State	683,688	152,669	230,119	265,929	1,047,267	2,379,672

Table 10: 2016-2017 EL student data with LTEL and Ever-ELs

Redesignation of ELs by year

Year	# Redesignated
2013	3
2014	1
2015	10
2016	4
2017	3

Table 11: EL Redesignation by year

Success Academy Results and Performance

ILCS is excited about its Success Academy results that demonstrate our ability to support students who are below proficiency and need extra support. During the 2016-2017 school year there were 106 students in the success academy program from K through 6th grade. Once state testing and end of year summative

assessments were given to 90 of the students , 34 (40%) students were exited due to fact they were able to demonstrate proficient scores.

2016 - 2017 ELA Percent Proficient vs. Whole School SA Students

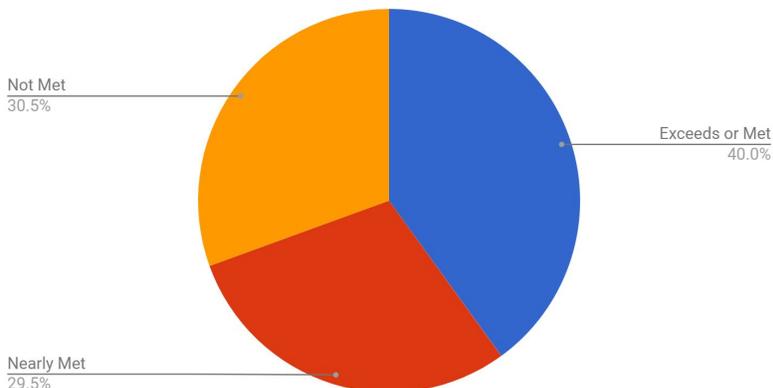


Figure 39: Success Academy Student Performance in ELA vs. Whole School

Other Local Assessments

ILCS utilizes a variety of assessments to gauge student progress and modify instruction. These assessments include ESGI, Let's Go Learn, STAR (Renaissance Place), Pearson ReadyGen, Pearson Envision 2.0, IABs, performance tasks (1 per trimester) and teacher created assessments and quick checks.

STAR: Grade Equivalent Growth (2018)

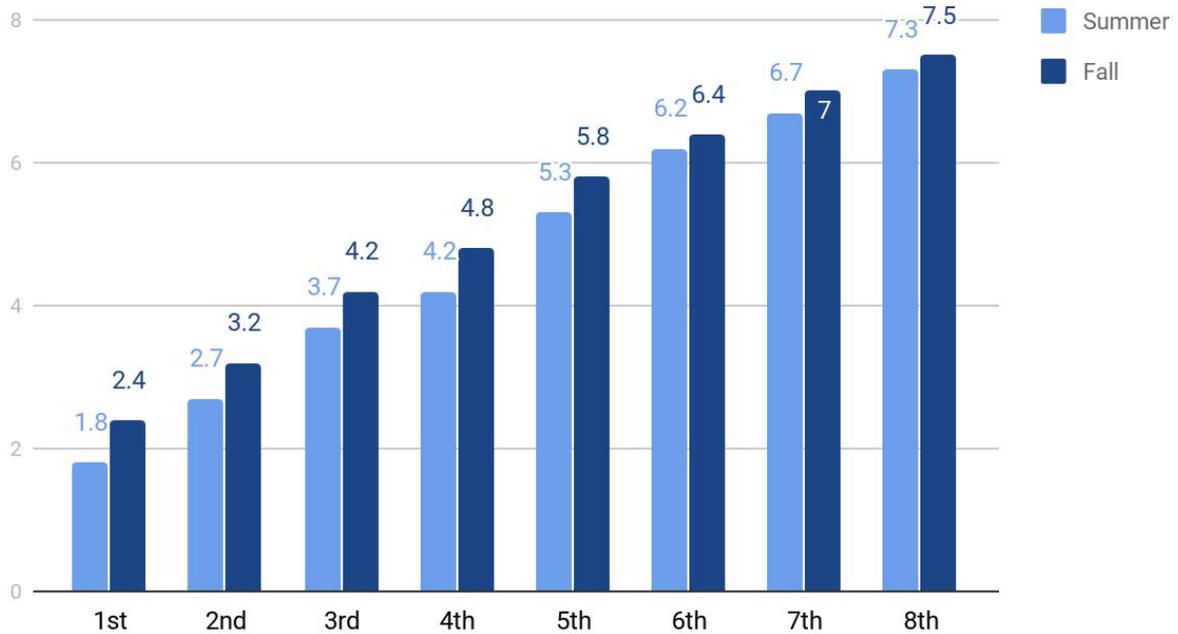


Figure 40: STAR Grade Level Equivalent Scores from Summer to Fall 2017 - 2018 School Year

TK & Kindergarten - ELA - ESGI Data

Upper Case Letters	Lower Case Letters	Letter Sounds	Counting to 20	Number ID
Tri 1	Tri 1	Tri 1	Tri 1	Tri 1
977/1534	957/1572	924/1829	982/1180	632/1239
64%	61%	51%	83%	51%

Table 12: ESGI Data for Kindergarten & TK

Kindergarten Grade Level Data - ESGI													
Letter ID		Letter Sounds		Phonemic Awareness		Counting to 100		Number ID		Shape ID		Sight Words	Letter Team
Beg of Yr	Tri 1	Beg of Yr	Tri 1	Beg of Yr	Tri 1	Beg Yr	Tri 1	Beg Yr	Tri 1	Beg Yr	Tri 1	Tri 1	Tri 1
3219/4536	4395/4536	2055/5208	5057/5208	1734/8400	6495/8400	17/84	50/84	1554/2604	2349/2604	441/1176	987/1176	3583/12600	1309/3444
71%	97%	39%	97%	20%	77%	20%	59%	59%	90%	37%	83%	28%	38%
26%Growth		58% Growth		57% Growth		39% Growth		36% Growth		46% Growth			

Kindergarten Success Academy Students Data - ESGI													
Letter ID		Letter Sounds		Phonemic Awareness		Counting to 100		Number ID		Shape ID		Sight Words	Letter Team
Beg of Yr	Tri 1	Beg of Yr	Tri 1	Beg of Yr	Tri 1	Beg Yr	Tri 1	Beg Yr	Tri 1	Beg Yr	Tri 1	Tri 1	Tri 1
146/648	557/648	7/744	686/744	40/1200	628/1200	0/12	0/12	110/372	268/372	54/168	126/168	359/1800	132/492
22%	86%	1%	92%	3%	52%	0%	0%	29%	72%	32%	75%	19%	26%
64%Growth		91%Growth		49%Growth		0% Growth		43%Growth		43% Growth			

Table 13: ESGI Data for Kindergarten & Kindergarten Success Academy Students

Let's Go Learn Assessment - Proficiency Projection 1st & 2nd Grade

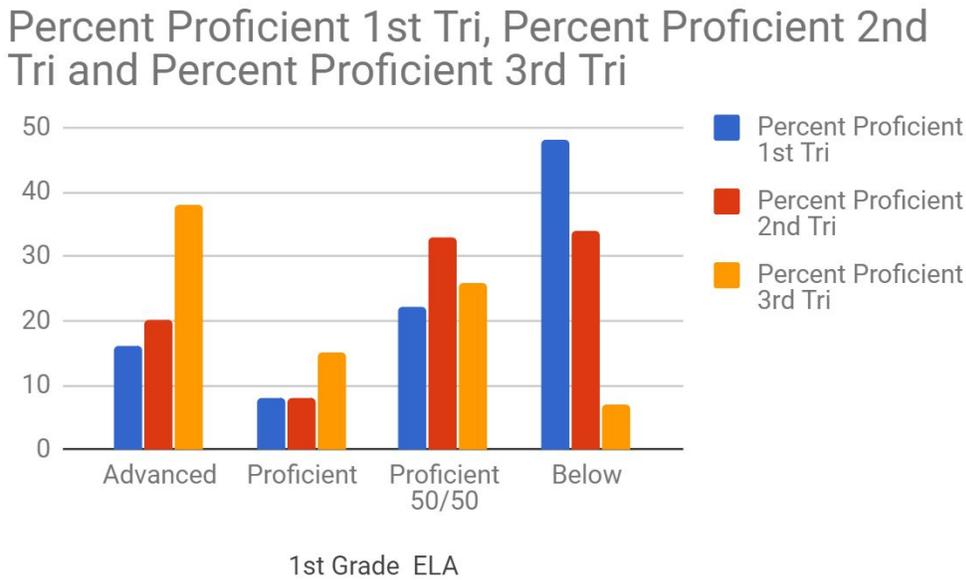


Figure 41: Let's Go learn Assessment Data for 2018 & proficiency projections for 1st Grade ELA

Percent Proficient 1st Tri, Percent Proficient 2nd Tri and Percent Proficient 3rd Tri

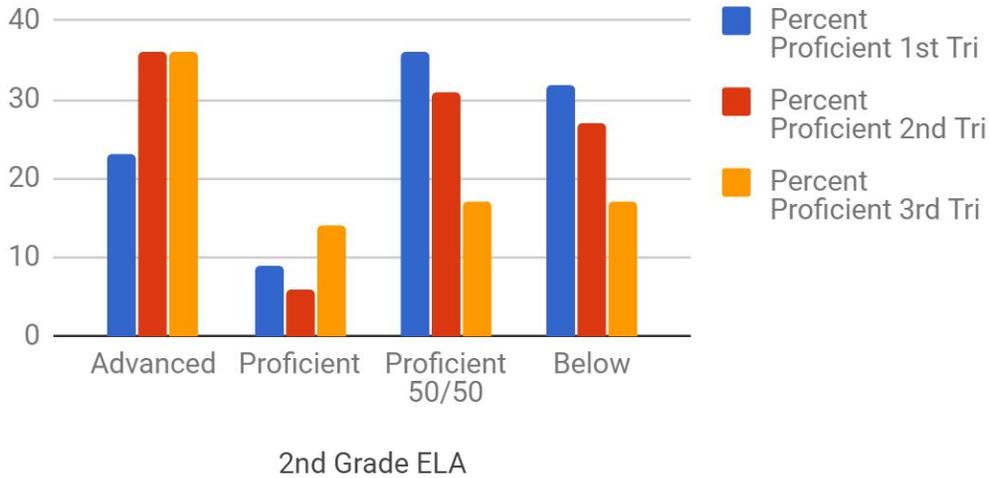


Figure 42: Let's Go learn Assessment Data for 2018 & proficiency projections for 2nd Grade ELA

Percent Proficient 1st Tri, Percent Proficient 2nd Tri and Percent Proficient 3rd Tri

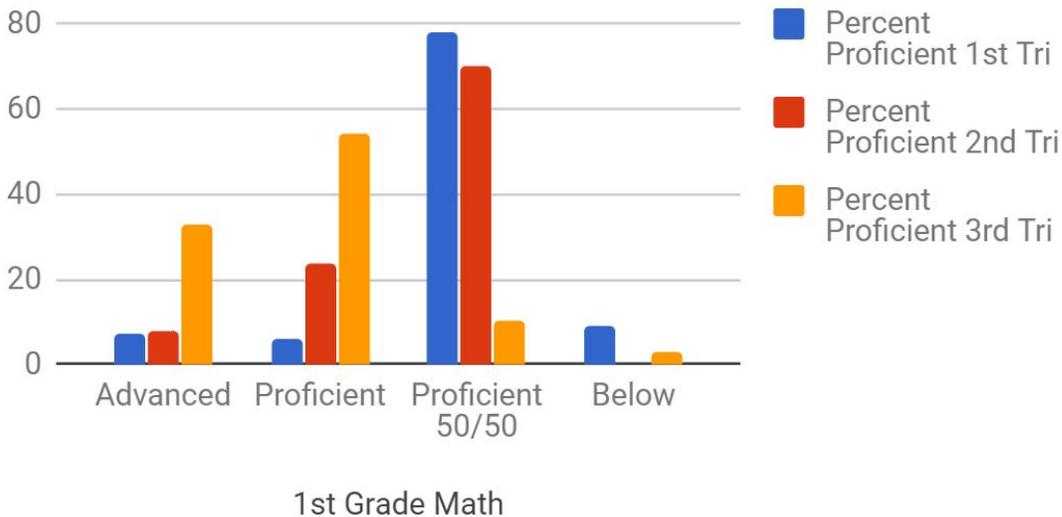


Figure 43: Let's Go learn Assessment Data for 2018 & proficiency projections for 1st Grade Math

Percent Proficient 1st Tri, Percent Proficie...

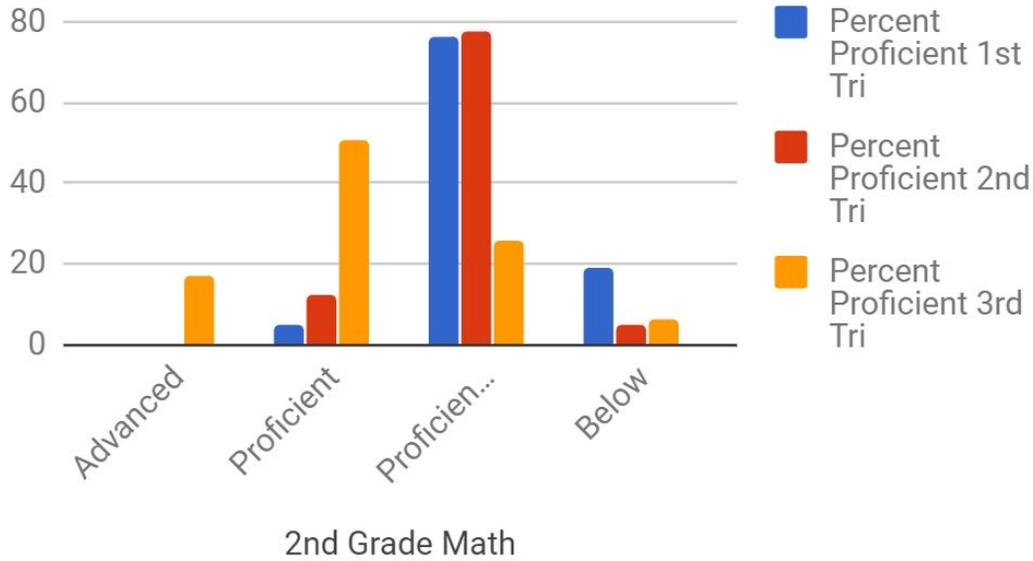


Figure 44: Let's Go learn Assessment Data for 2018 & proficiency projections for 2nd Grade Math

LCFF Priority 5 - Pupil Engagement

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Inland Leaders Charter	1,002	42	4.2%
Yucaipa-Calimesa Joint Unified	10,606	1,194	11.3%
San Bernardino County	434,151	59,190	13.6%
Statewide	6,405,496	694,030	10.8%

Table 14: Absenteeism Rate for 2016 - 2017

The ILCS tardiness rate has been fairly consistent throughout the past three years, even though it has increased in population. Figure 45 illustrates the tardiness rate over the past three years. This current, 2017 - 2018 school year, our tardiness rate has been 3%.

Tardiness Rate 2015 - 2016

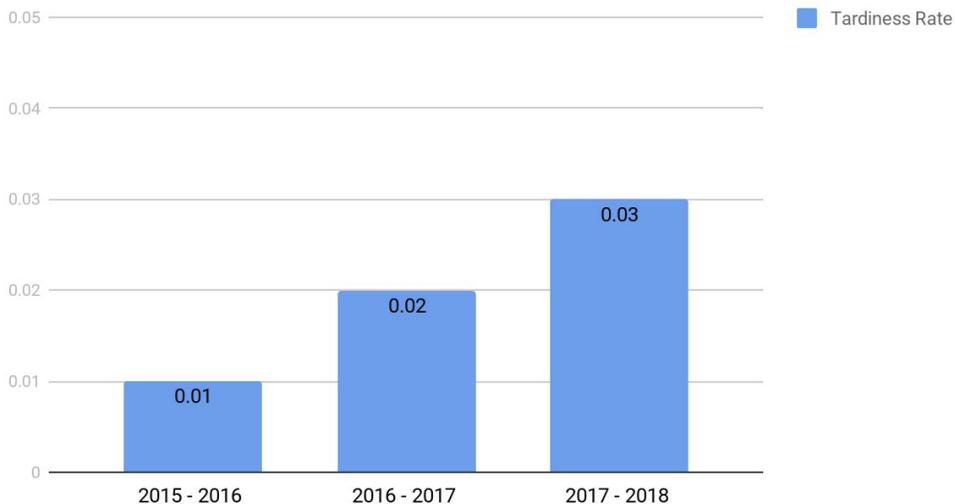


Figure 45: Tardiness Rate from 2015 - 2018

Figure 46 illustrates the average daily rate of attendance for 2017 - 2018. With the expansion of the school, the rate of attendance has decreased slightly by approximately 1.5%. The percentages in 2011-2012 were 98.60%, and are currently at 96.97%.

Attendance Rate 2015 - 2018



Figure 46: Average Daily Attendance Rate from 2012-2018

LCFF Priority 6 - School Climate

ILCS has made continual efforts to develop and maintain a school climate that ultimately inspires our students to learn and achieve our Student Learning Outcomes (SLOs). It is easy to compare our data to regional, local or even national norms and determine that the school is highly successful but our standard is that “every” student feels safe, supported and successful.

Table 15 illustrates the suspensions and expulsion rate for 2015 - 2018. While the suspension rate has increased each year, this is likely due to an increasing student population as well as more consistent discipline policies across the school. ILCS recognizes the increase in suspensions and continues to analyze the need for such actions as part of our philosophy that ultimately some parents and students will not take our school rules seriously unless suspensions are issued.

Academic Year	Total Suspensions	Expulsions	Suspension Rate
2015 - 2016	6	0	0.7%
2016 - 2017	14	0	1.0%
2017 - 2018	31	0	1.7%

Table 15: ILCS Suspensions and Expulsion Rates from 2015 - 2018.

Table 16 illustrates the low-level intervention forms (referrals) rate for 2015 - 2018. There is a significant increase starting with the 2016 - 2017 school year due to our ILCS 10.0 program which included our ROAR matrix and provided for much clearer and more consistent discipline across the school. It should be noted that to date, 94 of these low-level interventions are due to dress code violations.

Academic Year	2015 - 2016	2016 - 2017	2017 - 2018 (to date)
Low-Level Interventions	42	330	569

Table 16: ILCS Low-level Interventions Rates from 2015 - 2018.

ILCS has an abundance of co-curricular activities with it various electives offered to students, from running club to piano or dance. Since our last WASC report, we have also added a Middle School afterschool sports program. Each year, the sports program has grown and added new sports ranging from football and volleyball to cross country and track. Table 17 illustrates student participation in our after school electives program from 2015 - 2018. Table 18 illustrates student participation in our Middle School sports programs for 2015-2018. ILCS student participation has dramatically increased because of the increased enrollment from around 660 students in 2011-2012 to 973 students in 2018.

	CSC 1st Tri	BSC 1st Tri	CSC 2nd Tri	BSC 2nd Tri	CSC 3rd Tri	BSC 3rd Tri
2015 - 2016	386	158	320	141	283	154

2016 - 2017	259	172	206	136	200	154
2017 - 2018	296	160	211	152	NA	NA

Table 17: ILCS student participation in after school electives by campus and trimester

Sport	2015 - 2016	2016 - 2017	2017 - 2018
Football	30	22	40
Girl's Volleyball	16	18	16
Softball	12	15	16
Coed Soccer	15	15	10 (not enough to play)
Girl's Basketball	11	12	9
Boy's Basketball	11	12	12
Baseball	0	0	18
Cross Country	0	30	45
Track	0	30	55

Table 18: ILCS student participation in after school sports teams

The Inland Leaders Charter School work environment for students and staff reflects the standards of both our school and our community. School personnel inspect our school regularly. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community, we take pride in our school environment by maintaining a clean and well-groomed campus. Figure 42 discusses the most recent school site inspection of school facilities.

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Kitchen area was remodeled and the floor drains overflow at times due to the increase in sink basins. Overflow issue corrected through user adjustments.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	New drinking stations installed at the sites with filtered drinking water.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	School playground fields will require work to provide a safe, even playing surface. New gates and security fencing installed at sites.

Overall Facility Rate

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

Overall Rating	Good
----------------	------

Figure 42: Description of Safety Conditions, Cleanliness, and Adequacy of School Facilities

Every school year, ILCS sends out a parent questionnaire in regards to safety conditions, cleanliness and adequacy of school facilities. Figure 43 illustrates the most recent parent questionnaire survey in regards to ILCS safety conditions, cleanliness and adequacy of school facilities.

Q24. How clean do you feel the facilities are?		
Answer Choices	Responses	
Very Clean	47.59%	148
Clean	45.02%	140
Somewhat Clean	6.43%	20
Not Clean	0.96%	3
	Answered	311

Figure 43: Parent Survey Results Regarding Facilities

LCFF Priority 7 - Access to a Broad Course of Study

As a K-8 program, we held the belief from our first day that students need a variety of educational experiences to be a “leader” in our rapidly changing society. Therefore, ILCS has developed a variety of programs and opportunities for students to broaden their education beyond the “core” content. These “extra classes” create a unique experience beyond traditional public schools. Some of these experiences are mandatory (2nd session) and built into our instructional day and others are voluntary and selected by students based on their interests (electives). Our electives and 2nd session programs were created to support this priority and support education beyond just math, ELA, history and science.

Students in third through eighth grades are required to take one “2nd session” class at least one day a week. This class lasts one hour and is taught by an instructor hired or contracted with the school. The instructor will teach the same content during four different sessions Mondays through Thursdays. In that manner, all students in the grade level will receive the instruction in the same week from the same teacher. A complete listing of 2nd session classes is in the table below.

K-6 2nd Sessions

Grade	2nd Session Class	Overall Goal
3	Computer Literacy and Writing	Mastery of computer literacy through writing
4	Music	Foundations of music and instruments
5	Art	Understanding of artistic styles and application thereof: Meet the Masters
6	Sports/Nutrition	Foundations of a healthy lifestyle and participation in intramural sports

Table 14: Description of Elementary Second Session Courses by Grade Level

Middle School (Required electives/ students select minimum of one class)

Inland Leaders Charter School ACS WASC/CDE Self-Study Report

Grade	Class	Overall Goal
7-8	Intro to Electronics	Foundations of electronics
7-8	Robotics	Introduces students to the working principles and foundational knowledge of robotics.
3-8	Dance Team	Dance class for experienced student in dance & choreography.
7-8	Athletic Leadership	Students will encourage, participate, & coach others during game-play, & will relate these examples to one's time as a student & in the future.
7-8	Spanish	This course is designed to prepare students for Spanish 1B and high school Spanish.
7-8	STEM	Provides learning opportunities for students interested in preparing for careers in the design, production, or maintenance of mechanical, electrical, electronics or electro-mechanical products and systems.
7-8	EcoCrafts	Creative expression through three-dimensional form. Students explore sculpture through subtractive (carving), additive (modeling), and assemblage techniques in a variety of media such as wood, clay, plaster, plastics, metal, glass, glass fusion, wire, and found materials.
7-8	Student Counsel	This course explores the practice of small group government in a school setting.
3-8	Mentoring	Designed to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision making, wellness and personal safety, and contributing to your community.
8	Robo Tech	Students learn to control a single robot and multiple robots by graphical user interface, pose teaching, and object-oriented programs.
7-8	Logic	How to employ oral skills effectively in formal and informal situations. Included in the course content are logic and reasoning, the organization of thought and supporting materials, and effective presentation of one's voice and body.
7-8	Art & Design	Historical study and basis for appreciation of art from. The course involves students in the creative process

		through lecture, discussion, observation, audiovisual materials, media arts, and research.
7-8	Technology	Helps students develop aesthetic criteria in order to create graphic art imagery using a microcomputer. The course emphasizes the knowledge and application of the art elements and principles of design as used in visual communication.

Table 15: Description of Middle School Second Session Courses

The “electives” program at ILCS was the original system started in 2007. Since then the program has grown with the large growth of students as well to over 50 classes offered each trimester. The classes are advertised to parents through emails, websites and newsletters and parents sign up their students for the classes. The Activities Coordinator is then responsible for loading the classes with students. A full listing of classes is on the school website. Classes are taught by a variety of volunteers, independent contractors, local businesses or ILCS employees.

In addition to the “enrichment” style classes, ILCS maintains a program called “Success Academy.” This program is our after-school intervention system to support students who are below proficiency. It is designed to provide intense instructional support in math and/or ELA during the week by the grade level teachers. Each core teacher is required to teach one day a week of math or ELA and grade levels design the implementation of the Success Academy program based on their grade level student needs. Students in the academy are still provides with 2nd session and elective classes as well. Once a student reaches proficiency based on assessments, they are exited from Success Academy and not longer need to attend.

Independent study students are also provided access to all 2nd session, elective classes, and Success Academy as part of their program. In addition they have access to 5 hours of on-site instruction as well as all field trips.

Priority 7 is addressed in our LCAP under goals three and four.

LCFF Priority 8 - Other Pupil Outcomes

One of the major priorities of the ILCS since its inception is the development of students as leaders. The leadership team set this goal apart in the LCAP as goal 4 that address school climate, high standards and an “intentional focus on leadership.”

The ILCS administration developed a very intentional program to address the ROAR (PBIS) issues and tie them to leadership through providing discipline data from the SIS for classes to review and promote action to improve school culture.

State: [California](#)
 County: [San Bernardino](#)
 District: [Inland Leaders Charter](#)
 School: [Inland Leaders Charter](#)

2016-17 California Physical Fitness Report
 Overall - Summary of Results
 Inland Leaders Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested' in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improve-ment	% Grade 5 Students in Needs Improve-ment - Health Risk	Total Tested' in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improve-ment	% Grade 7 Students in Needs Improve-ment - Health Risk	Total Tested' in Grade 9	Number Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improve-ment	% Grade 9 Students in Needs Improve-ment - Health Risk
Aerobic Capacity	107	84	78.5	21.5	0.0	105	82	78.1	16.2	5.7	0	0	0.0	0.0	0.0
Body Composition	107	87	81.3	12.1	6.6	105	78	74.3	16.2	9.5	0	0	0.0	0.0	0.0
Abdominal Strength	107	97	90.7	9.3	N/A	105	101	96.2	3.8	N/A	0	0	0.0	0.0	N/A
Trunk Extension Strength	107	100	93.5	6.5	N/A	105	104	99.0	1.0	N/A	0	0	0.0	0.0	N/A
Upper Body Strength	107	89	83.2	16.8	N/A	105	91	86.7	13.3	N/A	0	0	0.0	0.0	N/A
Flexibility	107	86	80.4	19.6	N/A	105	90	85.7	14.3	N/A	0	0	0.0	0.0	N/A

Figure 44: California Physical Fitness Report Summary

E. Schoolwide Learner Outcomes

Our SLOs are posted on our school website and in each of the classrooms. Our outcomes were placed into an easier acronym for stakeholders titled “LEADERS.” Each letter represents an ideal from the narrative. The SLOs were refined during the last two years with stakeholder input to more accurately describe student outcomes and provide a better picture of what we are aiming to develop in students. Over the last school year, we created a working document for parents and staff to place more ideas to describe our outcomes. The document is [linked here](#).

ACADEMIC ACHIEVEMENT – We seek to develop students who:

- develop at appropriate levels to meet or exceed California state expectations in standards-based instruction in English language arts, math, science, social studies, and physical education, as well as in varied curriculum beyond the standards, such as leadership and Spanish and after-school elective offerings for educational enhancement.
- are lifelong learners and flexible problem-solvers, able to exhibit the interpersonal skills necessary to work in ethical collaboration with others.
- are able to manipulate technology to plan, prepare, write and present a variety of presentations and exhibitions of their own learning.
- develop at an appropriate level of proficiency and become familiar in conversation with the Spanish language
- effectively communicate reflective and critical thinking through both the written and spoken word, respectfully considering the different points of view of others.
- reflect on their own learning and develop goals and strategies to improve in areas of weakness.

LEADERSHIP SKILLS – We seek to develop students who:

- have a developed awareness of their own leadership potential, applying self-discipline, goal setting, and time management to solve any problem, be it social, academic, or global.
- act responsibly in all aspects of their lives.
- recognize their responsibilities as citizens to meet present and future challenges in a global society.
- have practiced essential leadership skills within a learning community, including designing and implementing a community service project each year.

LEADERS: L=Life-long learners, E=Effective communicators, A=Active leaders, D=Desire to learn, E=Exceeding the standards, R=Responsible citizens, S=Service to others

The school has evaluated the effectiveness of the SLOs and how to measure them over the last few years. The following represents our attempts to measure each SLO.

SLO	Degree of achievement
Life long learner	Alumni survey demonstrates good preparation for HS, High CAASPP scores
Effective Communicator	Spanish classes each week, Google Docs, class presentations
Active leaders	Leadership faire; Africa project; student council
Desire to Learn	Student survey results
Exceeding the standards	CAASPP results with 30% advanced range for ELA/ 36% in math, 54 PACERS; honors program in middle school
Responsible citizens	Behavior data in Illuminate demonstrates low level issues . No expulsions to date.. High attendance rate of 96-97% each year. Clean campus.
Service to others	Near 100% participation in community service projects; class projects,

F. Perception Data

For the past 2 years we have administered surveys to all stakeholders at ILCS including students, parents, certificated, and classified staff members. Below are key findings.

The student survey indicates a need to continue to work on student’s perception of each other in the areas of student behavior and kindness. We are seeing gains in the elementary level, but there is still a need in the middle school level.

Inland Leaders Charter School ACS WASC/CDE Self-Study Report

Elementary School Results

Question Number	Question	Type - SA/A - A/M	Whole School 2016-20 17	Whole School 2017 - 2018
4	<i>My teacher makes me excited about learning.</i>	SA/A	80	85
5	<i>My teacher/teachers BELIEVE in me and know that I can learn.</i>	SA/A	86	97
6	<i>Students are well behaved in my class.</i>	SA/A	45	56
7	<i>Students are well behaved at my school.</i>	SA/A	49	55
8	<i>Students want to learn in class.</i>	SA/A	69	76
9	<i>I feel welcomed at ILCS.</i>	SA/A	91	92
10	<i>I like coming to school.</i>	SA/A	84	82
11	<i>There are clear consequences for breaking the rules at my school.</i>	SA/A	83	87
12	<i>There is an ADULT whom I trust and can go for help with a problem at my school.</i>	SA/A	91	92
13	<i>Students are nice at school.</i>	SA/A	60	69
14	<i>I feel safe with other students during class.</i>	A/M	87	92
15	<i>I feel safe with other students on the playground.</i>	A/M	78	82
16	<i>School is a friendly place to go.</i>	SA/A	87	90
17	<i>We talk about ROAR in our class.</i>	<i>E Day/fe w X times</i>	<i>Not Asked Last Year</i>	77

18	<i>Our class has improved because of our class behavior goal.</i>	Yes/Most the time	Not Asked Last Year	67
19	<i>Students at my school treat EACH OTHER with respect.</i>	SA/A	59	68
20	<i>Students at my school treat adults with respect.</i>	SA/A	68	84
21	<i>Teachers at my school treat students with respect.</i>	SA/A	89	93
22	<i>My school is calm and in control.</i>	SA/A	68	74
23	<i>I know what is expected of my behavior at school.</i>	A/M	95	95
24	<i>Teachers and other adults care about me.</i>	SA/A	94	96
25	<i>Students are treated fairly by teachers.</i>	SA/A	87	92
26	<i>I would recommend this school to a friend that does not attend this school.</i>	SA/A	86	90
27	<i>I am responsible for my grades.</i>	A/M	95	98
28	<i>I work hard when I don't understand something.</i>	A/M	88	93
29	<i>I give up when I don't understand something.</i>	A/M	93	95
30	<i>We set personal learning goals in class(other than AR).</i>	A/M	73	81

Table 16: ILCS Student Survey

Middle School Results

[Middle School Survey](#)

ILCS Parent Survey

Our parent survey indicates that parents are happy with their children attending ILCS and feel the program is challenging with high expectations. They also feel the school is safe and that students are well behaved.

[Parent Survey](#)

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>ILCS has a clear vision & mission based on student needs, current educational research, the district LCAP, & the belief that all students can achieve at high academic levels. The vision & LCAP work together succinctly, & is available to parents via the school website & the <i>Family Handbook</i>.</p> <p>Vision The vision of the Inland Leaders is to sustain a high quality community charter school founded upon innovative instruction and character education to create 21st century leaders.</p> <p>Mission (revised 2013) ILCS is committed to providing a world-class education for students that will equip them with the critical 21st century skills* necessary to be successful leaders in life. This will be accomplished by:</p> <ul style="list-style-type: none"> ● Providing a safe and structured environment ● Ensuring high expectations for all stakeholders (parents, students, staff) ● Implementing innovative practices, rigorous curriculum, and character training ● Creating strong partnerships with parents and community members <p>*as defined by the CDE in conjunction with the Partnership for 21st Century Skills (www.p21.org)</p>	<p>ILCS' vision & mission are visible on the school website, both on the homepage & "About Us." Additionally, it's in the annual Family Handbook, as seen here. The vision is on weekly staff bulletins and board agendas.</p>

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The current version of ILCS’s Mission Statement was revised in 2013 by ILCS staff. It was informed by data collected through LCAP, built with teachers & administration, and approved by the school board. LCAP data is compiled from staff, students, & parents.</p> <p>There has been no recent action to refine or modify our mission statement, or vision. Student learner outcomes have been discussed and revisited with parents and staff.</p> <p>Parent participation in the LCAP is solicited by invitation. Parent feedback comes in the form of open forum discussion and surveys.</p>	<p>The first staff meeting of 2013 indicates the revised Mission Statement was discussed at onset of the school year. Bulletins from the spring of 2013 cite the staff process & input towards revising the Mission Statement. See bulletin samples 1 & 2.</p> <p>SLO progress work LCAP survey LCAP Parent Nights LCAP invitation.</p>

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The mission, vision, and student learner outcomes are readily available to all stakeholders. The district LCAP considers parent input through annual surveys & parent nights, & influences training & financial decisions in effort to uphold commitments & goals. School functions & structure implement opportunities to hold all stakeholders to the vision, mission, & student learner outcomes. One school function that holds accountability for this is called <i>Student Contract Accountability Team</i> (SCAT). Parents not committed to the school’s mission & vision attend Student Contract Accountability Team meetings for accountability & strategies for better supporting students & staff. Additionally, families new to ILCS attend an Orientation Night, to ensure they are committed to ILCS’ mission & vision, & have all information needed to begin attending our school.</p>	<p>Student Learner Outcomes are posted at school & district entrance on California St, Ave. D, entrance to the CSC playground, & inside the cafeteria. The website and annual Family Handbook also cites the mission & vision. The vision is posted on weekly bulletins to all ILSC staff & on board meeting agendas for anyone in attendance. The LCAP template, Student Learner Outcomes, survey results, & parent night information is available on the school website under “About Us.”</p> <p>Monthly Finance Committee meetings make decisions</p>

	<p>through the lens of the LCAP.</p> <p>New Family Orientation Night</p> <p>All staff members are part of an evaluation cycle (classified & certificated), which contains elements of staff commitment to the mission & vision.</p> <p>Student report cards evaluate academic & leadership ability.</p> <p>SCAT</p>
--	---

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>Clear board policies have been established to foster the relationship between the governing board and professional staff.</p>	<p>Links to board policies are found on website. Staff are invited and welcome to attend all board meetings and speak at open forum sessions.</p>
<p>The roles of the board and district administration regarding supporting the school’s vision, learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements are well defined and clearly outlined in the ILCS board policies & staff handbook.</p>	<p>Links to all of the board agendas exist on the school website, & the Employee Handbook is given to all staff at the onset of each school year.</p>
<p>The ILCS school board is informed monthly regarding various school procedures, events, & evaluations. This includes monthly</p>	<p>Slideshow indicating SBAC results that is shared to ILCS</p>

<p>discussion from the budget committee, annual reporting from admin regarding high-stakes testing, trimester reporting of academic progress, & monthly reporting to the board regarding school incidents & events.</p>	<p>school board. See trimester findings shared to board as well. Screenshot of confidential document site administration shares with school board regarding monthly event summary. Principal's annual update regarding targets.</p> <p>Board minutes always indicate finance committee update.</p> <p>LCAP report is shared to the school board annually.</p> <p>Board agenda items addressed each year by month</p>
---	--

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>School community and parents are welcomed to monthly board meetings & finance committee meetings to participate in the school's governance. Both agendas are posted at least 72 hours in advance of meetings.</p> <p>The school community and parents are also invited to participate in School Site Council, ELAC, district LCAP committees and other advisory or shared decision making groups that provide guidance or direction to the school.</p> <p>The finance committee is made of representatives from teachers, admin, board, & parents, & meets monthly in a public forum to make decisions which guide ILCS.</p>	<p>Staff are welcomed to all board meetings, as shown on staff calendars & weekly bulletins. Parents are informed about governance & stakeholder involvement at Orientation Nights. Board minutes & agendas are posted online for the entire school community.</p> <p>All parents are invited to participate in the annual LCAP survey.</p> <p>Sample Finance Committee agenda notes.</p>

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
Uniform complaint policy & procedures was revised and amended by legal support in 2016 to be compliant with state regulations. It has only been used once in the last 8 years. It's communicated to parents on the school website, & posted in the office at BSC.	Uniform Complaint Policy and Procedures from the school website.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Each Tuesday, ILCS teachers & administration meet in PLCs as grade levels to discuss data and progress among all students. Certificated staff reviews best researched-based instructional practices of J. Hattie and D. Fisher during PLC meetings. Stakeholders including parents, teachers, and students are continuously surveyed in an attempt to identify needs and refine programs and practices.	<p>Teachers received PLC training from trainers of trainees. PLC meeting notes are submitted to administration weekly. Data is analyzed to increase growth and target individual student needs.</p> <p>The data, surveys, and feedback from stakeholders and community members provides the driving force behind the development of the school-wide goals.</p> <p>Staff Book: Hattie and Fisher</p>

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
Staff ensures analysis of student achievement of the critical learner and college-and career-readiness needs, schoolwide learner outcomes and academic and career-readiness standards are	In PLCs, teachers analyze data from CAASPP interim & summative assessments, &

<p>incorporated into the impact, implementation, and monitoring of the LCAP by providing Common Core aligned instruction and curriculum while continually monitoring CAASPP Summative and Common Formative Assessments.</p>	<p>common grade-level curriculum. Analysis takes place at PLCs to identify gaps in learning. Strategies are articulated to address gaps and foster growth.</p> <p>Administration carefully analyzes state summative data in comparison to the local district. This comparison also takes into consideration demographics & annual growth.</p>
---	---

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>Administration and Lead Teachers participate in weekly communication to discuss practices supporting student learning on shared documents. Lead teachers share comments and concerns of staff with administration while administration articulates areas of focus for instruction, data analysis, and planning.</p> <p>Grade levels present data that assists with accountability towards academic goals & validation that data is guiding instruction.</p>	<p>Administration creates note pages to share among staff. Google Docs are shared between staff and admin including PLC notes and Teacher Lead guidelines. PLC Notes.</p> <p>Grade level leads must agree to Lead Teacher Criteria.</p> <p>Sample of grade-level data.</p>

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Existing structures for internal communication, planning, and resolving differences is exhibited through weekly bulletins, emails, ParentSquare® notifications, weekly PLCs, & board meetings. The employee handbook cites processes for documenting & communicating differences, including safety concerns & harassment.</p>	<p>Bulletins through gmail, communication on Parent Square, Stakeholder surveys, PLC notes on Google Docs, and Board Meeting notes posted on ILCS website.</p> <p>Employee Handbook</p>

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
All applications for employment begin on EdJoin, with a resume, letters of recommendation, work experience, & more. Qualified applicants for all positions are interviewed by administration. Certificated positions include board members at the interview as well as a classroom observation at current school, or at an ILCS classroom if necessary. ILCS requires all teachers to be HQT (highly qualified teachers). CLAD certified, BTSA (provided for new teachers). Each employee is hired on an at-will basis. <i>Lead Teachers</i> also have the responsibility of supporting new teachers who have joined their team.	EdJoin postings for available positions. Lead teacher criteria.

Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Administration factors in information from resumes, staff requests, and grade level needs to maximize the expertise of all staff members.	Teacher interest survey is given annually to assign staff to assignments that impact student learning positively. New teachers start 2 days before returning staff for orientation & acclimation. Experienced teachers are provided opportunities to coach teachers that benefit from professional growth.

<p>ILCS has an employee handbook that is received by all employees digitally as well as a hard copy that is updated annually.</p>	<p>In addition to their hard copies, employees have online access to the employee handbook at all times through the website to ensure clarity of any questions employees may have with policies and procedures. Should employee have further questions, HR is available.</p>
---	--

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>ILCS provides staff development in-services that provide valuable training for all teachers. These include trainings for common core curriculum in language arts, math, science and writing. Teachers are sent to trainings that support development for Spanish instruction, math, ELA, history, science, technology, coaching, safety, Special Education needs, & more.</p> <p>The school’s LCAP informs administration in decision-making for professional development, which include trainings for staff, curriculum, & more.</p> <p>Staff training in best practices & evidenced-based learning is offered weekly in grade-level PLCs</p>	<p>Teachers have been sent to over 100 conferences since 2014. The conferences are listed here. ILCS also hosts Innovation Days to share professional development from peer to peer, & at times, guest speakers. The school’s LCAP guides administration in providing professional development.</p> <p>The evidence of this is seen in the instructional programs, which in turn demonstrate increasing data on proficiency. More examples include:</p> <ul style="list-style-type: none"> -Accelerated Reader reports indicate growth. -TK- Middle School data and performance slideshow indicate growth (example 1 & 2). -Doug Fisher: Visible Learning for Literacy Training -PLC Training

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>ILCS provides formal and informal teacher observations and evaluations throughout the first 2 years of each certificated employee. The evaluation will involve a variety of tools to support the performance of each employee. ILCS uses the California Standards for the Teaching Profession in combination with its own rubrics based on staff development topics. The following list identifies some of the different evaluation tools used to determine levels of performance and needed areas of improvement.</p> <p>The <i>Pillars Guide Book</i> was shared with teachers in October 2017, which has clarity on the three year evaluation cycle & promotion opportunity. The document shows criteria and expectations for the novice, professional, master, and lead teacher.</p>	<p>Teachers are evaluated using the following methods & processes:</p> <ul style="list-style-type: none"> -Formal evaluations & walkthroughs -Parent Surveys -Pillars of Success document that is used to evaluate teachers in the areas of instruction, reflection, planning, performance data, & professional expectations.

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the school’s vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Weekly PLC meetings help teachers decide what resources are needed based on critical student learning needs, academic standards, and college and career-readiness standards after evaluating test data, scores, best practices, & more.</p> <p>LCAP meetings are open to staff and parents to attend, in addition to the LCAP survey offered to all families. The LCAP is assessed & goes through alterations when needs arise &/or goals are met.</p>	<p>ILCS’ Mission and vision statement is always communicated to teachers through the teacher handbook & website.</p> <p>Professional Development is organized by administration & informed by the LCAP (see LCAP meeting notes samples). LCAP goals are developed by administration after being informed by all stakeholders, as demonstrated in this teacher survey results.</p> <p>Finance committee makes fiscal decisions in purchasing curriculum & supporting professional development. SBAC</p>

	data is evaluated to make informed decisions in preparing students for state expectations of Common Core standards.
--	---

Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The finance committee, including teachers, parents, admin, & board members make decisions about the annual budget. The annual audit has had outstanding clearance for all 10 years of the school’s existence, demonstrating quality business & accounting practices.	Finance committee notes . Audit Report 15-16 . Financial planning calendar

Facilities

A5.3. Indicator: The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>ILCS’ two campuses separate lower grades from upper grades & allow teachers to collaborate at a smaller scale to better serve their student age group. Within each campus, same grade level classrooms are grouped together.</p> <p>The added gates at both campuses help keep our students safe, monitored by teachers on duty on a regular basis before school, during break times, and after school. Visitors need to check-in through the front office at each campus, since it’s the only opportunity for someone to enter school during the classroom offerings.</p> <p>ILCS has a full-time school nurse. School campuses are well-maintained with 2 full-time custodians, 2 part-time custodians, & 2 cleaning companies that are used regularly. Work orders are put in place to maintain physical facilities, which is in partnership with the local school district.</p>	<p>New gates, school and classroom maps. Teacher and yard duty schedule (middle school & elementary).</p> <p>Cleaning schedule.</p> <p>Work order logs.</p>

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support*

systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Findings	Supporting Evidence
<p>Monthly board meeting school finances are discussed openly. School finances and annual budget is presented to staff for the each fiscal school year to describe how resources will be utilized. Each categories budget is assessed & tracked for every purchase. Teachers meet to decide the pros and cons of what print and online resources they need for the upcoming school year based on student needs. Teachers generate a necessary material list at the beginning of the year.</p> <p>Work orders are put in place to maintain physical facilities & classroom resources.</p>	<p>Annual Budget</p> <p>Teacher request form</p> <p>Sample of responses from teachers' requests for curriculum. This video shows how teachers have access to tech support.</p> <p>The system for student computer repairs uses hardcopy.</p>

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
<p>ILCS requires all teachers to be highly qualified and CLAD certified. BTSA training is provided to new certificated staff. Each employee is hired on an at-will basis. Middle school teachers have single subject credentials particular to the instruction they provide. ILCS has developed a new teacher evaluation process (effective fall of 2017) to retain teachers.</p> <p>ILCS utilizes weekly PLCs (professional learning communities) to further develop teacher practices. ILCS has grade-level lead teachers with the responsibility of assimilating new teachers. Many teachers have attended off-site conferences for professional development.</p>	<p>Teacher handbook</p> <p>PLC agenda and notes</p> <p>Evaluation system</p> <p>Teacher attendance at conferences for development since 2014.</p>

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>Finance committee team, which is made up of admin, board, parent,</p>	<p>Finance committee notes</p>

<p>and teachers, annually assess the LCAP goals and the feedback received from the school community. Based on the needs of the school, funds are allocated to support LCAP needs, which are multi-year. Surveys are administered annually with questions around our four LCAP goals to get a pulse of our school and to check if growth is being made and goals are being met. Administration meets regularly to discuss progress then disseminates to teachers in PLC meetings. Parents are also included in the process annually.</p>	<p>LCAP agenda</p> <p>LCAP</p> <p>SBAC data</p> <p>Board meeting agenda</p> <p>LCAP Stakeholders responses</p>
---	--

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
<p>The school regularly reviews its long-range plans and capital needs (and other resources) and makes decisions about resource allocations through Monthly Finance Committee Meetings (comprised of teachers, parents, admin, and board member) and Public Board Meetings (comprised of Board Members and Admin with public attendance). In addition, there are LCAP surveys (samples collected from Staff, Students, Parents) and public attendance of planning meetings.</p>	<p>Finance Committee Agenda 4-20-17</p> <p>ILCS Board Agendas</p> <p>LCAP Survey Results</p> <p>LCAP public meetings attendees</p>

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
<p>Our accounting procedures and review process are effective in meeting the general accepted principles of accounting and audit procedures and education code for charter schools as evidence by 10 years of clean audit results from independent auditors. In</p>	<p>Posted Audit Reports</p> <p>Interim Report Summary</p>

<p>addition, there are regularly submitted interims to the district that are reviewed for accuracy and proper accounting procedures. Finally, we have back office accounting consultants through Edtec that provides advice for correct accounting procedures on an as needed basis.</p>	<p>Edtec accounting consultants Service Inv 17-18</p>
--	---

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
<p>The school maintains effective processes and protections for the following:</p> <ol style="list-style-type: none"> 1. Authorized Contract Signers, write checks, and release funds 2. Monitoring of payroll information 3. Review of Bank Reconciliations/Deposits/Withdrawals 4. Credit Card and Line of Credit Use. <p>The above effectiveness is evidenced by our Policies and procedures that are reviewed annually during the audit with any recommended changes submitted to the Board for approval. In addition, the Finance Committee reviews any recommendations given to the Board. Finally, during the yearly internal audit, an internal narrative/matrix is completed and reviewed by auditor for compliance.</p>	<p>Financial Policies and Procedures</p> <p>Internal Narrative/Matrix for Audits.</p>

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
<p>The school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement are effectively evidenced through the public postings of documents on the website, monthly finance committee meetings which includes staff, admin and parents, public board meetings, and LCAP surveys and meetings.</p>	<p>Posting on Website Link of Board Approved Budget LCAP Report</p> <p>Finance Committee Meeting Agenda</p> <p>Board Minutes</p> <p>LCAP Survey Results LCAP Parent Mtg Sign in</p>

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
<p>The school’s governing body strives to provide adequate compensation to faculty, administrators, and staff. This is accomplished through the study of compensation plans and rates from other local districts, as well as nationwide averages. In addition, a committee of Certificated Employees collaborate regarding the compensation structure for Certificated Staff members, and submits plan to Board for adoption. Adequate staffing for the school’s program is ensured by proactive planning and budget forecasting that allows for staffing of all necessary positions. Reasonable reserves are ensured by effective budget planning that saves nearly 10% annually over the last 10 years at levels below expected income, and regular monitoring of budget expenses throughout the year to ensure that unintended over budget spending does not occur. Currently the school maintains a reserve of close to 80% of yearly revenues.</p>	<p>Pillars Guide (List of Committee Members & Pillars requirements)</p> <p>Cert Teacher Performance Payscale</p> <p>Classified Compensation</p> <p>Classified Hourly Range Table</p> <p>Classified Hourly Rate Schedule</p> <p>2nd interim budget report showing up to date reserves</p>

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
<p>The school marketing plan is minimal for the site based program in that the program has largely relied on word-of-mouth for enrollment and with waiting lists in most grade levels the necessity for advertising has been minimal. With ten years of operation, most local residents are aware of the ILCS program. Most marketing efforts occur for the independent study program to gain higher enrollments, but the Board and administration have not made the independent study enrollment a major priority. ILCS also hosts a public Twitter & Instagram page that can be found @inlandleaderscharter.</p>	<p>Advertisement Invoices</p> <p>New ILCS Website</p> <p>School lottery chart for 2018-2019 school year</p> <p>Current waitlist chart for 2017-2018 school year</p>

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
----------	---------------------

<p>The ILCS School Board and school leaders effectively inform the public and appropriate governmental authorities about the financial needs of the organization through transparency evidenced by the posting of the annual budget on our school website, and accurate reporting to the Yucaipa - Calimesa Joint Unified District as requested through our Budget, 1st & 2nd interim reports.</p>	<p>Annual Budget posted ILCS Website Interim report to District Sample Audit Report CA State Controller Cert Letter</p>
--	---

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified critical learner needs)

After 11 successful years, the organization that makes up Inland Leaders Charter School continues to offer an exceptional educational experience for the community. ILCS has a clear vision & purpose, which paired with the LCAP provide a system in which resources are offered & highly qualified staff is trained, to uphold the values that the school holds.

Essential to the organization is the LCAP, which is gleaned regularly, involves all stakeholders, & initiates decisions to ensure that students achievement is successfully met.

ILCS has developed a comprehensive special education services under the supervision of El Dorado Charter Special Education Local Plan Area and regularly reports to the school board on program development and student progress.

The school board has monthly meetings to assist in leading the school in financial decisions, parent concerns, administrative & certificated performances, academic & extra-curricular success, & more. The board's service is in concordance with the school's schoolwide learner outcomes, vision, & philosophy.

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

Through collaboration between all stakeholders, Inland Leaders Charter School has developed a comprehensive set of mission and vision statements which accurately reflect the belief that all students can learn and be college and career ready. Additionally, input from all stakeholders supports allocation decisions for critical student learning needs, which assists in determining what's best for our students.

ILCS has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices. Amidst the carefully budgeting, ILCS is acquiring and maintaining instructional materials and equipment to assist all students in a least restrictive environment.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

Between the mission statement, vision, 5 core elements, philosophy, and student learner outcomes, there is a lot of overlap and redundancy. Regular clarity regarding the function of each of these statements would

have a positive effect on its implementation. Once the purpose and function of each statement is clarified, teachers can then tie them to the various activities they were intended to in a meaningful way. The general sentiment among teachers seem to be that these phrases sound familiar and are accurate, but accountability & clarity would be beneficial.

ILCS continues to place priority on the safety & functionality of well-maintained facilities. ILCS feels that some gates/doors & low gates are easily accessible, especially by the dumpsters. After school hours, the school seems less secure for staff.

Our professional development & hiring of well-qualified teachers is a highlight of Inland Leaders. However, ILCS continues to strive for increasing the resources available to enable ongoing professional development of a well-qualified staff.

ILCS has always demonstrated responsible resource planning, however, this year marks the launch of the school's pay-performance system, so ILCS has yet to observe the actual application of its effect in financial planning.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Inland Leaders Charter School staff uses current educational research including hosting a Doug Fisher training on his research of effect sizes and strategies related to student achievement. Teachers also uses Marzano's standards based grading to maintain a meaningful instructional program. Teachers also attended a PLC Summit to learn about how Professional Learning Communities function to address student needs for differentiation so that the staff can better prepare student for higher education. Teachers also received training on the new California science standards NGSS so that they can teach the new science standards.</p>	<p>Doug Fisher Training on Effect Size of Strategies For Student Growth</p> <p>Fisher's Effect Size Pamphlet</p> <p>PLC Summit in San Jose</p> <p>PLC Training for Staff</p> <p>NGSS Training Research</p>
<p>In addition, teachers have the opportunity to attend trainings on math standards through the California Mathematics Council conferences where the teachers can choose from a plethora of classes relating to the mathematical standards. Teachers have also</p>	<p>Record of All Conferences Attended for Educational Research</p>

<p>been sent to trainings revolving around Language Arts standards specifically with thinking maps and step-up-to-writing. Other trainings and conferences have been made available like ASCD Empower 17' to keep teachers current with educational research.</p>	<p>_Self Assessment of Behavior</p> <p>Leadership Activity on Gratefulness</p> <p>Differentiation through Math Videos,</p> <p>5th-Grade Math Assessment Online</p> <p>8th-Grade Rubric for Standards Based Grading</p> <p>Gold Rush Activity</p>
---	--

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>We meet and/or exceed in Common Core Standards in ELA, Math, and Science. Student mastery of standards are assessed through standards-based assessments including “Let’s Go Learn,” Pearson Topic and Benchmark Assessments, “Interim Assessment Blocks,” and teacher created assessments. These assessments allow teachers to work collaboratively during Professional Learning Communities to assess and support student learning. It also encourages collaborative conversations relating to the effectiveness of our curriculum.</p> <p>Pearson curriculum is being used in grades 1-7 as a tool to align standards across grade levels.</p> <p>All kindergarten through 8th grade teachers record student knowledge and growth in Common Core Standards based report cards. Students who show themselves to be outliers in ELA or Math participate in the Pacing Program for grades 3rd thru 8th grade and are graded by a standards-based report card.</p> <p>Teachers are trained to teach according to the Common Cores State Standards. Example: <i>Next Generation Science Standards</i></p> <p>Curriculum is differentiated throughout grade levels and students are given the opportunity to perform beyond the standards.</p>	<p>Pearson Assessment Results By Standards</p> <p>Pearson Math Differentiation by Standards</p> <p>Sample of standard based report cards.</p> <p>Sample of Pacing Report Card</p> <p>ILCS staff is trained to teach according to the Common Core State Standards (NGSS)</p> <p>“Interim Assessment Blocks” (IAB’s)</p> <p>Examples of standards based assessments (ESGI). Example 1 Example 2 Example 3</p>

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>All concepts and skills taught in the classroom are standards-based.</p> <p>English Language Arts and Mathematics are taught using the Pearson curriculum that are standards-based. Teachers have also created activities outside of Pearson curriculum to enrich and support all students who have mastered or are in need of intervention in a particular standard. For example, teachers use project based learning to extend understanding of conceptual topics. Students that are in need of support have differentiated activities including reteaches and review games to strengthen understanding.</p> <p>Social Studies is still being taught using California standards that have not been updated for Common Core.</p> <p>Science experiments are focused on hands-on experiments that encourages students to be scientists and are aligned with Next Generation Science Standards. Students have access to Explore Learning that allows them to use virtual labs and are standards-based.</p> <p>At ILCS there is extra curricular activities for leadership through enrichment from PBIS. Our ROAR program aligns with our leadership curriculum at ILCS and our schoolwide learner outcomes. ILCS also has schoolwide learner outcomes displayed throughout both campuses.</p> <p>We show school wide consistency by going beyond the standards through weekly visits from Spanish instruction TK-8. Spanish enriches the ILCS student body to have a wide variety of knowledge in another culture and language and thus, preparing them for higher education.</p>	<p>Teacher created Standard Packets for Pearson</p> <p>Math Standards Based Assessment after Skills Taught</p> <p>Standards-Based Reteaches from Pearson</p> <p>Standard Based ELA Activity on Determining Character Traits</p> <p>Social Studies Unit on Gold Rush</p> <p>Next Generation Science Standards Virtual Labs by Standards</p> <p>ILCS shows consistency and goes beyond the standards with Spanish</p> <p>Spanish Schedule CSC</p> <p>PBIS school wide data</p> <p>Leadership</p> <p>ROAR</p>

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are*

maintained.

Findings	Supporting Evidence
<p>Teachers at Inland Leaders Charter use Performance Tasks to provide students with the opportunity to integrate the skills and concepts learned and apply it to a real world situation. Mathematic Performance Tasks often tie into science concepts so that students are able to learn knowledge and apply knowledge in multiple subjects.</p> <p>Middle School Social Studies teachers and Language Arts teachers integrate similar rubrics for consistency to tie in both subjects.</p> <p>Students from grades 3-8 have mandatory technology lab that is taught by an instructor on Photoshop design, Maya, and basic computer use.</p> <p>5th-Grade and 8th-Grade students are required to plan and present a science fair project or engineering project.</p> <p>Consistency with the presentation of curriculum through the use of Chromebooks, allows for cross disciplinary searches and access to information. The student body is 1:1 with chromebooks.</p> <p>Students have the opportunity to attend elective classes after school to support students' passions in future careers.</p>	<p>Performance Task Integration</p> <p>App Development</p> <p>Student Photoshop Design</p> <p>Science fair projects (Example 1; Example 2)</p> <p>1:1 Student chromebooks</p> <p>Electives Brochure</p>

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Inland Leaders has started the process of having an exit survey for all 8th graders so that school can continually communicate with their alumni student body. A survey has been given to students that have left our school to follow up with their experience from our program and how they have transitioned into higher education. Students are able to rate how effective our teachers were, our leadership program, and their overall experience and how it has shaped their career-readiness.</p> <p>Additionally, alumni students often return to our campus to share during our Middle School Informational Night to provide insight and advice to our current middle schoolers.</p> <p>Inland Leaders also articulate with the high school counselors with</p>	<p>Alumni Survey Form</p> <p>Alumni Survey Results</p> <p>Alumni Presentation at Middle School Information Meeting</p> <p>Video of Informational Night</p>

<p>reviewing registration needs and answering questions about what the high school offers to the student body.</p>	
--	--

B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Inland Leaders offers a full range of choices for students to pursue realistic college, career, and other educational options. Teachers from all grade levels differentiate within classrooms. Students have access to tutoring and some students are required to attend the intervention program: Success Academy. Success Academy is an after-school intervention program based on Response to Intervention and is designed to support students who are below proficiency. It is designed to provide intense instructional support in math and/or ELA during the week by the grade level teachers.</p> <p>In-house service plans, such as speech, are available to those in need. All students are given equal access to technology and participate in technology driven lessons. Teachers attend weekly PLC meetings to discuss data, lesson consistency across grade-level, and strategies for success for all students. In-Service days are held for teacher cohesiveness and professional development. As well as cross grade level meetings are held to ensure that students are prepared for upcoming year.</p> <p>At ILCS, we offer varied electives to all students including arts, languages, technology, home economics, STEM, Community Service, and robotics and machines. We also hold second sessions in art, music, sports. In all grade levels we require students to take Spanish classes and participate in community service hours and projects. Each class is also participating in a grade level service project. In grades 5th and 8th, students are also required to participate in a Science Fair projects. The Electives Program encourages students to explore their interests and participate in activities that may lead them into future careers. Additionally, offering a variety of choices to the student body helps them make decisions pertinent to their interests as they transition into choosing</p>	<p>6th-Grade Flight Check for Differentiation</p> <p>Success Academy Attendance</p> <p>Speech & SAI Services</p> <p>1:1 Chromebooks</p> <p>PLC Notes Example 1</p> <p>PLC Notes Example 2</p> <p>Electives_Brochure</p> <p>Robotics Competition at Legoland.</p> <p>Community Service Project</p> <p>Science Fair Project</p> <p>GOLD Night</p> <p>Student-Led Conference Fill Out</p>

<p>classes at the high school level.</p> <p>6th grade girls are given the opportunity to participate in GOLD (Girl's Overnight for Leadership and Discovery) night for middle school transition. A BOLD night is being implemented in May, 2018 for 6th grade boys.</p> <p>GOLD night for MS/HS transition (6th/8th grade girls)</p> <p>BOLD night being implemented 2018 for 6th grade boys</p> <p>Grades 3-5 perform student-Led conferences during the first trimester which promote leadership and accountability with their education.</p>	
---	--

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>Students participate in rigorous standards-based lessons that are real world and are accessible to all students. Lessons are differentiated for all types of learners, ensuring that all students can learn at high levels. Furthermore, teachers are able to adapt their lessons to make sure that the curriculum is accessible to all.</p> <p>Tutoring and Success Academy are available to support student success. These two instructional practices are similar in their core purpose, but they are separate from each other. Tutoring is optional to all students who want additional support and Success Academy is mandatory for students who have been specifically identified as a struggling learning through previous SBAC scores and teachers' assessments. In addition, middle school students have open office hours to receive support.</p> <p>Teachers have PLCs on a weekly basis to ensure all students have access to intervention and enrichment for success.</p> <p>Science classes provide lessons that have hands-on experiences for students to apply in the real world.</p>	<p>Standards-Based Tasks Illustrative Tasks</p> <p>4th-Grade California Project PLC Notes</p> <p>PLC Data Sharing For Intervention and Enrichment</p> <p>Mystery Powder Science Experiment with Home Products</p>

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>All students' learning styles, interests, and abilities are taken into</p>	<p>Pinks and Blues to place students</p>

<p>Careful consideration in working on a highly individualized personal learning program. At the end of each school year, teachers complete a report on Illuminate Education concerning their students and the information is used to place students with a teacher that matches the student's learning style for the next grade level. Careful consideration of classmates are also taken into account so that students can be grouped with peers that share similar learning styles.</p> <p>Parent conferences are required for all transitional kindergarten through 8th grade students at first trimester and is requested by either parent/teacher for the second trimester. This is in addition to scheduled conferences throughout the year made to meet individual student needs.</p> <p>Teachers have an open-door policy for parent volunteers in the classroom, providing all parents the opportunity to be a part of the daily learning of their children).</p> <p>A consistent and supportive parent to teacher relationship is valuable in ensuring student success. The regular conferences, in addition to immediate communication with phone and email is highly effective in making appropriate changes to the students' personal learning plan.</p> <p>The PACE program, which stands for Pupil Accelerated for Continued Excellence, allows students to work at levels appropriate to their abilities in both ELA and mathematics. Many students take advantage of this program to enter into a more academically challenging environment. All grades offer a variety of challenge for all students, some by differentiating math levels within their own classroom, others by teaming up with other classes to meet students' challenges or abilities.</p> <p>Illuminate, an interactive and comprehensive student database, which includes an online grading system, is available to parents of kindergarten through 8th grade students. We also utilize a whole school online communication system called ParentSquare by which frequent parent and staff communication is made possible. This system allows two way communication between teachers and parents, as well as administration. This collaboration among parents, students, and teachers and administration allows access to daily assignments, grades, school calendar, event sign-ups, personal, as well as whole group communication.</p> <p>SCAT meetings, Student Contract Accountability Team, are initiated with parents and students with the school director, board members, administration, and teachers to discuss resolutions and action plans to improve student's attendance and/or behavior.</p> <p>A detailed school website with expectations for school requirements, student-parent contract, science project services, service project</p>	<p>in best teaching environment for the following school year</p> <p>Parent Conference Sign Ups Via Parent Square</p> <p>Sample Open-Door</p> <p>Parent Involvement and Volunteers</p> <p>Parent Survey to Share About Their Child</p> <p>PACE Program SlideShow</p> <p>Illuminate Home Page</p> <p>SCAT Program Form</p>
---	---

<p>requirements, electives information, annual leadership focus, school calendar, teacher contact info, and more is available to make accessing and understanding our school program easier for parents.</p> <p>The ILCS staff is divided into grade-level teams, all focused on training one another to best meet student needs. In addition, grade level teams meet with each other formally and informally to focus on continuity between grades.</p> <p>Careful analysis of testing scores, namely Accelerated Reader, CSTs, and statewide interim CAASPP assessments drive instruction in the classroom. A.R. and interim statewide assessments occur on a multi-year basis, and the CST's are in the spring. This is in addition to daily formal and informal assessments. Such a consistent variety of assessments allow teachers to differentiate instruction in an effective way, meeting the specific needs of the students. Full-inclusion and pull-out for specialized academic instruction (SAI) is available for all students who qualify. These services provide direct instruction in full inclusion large group and small group collaborative environments with a low student to teacher ratio. All grade levels offer some form of before or after school intervention, which is based on teacher recommendation. These tutoring sessions offer great student to teacher ratios and direct instruction. Students not only improve in performance, but confidence is built through pre-teaching.</p>	<p>School Website For Parent and Student Communication</p> <p>ASCD Training Conference</p> <p>Accelerated Reader Report for monitoring students' learning</p> <p>Math Data Tracker to monitor student's learning</p> <p>Analysis of Students' learning through SBAC Report</p>
---	--

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Former ILCS students presented at the Middle School Orientation Night.</p> <p>The PACE program allows students to participate in a higher academic class that will eventually prepare them for high school honors classes along with Advanced Placement classes.</p> <p>ILCS teachers teach rigorous aligned Common Core standards.</p> <p>The Elective Program at ILCS offers a variety of different classes that spark interest in possible future careers.</p> <p>Spanish is taught weekly among the kindergarten through 6th grade students. Middle school continues this tradition, requiring it once a week for the entire school year. This class is also offered free as an elective, one for beginning Spanish speakers and the other for fluent speakers. This head start for ILCS students allows them to transition</p>	<p>ILCS Middle School Orientation Night</p> <p>PACE Schedule of Students</p> <p>Elective Program Brochure for Trimester 3</p> <p>Sample Spanish Lesson</p>

<p>into high school Spanish classes far beyond what is expected of a 9th grade student. Beginning high school Spanish at a higher level in turn allows our students the ability to graduate from high school and enter college and/or the workforce with a much higher level of Spanish.</p> <p>8th grade students are able to attend a field trip at our local high school so that they're able to be familiar with the academic atmosphere and to choose an academic track to follow. The high school counselors also visit our school to review registration and to answer questions.</p>	<p>8th-Grade Field Trip to High School</p>
--	--

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Inland Leaders provides a rigorous and relevant curriculum to support student achievement. Transitional-Kindergarten through first grade create and implement an array of standards-based instructional material to foster student learning and to prepare the students for future grade levels. Second through sixth grade has vertical alignment concerning English Language Arts and Math through the adoption of Pearson curriculum. Middle School math also generates challenging standards-based material that prepares them for higher education.

Additionally, educators at Inland Leaders Charter School continually attend professional development workshops and conventions that are based on current research to maintain a relevant instructional program.

The organization also provides multiple avenues of interest for their students that prepare them for higher education and for future careers. Electives are offered throughout the school year to intrigue students' interest on possible career routes. Spanish, technology, leadership, and Second Session are provided to all students to nurture 21st century leaders.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Students at Inland Leaders Charter School have the best opportunity to learn with a collection of standards-based curriculum and materials that are utilized by the teaching staff. The skills being taught in class are congruent with the standards, and differentiation is continuously being applied so that all students are supported. Additionally, teachers tie their academic standards to real world applications through the use of Performance Tasks and project-based learning.

The teaching staff is current with educational research, including Fisher and Frey's *Visible Learning* and

Hattie’s studies on the impact of student learning. Teachers are encouraged to attend professional development workshops to support student learning.

Inland Leaders prepares students for higher education through its Spanish program, technology lab, and electives program. Students are required to have an hour of Spanish each week. Also, technology lab is available each week at the California Street Campus and chromebooks are distributed 1st-8th. Furthermore, there is a wide range of electives that Inland Leaders students are able to participate in after school. Students from 3rd-8th grade must also attend a second session class once a week.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

Inland Leaders Charter School desires to fully implement a follow-up program to receive quality feedback on the effectiveness of its curricular resources from former students. Articulation has begun with local high schools, but additional discourse with high schools can prove to be beneficial regarding the evaluation of ILCS’ effectiveness in preparing students for high school.

Recent survey work indicates that primary grades need curricular support in writing and critical thinking. Intermediate grades indicated the need for support in critical thinking.

Inland Leaders is making the shift to follow the Next Generation Science Standards (NGSS). Teachers are shifting content & piloting support resources, however, a schoolwide NGSS curriculum and alignment for K-8 classes is yet to be purchased & implemented.

History curriculum, alignment, & learning goals for K-8 grade classes is yet to be developed.

Development of leadership curriculum for K-6.

Curriculum & training specific to supporting our rising EL population has yet to be offered.

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
Inland Leaders is proud of its rigorous instruction and student success as evidenced through assessment scores. The examination of scores & student work shared at PLC’s, observations, & web-based platforms revealed the following findings: Students are engaged in relevant and challenging work. In schoolwide meetings,	<p>Primary (TK - 3rd)</p> <p>Parent Survey</p> <p>Small group/rigorous</p>

<p>the conversations have often centered around ILCS standards, above and beyond the limits, vs what is expected in the standard. ILCS is known as being rigorous as evidenced in our parent surveys and performance results as indicated on our state results and school-wide benchmarks indicated above. Data indicates Pearson Assessments are more rigorous than the state assessment as evidenced by the data, students scoring proficient on state assessments compared with proficiency scores on Pearson Assessments. Teachers deliver rigorous standards based lessons</p> <p>The observations of student work provides information on which all students are involved in the learning process. This is evidenced in student led conferences, student goals and tracking of their own data for growth. Teachers deliver rigorous standards based lessons and evaluate data and student work on a regular basis in PLC's to evaluate student growth. This process assists students in achieving the academic standards, the college and career readiness standards, and the schoolwide learner outcomes. Instruction includes whole class, small group, one on one and individual online programs. Our classrooms include most students who receive special education services and are incorporated into the general ed setting where they receive services under an inclusion model (a small percentage receive pull out services in addition to general ed setting).</p>	<p>work/Reciprocal Teaching Video link</p> <p>Primary ELA Rigorous work</p> <p>Primary ELA/Student/Expectation/Standards</p> <p>Primary ELA/Contraction/Surgery Book</p> <p>Primary Lesson Plan Differentiated/Individual Instruction</p> <p>Kinder Pacing Guides/Standards Addressed</p> <p>Thinking Maps - Math</p> <p>Thinking Maps Math</p> <p>Special Education Staff Schedule</p> <p>1st - 6th Grade</p> <p>5th GRADE 5th Grade Video ELA</p> <p>Pearson Online Math Envision 2.0 1st Grade through 6th</p> <p>Pearson Online Language Arts ReadyGen 1st Grade through 6th</p> <p>Upper -Student work samples - Reading Strategies</p> <p>1st-6th Pacing Guides/Pearson</p> <p>Student Work in Classroom</p> <p>Online/Technology</p> <p>Online DreamBox Math - Kindergarten</p> <p>Online Smarty Ants Tk -</p>
--	---

	<p>Kindergarten</p> <p>Primary Rigorous/small group/technology</p> <p>Upper Grades (4-6)</p> <p>Upper grade Lessons</p> <p>Grades 4-6</p> <p>Video</p> <p>Video</p> <p>ILCS Teacher Created Video Lessons/student support</p> <p>Over 100 teacher recorded rigorous math videos recorded by our teachers for 4th and 5th grade math instruction. Used as homework assistance/then 1 to 1 tutoring</p> <p>Sample of one of these lessons</p> <p>Upper Grade Homework Assistance Videos</p> <p>Upper Grade Math Fluency Video Lessons</p> <p>Upper Grade Common Core Math Videos</p> <p>Middle School (7&8)</p> <p>Middle School Math extra support videos</p> <p>8th grade live stream videos For absent students and our independent study students</p> <p>Middle School Science Video/Atom</p> <p>Middle School Math</p>
--	---

	<p>Middle Essay Writing</p> <p>Middle School Argumentative Essays</p> <p>Using Padlit /Technology for writing</p> <p>Student Applying Knowledge/Technology</p> <p>Special Accomodations</p> <p>SPED One on One</p> <p>Special Education Services Report</p> <p>Student Learning Braille</p> <p>Student Achievement Data</p> <p>BSC - Pre and Post Assessment Dat</p> <p>CSC Growth Data 2016-17</p> <p>CSC Growth Data 2017-18</p> <p>2017 SBAC Results</p>
--	---

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
All new families attend an orientation session to help them understand the school’s philosophy on achievement and expectation. Our philosophy is that all students are leaders and that school must be a priority for the families that attend. Our schoolwide parent survey indicates the school does an excellent job of making expectations clear. Our student survey also indicates that they are clear on what is expected of them and are willing to work hard to	<p>CSC Growth Data 2017-18</p> <p>2017 SBAC Results</p> <p>Parent Survey</p>

<p>achieve proficiency.</p> <p>Based on professional development from Doug Fisher, the focus of ILCS has been on 3 keys questions for students: What are you learning, why are you learning it, and how do you know? Classroom walkthroughs from administration consists of these 3 key questions along with the levels of complexity and difficulty of the lesson taught.</p> <p>Students understand the standards and are engaged in setting their own learning goals based on common core standards. This is evidenced in the use of personalized QR codes based on students needs, portfolios, rubrics, and student data tracking charts & folders.</p> <p>The examination of student work and data during professional learning communities also indicates if students are understanding assignment/standard expectations. Teachers also meet on a regular basis as grade levels to discuss what is working/not working to inform lesson planning, activities, & strategies.</p> <p>The majority of grade levels expect all students to track and monitor their progress. Most students have data notebooks and use online methods to track their progress.</p>	<p>Student Survey</p> <p>Primary (TK-3)</p> <p>Learning Goals and Objectives</p> <p>Primary Goals</p> <p>Kindergarten Goals Video</p> <p>First Grade Collaborative Goals</p> <p>First Grade Differentiated Writing Goals</p> <p>Writing Goals</p> <p>Student Data Tracking</p> <p>Sample student packet for tracking individual progress of learning goals</p> <p>Upper Grades (4-6)</p> <p>4th Grade Clear Expectations</p> <p>Learning Goals</p> <p>5th Grade Reflection/Goal</p> <p>Upper grade writing rubric</p> <p>Student Data Tracking Notebook</p> <p>Middle School (7 & 8)</p> <p>Middle School Rubric</p> <p>Middle School</p>
--	--

Differentiation of Instruction

C1.3. Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
-----------------	----------------------------

<p>Teachers effectively and routinely differentiate instruction in a variety of ways including flipped lessons, individualized QR codes based on student needs, achievement level groupings, small group instruction. Every classroom has 1 to 1 technology in 1st - 8th grade which allows consistent use and implementation of individualized web-based programs such as Kahoot, NEWSELA, Smarty Ants, Dreambox, RazKids, Pearson, & Snap & Read. These programs have differentiated reading passages and activities based on student levels along with leveled math assignments. ILCS also has a PACE program which is an accelerated system for advanced learners. We also offer Success Academy which targets our struggling students and is taught by our teachers.</p> <p>The impact of this on student learning is evidenced by state scores, benchmark assessments, the individualized student dashboards which indicates students growth. This is also evidenced through teacher lesson plans & web-based platforms such as SeeSaw, Padlet & Haiku, that shares students work & videos of student learning</p>	<p>Primary Grades (TK - 3)</p> <p>Lesson Plans of Small Group Instruction</p> <p>Kinder - Differentiated Small group instruction Lesson plans</p> <p>Primary Lesson Plan Differentiated/Individual Instruction</p> <p>What is Snap & Read</p> <p>Snap & Read Report</p> <p>Teacher/Student Interactions Video</p> <p>Primary/differentiation/small group/teacher/technology</p> <p>Primary Students Differentiations</p> <p>Primary/Differentiation/Reciprocal Teaching Video link</p> <p>Online Standard Based Student Program</p> <p>Online DreamBox Math - Kindergarten</p> <p>Online Smarty Ants Tk - Kindergarten</p> <p>Pearson Online Math Envision 2.0 1st Grade through 6th</p> <p>Pearson Online Language Arts ReadyGen 1st Grade through 6th</p> <p>Let's Go Learn EDGE Program</p> <p>Snap and Read</p> <p>Raz-Kids online Reading Program</p> <p>Upper Grade (4-6) ILCS Teacher Created Video</p>
--	---

	<p>Lessons/student support</p> <p>Over 100 teacher recorded rigorous math videos recorded by our teachers for 4th and 5th grade math instruction. Used as homework assistance/then 1 to 1 tutoring Sample of one of these lessons</p> <p>Upper Grade Homework Assistance Videos</p> <p>Upper Grade Math Fluency Video Lessons</p> <p>Upper Grade Common Core Math Videos</p> <p>NEWSELA online informational text reading program 2nd grade through 8th grade</p> <p>Middle School (7&8)</p> <p>Middle School Math extra support videos</p> <p>NEWSELA online informational text reading program 2nd grade through 8th grade</p> <p>Middle School Math extra support videos</p> <p>SPED department does this every day in their small groups.</p>
--	--

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional

methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Our teachers are current in the instructional content they teach and research based methodology. In 2016-2017 our K - 6 teachers were trained in the use of Pearson’s curriculum ReadyGen & EnVision math 2.0. For the past 3 years, we have had innovations days where teachers share instructional strategies with their colleagues. Some sessions were driven by data stating the needs of our staff. Instructional strategies via technology such as the creation of QR Codes, Haiku, augmented reality, Flubaroo, Plickers, google classroom were offered. Other sessions such as student led conferences, organization, classroom management, building student relations, Close Reading, & inclusive strategies were offered. Teachers have also had other several professional development opportunities to attend conferences such as ASCD, CUE, The Charter Convention, NGSS. All teachers will be trained in the use of Thinking Maps in April 2018 as survey indicated a need for writing & critical thinking. School Wide professional development days such as Doug Fisher has occurred.</p> <p>Teachers who are specifically strong with instruction, as evidenced by data, have been grade-level leads to support teams & expectations of research-based methodology. Additionally, teachers were provided a coach rotation to further support assimilation for the transition of grade-levels. Teachers also meet regularly in PLC’s to share effective strategies used based on student data results. Teachers are also expected to video themselves 3 times a year for self reflection and to share with their team.</p>	<p>Innovation Day 2015</p> <p>Innovation Day 2016</p> <p>Teacher Professional Development Innovation Day Folder</p> <p>Professional Development Calendar</p> <p>Teacher Conferences</p> <p>Teacher teaching teachers Technology Platform</p> <p>Teacher release time for Observations</p> <p>CTI New Teacher Support</p> <p>Teachers with current certificates/degrees - recent training, conventions, etc.</p> <p>Coach Calendar</p> <p>NGSS standards conference/training</p> <p>ASCD conference</p>

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Teachers facilitate learning as coaches to engage all students through the use of various strategies. Students are provided with a variety of opportunities to self instruct and teach each other. Other</p>	<p>Primary Students demonstrating that they can apply acquired knowledge:</p>

<p>strategies include reciprocal teaching, interactive journals, pair/share, socratic seminars, & metacognitive questioning. Students are challenged as to why they are learning concepts and must verbalize this process. Teachers also use kahoot, small white boards, quick checks, power teaching, videotaping of students, & Pearson dashboard.</p> <p>Teachers encourage students to become the instructor on the concepts presented and students are observed teaching their peers in formal and informal methods.</p>	<p>Modeled Teacher Lesson Reciprocal Teaching Video link</p> <p>Primary Rigorous/small group/technology</p> <p>Primary students teaching students math strategies</p> <p>Kids Teaching</p> <p>2nd Grade Teacher Facility</p> <p>Thinking Facilitated Primary</p> <p>Primary Writing process thinking facilitated</p> <p>Students Teaching Students</p> <p>Shut the Box Math Game Video</p> <p>Ways to make ten game video</p> <p>Upper Grade Math Activity</p> <p>8th Grade English</p>
---	---

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities. Student work demonstrates the use of background knowledge to organize new thoughts into relevant learning. Teachers focus on 3 key questions with students; What are we learning, why are we learning it, and how do we know. Student work reveals the use of higher-level application of knowledge through real world experiences that require research, explorations and presentations of</p>	<p>Primary ELA Higher Level</p> <p>Primary Students Applying Knowledge/Rigorous Instruction</p> <p>Geo Coding 2nd grade</p> <p>EcoCrafts</p>

<p>new learning such as science fair projects, models, ecocrafts, geocoding various research projects & community service projects.</p> <p>Students are continually engaged in researching and exploring ideas found in their books and online. Teachers provide projects that require students to research and gather information to present publicly to the class and sometimes to parents.</p> <p>Students are encouraged to work in collaborative groups to accomplish tasks and are given opportunities to explore their questions.</p>	<p>Primary ELA/Compare/ Contrast</p> <p>Student Applying Knowledge/Technology</p> <p>Thinking Maps *Writing *Reading</p> <p>Thinking Maps Math</p> <p>8th Grade English</p> <p>Middle School Science Video/Atom</p> <p>Ways to Make 10 - Kinder Video</p> <p>Kinder Video - Shut the Box Game</p> <p>Primary Math</p> <p>Middle School Elements of political cartoons and how they can make strong statements about topical issues. Students created their own cartoons based on Chapter 5 of Animal Farm.</p> <p>Socratic Seminar</p>
--	--

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Student work is analyzed through formal meetings at the school and reveals that students are pushed up the levels of the Bloom's Taxonomy into critical thinking, analyzing, and evaluation levels. Teachers share work with their colleagues to give examples of how students can surpass expectations.</p> <p>Every 4th-8th grade student is required to complete a science project and participate in the science fair, which demonstrates a level of inquiry for science.</p>	<p>Primary</p> <p>Higher Level Thinking Math</p> <p>Ways to Make 10 - Kinder Video</p> <p>Kinder Video - Shut the Box Game</p> <p>Primary Math</p>

<p>Students participate in a variety of group and individual activities on a daily basis. Classrooms take learning from simple facts to solving problems related to the content. Evidence via work & video indicates students are able to critically think & reason, and engage in inquiry projects.</p>	<p>Upper Grades</p> <p>Middle School Science</p> <p>Middle School</p> <p>Middle School Science</p> <p>Small Group Science Investigation</p> <p>Peer tutoring</p> <p>PACE Program</p>
--	---

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>Students use technology to support their learning and to assist them in achieving the academic standards. As a result of one of the LCAP goals, the school is now 1 to 1 with devices in 1st - 8th grade. Kinder is almost to that capacity. Survey results indicate that technology is being used more toward students as creators then just for web-based programs or assessment purposes. Students use technology for research projects, QR codes, individualized instruction, & improving skills via web-based programs. Survey results also indicate that students use technology consistently daily with 98% students responding in the affirmative. Students are also producing projects using google document and power points. Results also indicate that students use technology for writing & research with 90% indicating a few times a month or more. Using technology for writing & critical thinking is in alignment with our school wide goals of 21st century skills of critical thinking, teaching students to be creators & producers, & to become effective communicators through writing..</p>	<p>Primary</p> <p>Primary Flipgrid</p> <p>Primary Technology</p> <p>DreamBox Insight Dashboard</p> <p>Smarty Ants Dashboard</p> <p>Primary Technology</p> <p>QR Code - Math</p> <p>Primary Technology</p> <p>Primary Technology</p> <p>Service Project</p> <p>Upper Grade Technology</p> <p>Upper Grade Technology</p> <p>Middle School Using Padlit</p> <p>Fantasy Baseball</p> <p>Accelerated Math</p> <p>AR Goals and tracking charts</p> <p>Brainpop Jr</p>

	Personal Pearson Account Subscriptions to AR: ELA and Math NewsELA Subscriptions Classroom observation Apple TVs in classroom Online Assessments and reports Technology Lab Powerpoint Presentations
--	---

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>This is a strength for ILCS. Students are exposed to a variety of materials and resources beyond the textbook that links them to the real world.</p> <p>Every classroom has a vision board up including what our student's future aspirations/professions are. Students are being exposed to these areas in a variety of ways such as newscasting, journalism, photography, art, teaching, leading etc. Various professions also visit such as Veterinarians, Police officers, Fireman etc.</p> <p>Many classes do a a variety of activities that link to the real world such as fantasy baseball, olympic activities, coding, and various other activities.</p> <p>All classrooms also have the opportunity to take students on various field trips that expose students to real life situations & learning. Each class is provided with a budget to attend trips and many fundraise above and beyond to give students amazing opportunities, such as the overnight science trips, The Living Desert, Legoland, Oak Glen, The Planetarium, and many more.</p> <p>In addition, the electives classes apply much of the classroom learning to real world application, such as the journalism class that writes the school newspaper. There are numerous electives that connect classroom standards and skills to the real world.</p>	<p>Primary Primary ELA</p> <p>Primary ELA</p> <p>States of Matter</p> <p>Baseball Math</p> <p>Primary Coding</p> <p>Writing</p> <p>Student created museums</p> <p>Middle School STEM</p> <p>Peer Editing</p> <p>Middle School Math</p> <p>Classroom debates, mock trials, and socratic seminars</p> <p>Project presentations</p> <p>Student observations</p>

<p>Students also participate in a myriad of activities off campus that are unique to our leadership school such as working with the elderly in care homes, serving sack lunches to the homeless, live streaming with our sister school in Africa and raising money to help build their school and all other projects that matriculate out of their service projects.</p>	<p>Project displays Science fair</p> <p>Discussions using current events in history and science</p> <p>Technology lab Twice a week</p> <p>Success Academy Sessions</p> <p>Results of Student Survey</p>
--	---

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

Findings	Supporting Evidence
<p>Every classroom has a vision board up including what our student's future aspirations/professions are. Students are being exposed to these areas in a variety of ways such as newscasting, journalism, photography, art, teaching, leading etc. Various professions also visit such as Veterinarians, Police officers, Fireman etc. Student's chosen professions are featured in the bi-weekly newsletter along with the students. Students are interviewed around their chosen profession.</p>	<p>Vision and Mission Learning for a Purpose Brainiac Vision/Mission</p> <p>Brainiac Creed</p> <p>Future Professionals</p> <p>Future Professions Document BSC</p>
<p>Our school wide ROAR matrix is focused on students getting students ready to be leaders in our community with focusing on respect, owning their actions, acting safely, and rising to servant leadership.</p>	<p>Student Created School Newspaper BSC (latest school newspaper)</p> <p>BSC Newspaper</p>
<p>All students are required to complete community service projects that seeks to improve the world around them. These projects are formally presented during the month of May. The Bryant Street Campus is involved in a schoolwide Community Service Project with a sister school in Ghana Africa. Students are all authors writing books for the school in Africa.</p>	<p>Mentor Program 3rd-8th grades tapping into student talents and professional aspirations</p> <p>global service projects</p> <p>Community Service</p> <p>ROAR Matrix posted</p> <p>Student led daily announcements</p>

	<p>CSC</p> <p>Weekly Student Message BSC</p> <p>Vision Boards in every classroom TK-8th grade:</p> <p>Kinder Vision Board</p> <p>Vision board</p> <p>3rd Vision Board</p> <p>5th Grade Vision Board</p> <p>Middle School Vision Board</p> <p>Middle School 2nd Session</p> <p>TK-8th grade classes attend field trips</p> <p>Science fair</p> <p>Legoland Competitions - Robotics</p> <p>Weekly Student Council Meetings and Projects</p> <p>After school Electives BSC</p> <p>After School Electives CSC</p> <p>Student led conferences</p>
--	---

**ACS WASC Category C. Standards-based Student Learning:
Instruction: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Inland leaders is proud of the challenging and relevant learning experiences students are offered and that students are truly understanding why they are in school, and what is expected of them in order to obtain their future aspirations. Teachers offer rigorous instruction and a variety of instructional strategies and students are engaged in relevant and challenging work that is evidenced through assessment scores. Clear systems and structures are in place to discuss and review instructional strategies across grade levels and to ensure differentiation through various modalities is happening including technology to meet the needs of ILCS students. ILCS Challenges students to be critical thinkers & problem solvers engaging students in real world experiences.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

The students at Inland Leaders Charter School are engaged in relevant and challenging learning experiences. In meeting the needs of all students, instruction is differentiated, rigorous and consists of a variety of teaching strategies and resources. Student work samples provide information on the degree to which all students are involved in rigorous instruction. This process assists students in achieving the academic standards, the college and career readiness standards, and the schoolwide learner outcomes. Students understand grade level standards and performance levels and are regularly expected to articulate learning goals in their own words and to assess their own performance levels. Students are invested in their academic success and take responsibility for their own academic achievements.

Teachers participate in a variety of trainings, conferences and professional development days to remain current in the instructional content they teach. The use of multimedia and other technology is incorporated in the teaching strategies in all grade levels at Inland Leaders Charter School.

Students are cognitively engaged in their learning and consistently demonstrate higher level thinking and problem solving skills within a variety of instructional settings. Additionally, career preparation is incorporated into our curriculum and school culture along with strong communication skills for students through technology.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

While our primary grades show strong evidence that teachers are implementing student peer-to-peer coaching strategies to facilitate learning for all learners, school-wide evidence is not clear to indicate that this is a strength in our upper grades.

Although using technology to support learning is an area of strength, one area we can continue to progress in is the “R” of the SAMR model which is Redefinition; technology allows for the creation of new tasks, previously inconceivable.

Additionally, the area of career preparation could be amplified by cross-age tutoring, shadowing professionals at work and building career portfolios in our upper grades.

Need for training and instructional strategies for EL students.

Need for training and instructional strategies for critical thinking and higher level of DOK or Revised Blooms.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school’s assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
<p>The school uses effective assessment processes to collect, disaggregate, and analyze student performance. This process begins with weekly Professional Learning Communities where data is disaggregated by grade levels. Data celebrations are presented to staff and school board. At each benchmark grading period, admin evaluates the success & progress of schoolwide assessment results.</p> <p>In the summer of 2017 an assessment committee met to create our year long assessment calendar. As part of this process, the team decided on which assessments would be used as schoolwide benchmarks and when they would be administered. The administration team also met to set clear process in place along with a professional learning community calendar. Each week teachers All grades TK -8th are involved in weekly PLC to analyze grade level data and student work, and to discuss strategies to assist students toward academic standards. The administration team meetings each trimester to review schoolwide data toward progress of expected goals. The administration presents data to the board to apprise them of expected goals and teachers present their gains schoolwide at our data celebrations.</p> <p>ILCS uses various web-based assessment systems including K-2 Let’s Go Learn to assess ELA and math content understanding - TK & K implement ESGI - 1st - 6th Pearson ELA/Math - 1st - 8th STAR - Middle School - IAB along with subject matter assessments.</p>	<p>Parent Communication regarding state scores via Parent Square (screenshot)</p> <p>Data Celebration</p> <p>Benchmark Assessments</p> <p>TK -2 Lead Teacher Notes</p> <p>3rd - 8th Lead Teacher Notes</p> <p>Evidence of implementation of <i>Let’s Go Learn</i> can be accessed by logging into the interface and viewing the student scores at the individual, class, and grade level. Tests are dated and options for viewing individual scores or growth from test to test is available.</p> <p>Let's Go Learn Data</p> <p>LGL/CAASPP</p> <p>Let's Go Learn</p>

<p>STAR is used to assess ELA content as well for grades 1-8.</p> <p>The Pearson 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.</p> <p>3rd - 8th grade take the end of the year CAASPP test. Teachers have access to the CAASPP IAB's (interim assessment benchmark) but these are not being offered consistently school wide. Teachers have access to the ICA's (interim comprehensive assessment) but these are not being consistently used school wide.</p> <p>2017 IAB data has been inputted into a google spreadsheet by admin. In 2018, the reporting was made available to teachers by grade-level through the CAASPP system.</p> <p>End of year data is uploaded to Illuminate. Teachers have access to this as soon as it is available.</p>	<p>ESGI data</p> <p>Grade Summary Data for LGL//CAASPP, Pearson, and STAR</p> <p>STAR assessment results can be accessed and viewed through the Renaissance Learning website by individual, class, grade level, and administrative level</p> <p>Each teacher has access to his/her classes performance results on math and ELA Pearson assessments. Administration of overall school results are also available.</p> <p>Grade level Data Analysis 1st tri 2017</p> <p>CSC data link presentation</p> <p>The CAASPP Interim Assessment Reporting system can be used to show evidence that the IAB's and ICA's are being used (or their lack of use).</p> <p>2017 IAB Data</p> <p>The end of year CAASPP scores are reported back to the school, this is evidence that ILCS is administering the end of year test. This data is then uploaded to Illuminate</p> <p>ELA CAASPP Scores Math CAASPP Scores STAR - Longitudinal Data Growth in reading scores.</p>
---	--

Basis for Determination of Performance Levels

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the

schoolwide learner outcomes.

D1.2. Prompt: Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>The school leadership and instructional staff inform progress of students towards Academic Standards & Achievement to all stakeholders through report cards, conferences, presentations, student data tracker portfolios, & public high stakes testing results.</p> <p>Students and Parents Report cards are standards based</p> <p>Data driven Intervention Programs (Success Academy) Parents are notified before the beginning of the school year of student academic need.</p> <p>*All scores are given to parents during parent/teacher conferences *LCAP meetings *Director’s Message</p> <p>Illuminate, Pearson, Let’s Go Learn, ESGI, & STAR reports</p> <p>Student Learner Outcomes (SLOs) are posted at the school & district entrance on California St, Ave. D, entrance to the CSC playground, & inside the cafeteria. The SLOs are also posted to all families at the Bryant Street Campus. They are also available on the school website on the “about us” page.</p> <p>Board Data Presentations from teachers & administration regarding various benchmark assessments, growth, & academic concerns are presented to the board every year.</p> <p>The effectiveness of the basis for which standards-based grades, growth, and performance levels are determined has been supported by administration, with feedback from teachers, for many years at ILCS. Essential to evaluating the effectiveness, is the alignment of expectations, which is supported by common benchmark expectations. The expectations are a portion of the teacher evaluation process as well.</p>	<p>All stakeholders *Parent Square notifications from Principal, Director, and Teachers are posting on a regular basis and sent to all stakeholders of grade specific academic standards.</p> <p>Parents and Students <i>Have access to online Illuminate and Pearson data reporting programs.</i></p> <p>Data Tracker (sample)</p> <p>Success Academy Students</p> <p>*Pearson Envision Math displays standards in the electronic textbook in Spanish and English -Director/ Administrators shared scores with parents, teachers, board members</p> <p>About Us</p> <p>BSC Presentation</p> <p>CSC Presentation Student Achievement of Academic Standards *Parent Square sign ups for conferences and parents are given the academic standards at the beginning of the year and are addressed each trimester meeting on the Report Card. *LCAP scheduled meetings for stakeholders and minutes and surveys shared with teachers, parents, board members via parentsquare *Director sends video message to teachers in bulletin and parent on</p>

	<p>Parent Square LCAP Survey</p> <p>Common Benchmarks STAR Reading (1st-8th) Interim Assessment Blocks (3rd-8th) CAASPP (3rd-8th) ReadyGen (1st-6th) Envision 2.0 (1st-6th) Let's Go Learn (K-2nd) Pillars academic expectations</p>
--	---

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>We know that as a school, we monitor assessments and growth through multiple tools (Let’s Go Learn in grades kindergarten through second grade; Pearson benchmarks; Interim Assessment Blocks; STAR). We also hold parent teacher conferences twice a year, each teacher holds Success Academy after-school intervention groups, PACE, Daily quick-checks for math and ELA.</p> <p>The assessment tools are used to help determine intervention needs of students. Need are addressed through Success Academy and may require team (Student Success Team) meetings to further review data. As needed, referral for psycho-educational assessment to determine possibility of disabilities.</p>	<p>Results from assessments in previous column, including Let’s Go Learn results, Star Results, etc.</p> <p>BSC Presentation</p> <p>CSC Presentation</p> <p>PLC Notes</p> <p>Success Academy</p>

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student*

achievement.

Findings	Supporting Evidence
<p>Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction:</p> <p>Teachers consistently meet weekly in Professional Learning Communities (PLC's) to monitor students progress through assessment data and students work.</p> <p>Grades 3 to 8: The CAASPP IAB's (Interim Benchmark Assessment) are not being used consistently school wide, or at a consistent frequency, or with a consistent method. Some teachers are not using the IAB's, some teachers are using them as pretests, some are using them as summative tests.</p> <p>NWEA testing was used in a consistent method school wide but in the absence of NWEA the IAB's are not being used consistently.</p> <p>A variety of assessment methods are being used across the campus. Some of the most used are STAR and Pearson. Most teachers think the assessments that they are using are very useful.</p> <p>In conclusion, ILCS does utilize a schoolwide assessment program: K-2: Let's Go Learn 1-6: Pearson 7-8:IAB's.</p>	<p>Types of Assessments Spreadsheet. Created using teacher survey</p> <p>Grade level data analysis 1st tri. 2017</p> <p>Grade level common assessments math/dates</p> <p>Grade level common assessments/ELA dates</p>

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Analysis of assessments to guide, modify, and adjust curricular and instructional approaches</p> <p>Summative Assessment Teachers get together 2 out of 4 meetings a month in grade level Professional learning Community Groups(PLC's) to review data on STAR tests, Pearson Unit and topic tests, Accelerated Math, IAB (Interim Assessment Blocks), Let's Go Learn, ESGI, Illuminate tiered assessments. As a grade level, teachers compare strengths and weaknesses, adjust pacing for both ELA and Math depending on grade level need, Some teacher's differentiate daily instruction for individual student need</p>	<p>Admin views through their dashboard in Pearson and Let's Go Learn data</p> <p>Video of 3rd grade team presenting to peers</p> <p>Data Celebration Presentations</p> <p>Professional Calendar Development</p>

	<p>Middle School 2nd Session</p> <p>8 Key strategies - Parent Presentation</p>
--	--

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Stakeholders are involved in the assessment and monitoring process and progress. This includes board, district, staff, students, parents, and the business and industry community.	<p>Board Meeting Minutes June 17, 2017</p> <p>Board Agenda February 27 2017 (uploaded)</p> <p>Board Meeting Minutes</p> <p>D3.1.d-1 D3.1.d-2 D3.1.d-3</p> <p>Google Doc sharing the methods teachers use to share information with parents.</p>

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English Language and Math in all subject areas. Data is collected through programs such as <i>Let's Go Learn</i> , <i>Pearson</i> , and <i>Illuminate</i> . Teachers analyze data each week in PLC's to to evaluate and drive future instruction.	PLC Notes

<p>After using a variety of piloted common core curriculum, teachers & admin looked into a school adoption of common core materials. This resulted in the purchase of Pearson products for mathematics & ELA. Since the purchase in 2016, the high stakes scores for both subjects have increased by 9% proficiency. The teachers also participate in hand-scoring training (indicated in PLC notes) to norm the grading expectations of the performance tasks from CAASPP, with that of our school-wide curriculum.</p> <p>Administration analyzes benchmark assessment results at the end of each trimester to evaluate the progress of all learners. Key benchmarks analyzed are STAR Reading, Interim Assessment Blocks, Pearson Topic tests, ReadyGen unit tests, & the state test results (now offered during the summer, & validated in September each year). Admin is diligent in communicating these results to the ILCS School Board in open session, & communicates to parents as well when state test results are public.</p>	<p>Curriculum Needs/Wants Input</p> <p>CAASPP Comparison Results</p> <p>Conferences/Trainings</p> <p>Common Benchmarks</p> <p>STAR Reading (1st-8th)</p> <p>Interim Assessment Blocks (3rd-8th)</p> <p>CAASPP (3rd-8th)</p> <p>ReadyGen (1st-6th)</p> <p>Envision 2.0 (1st-6th)</p> <p>Let's Go Learn (K-2nd)</p> <p>Board Presentation (CSC & BSC)</p>
---	--

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.</p> <p>Below-proficient school-wide reading scores (SBAC) suggested a need for school-wide professional development in the area of literacy and the examination of best practices; therefore we had professional development with Doug Fischer's Visible Learning book. Additionally, one of our fourth grade teachers (Mrs. Dennistoun) went to the NEWSELA conference and offered school-wide training in the area of non-fiction text.</p>	<p>Innovation Day - Schedule,</p> <p>Doug Fischer Visible Learning Slides from Professional Development Day</p> <p>Chime Institute Professional Development Conference</p> <p>LCAP Survey</p>

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation

processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>The school periodically assesses its curriculum and instruction review and evaluation processes. Supplemental materials & annual subscriptions are purchased to support subjects that show evidence-based improvement. Materials are also purchased to address gaps in academic performance.</p>	<p>Curriculum Needs Survey</p> <p>Testing Correlation</p> <p>Online Curriculum</p> <p>Curriculum Check In</p>

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>Each teacher, 3rd-8th, signs an affidavit after watching a video on how to administer the state test securely to maintain integrity of the test. Admin receives & records the affidavits, & addresses any areas where there is need for clarity among staff.</p> <p>The school employs security systems that maintain the integrity of the assessment process. All assessment reporting programs utilize and require a student, teacher, & admin log-in.</p>	<p>CAASPP Affidavit</p> <p>Illuminate Log In</p>

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

At Inland Leaders Charter School, we have a unified way of tracking student growth and development in K-2 through the Let's Go Learn Assessment.

In grades 3-8, the unified assessments that allow for monitored student progress include CAASPP. STAR and Pearson assessments are also used across many grade levels.

At Inland Leaders Charter School, one of our greatest strengths is teachers collect, disaggregate, analyze, and use performance data to inform and drive our instruction, however, there is still room for growth. While formative and summative assessments are used by all teachers across grade levels, one of our areas of growth is implementing the unification of curriculum and benchmark assessments. The data collected is one of multiple measures to guide instruction and report student performance to all stakeholders within the school and community in preparing students for college, career, and life.

ILCS has a strong history of monitoring student progress. We have phased out the use of NWEA and have migrated to using CAASPP IABs (interim assessment blocks), as well as other computer based assessments, to monitor student progress. Data drives our PLC's and keeps teachers focused on learning (not teaching) and results. Although teachers have a host of assessment tools available to them, and curriculum, ILCS does not have a cohesive policy for reporting progress to all stakeholders beyond the standard report card and end of year state test results. Uniform school wide grading and homework policies do not exist. Uniform policies for sharing interim assessment data does not exist.

The collection of this data directly informs the process for intervention or enrichment. When intervention is needed, the continual review of data informs the direction of referral and is used by the Student Success Team to determine if psycho-educational assessment is warranted.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

Let's Go Learn: Let's Go Learn is a useful tool in that it allows us to look across primary grade levels and have a standard measurement by which to monitor student growth through as students progress through the grade levels.

Pearson: Pearson program is utilized throughout grades 2-6 to effectively assesses and monitors student growth in grade level standards. Students, teachers, parents, and Administration have access to this program to view, collect and analyze data for learning towards academic standards.

Illuminate: Illuminate is an online program for middle school grades 7-8 where students, parents, teachers, and administration have daily access to communicate student progress towards academic standards.

CAASPP: Inland Leaders Charter School, grades 3-8, take the state CAASPP assessment program. With these results, administration and teachers, use the cumulative student data to differentiate student needs with the Success Academy and P.A.C.E programs.

STAR Reading Test: STAR scores are effective indicators of student reading strengths and weaknesses.

Sharing with stakeholders: Communication of student achievement and schoolwide learner outcomes through Illuminate and Pearson online programs is strong. This is used to direct meeting regarding student intervention and determination if psycho-educational assessment is warranted.

Data analysis: Analysis of data within grade level PLC's on a weekly basis is strong. Administration's consistent analysis of schoolwide data is shared with stakeholders frequently through staff meetings, board meetings, and news outlets.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Schoolwide grading policy: ILCS will continue to align expectations for student growth and grades so that teachers more clearly understand a 1, 2, 3 or 4 on the report card.

IAB's: Continue to refine the use of IAB assessments throughout grade levels to guide and modify

instruction.

Formative/Summative Assessment: As of 2016-17 school year, grade levels have several forms of summative assessments used throughout the school, & are largely unified. We could grow in this area by unifying grade levels/teachers' formative assessments across the grade levels and school wide.

Support for Second Language Learners: This is an area of growth for ILCS as we recognize that placing a unified support system for our growing EL population is a need.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process. **Indicators with Prompts**

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>At ILCS, there are several strategies and processes in place for the regular involvement of parents and the community (including non-English speaking, special needs, and independent study), specifically for being active partners in the teaching/learning process:</p> <p><u>First Day Packet</u> On the first day of enrollment, all families receive a “First Day Packet” (it is transmitted digitally and remains available for download on the school’s website, in addition to the hard copy that is placed in the hands of the students). This packet contains an Information Letter, Site Bell Schedules, ILCS Programs, Dress Code, School Calendar, Calendar of Events, and Pick Up Maps, Megan’s Law Form for Volunteers, Free Lunch Information, Healthy Schools Act Notification, Epinephrine Policy and Consent Form, Free and Reduced Lunch Application and Directions (in both English and Spanish), Student Computer Use Form, Student Allergy Anaphylaxis Form, and the 2017-2018 Parent Agreement. The standard for family communication in our school is high. As such, each family must read, sign, and return an emergency card (distributed in hard copy format the first day of school), the Student Computer Use Form, the Student Allergy Anaphylaxis Form, and the Parent Agreement.</p>	<p>First Day Digital Packet</p> <p>Spanish Free Lunch Application</p> <p>Spanish Free Lunch Application Directions</p>

Back to School Night

This evening gives the opportunity for parents to view classrooms and to meet with teachers. Parents are able to view the classroom curriculum, explore the teacher websites, and get program handouts explaining class and school programs and classroom procedures, as well as sign up to volunteer and communicate schedule availability. There are two sessions provided to accommodate parents' work schedules and the possibility of multiple children in different classes. We also have multiple evenings of Back to School Night (TK, K-2nd, 3rd-8th) to assist families with multiple students be able to have access to all available information and involvement opportunities.

[Sample Back to School Night Agenda](#)

Sample Class Websites

- [Kindergarten](#)
- [1st Grade](#)
- [2nd Grade](#)
- [3rd Grade](#)
- [5th Grade](#)
- [Independent Study](#)
- [Middle School](#)

Sample Program Information Sheets/Syllabi

- [First Grade](#)
- [ELA 7](#)
- [ELA 8 Honors](#)
- [Science 7](#)
- [Science 8](#)
- [Spanish 7](#)
- [Spanish 8](#)
- [Math 7](#)
- [Math 8](#)
- [History 7](#)

Middle School Information Night

This evening presented in the spring is used to inform both current and incoming middle school families about the middle school program and to discuss future opportunities for students and parents at ILCS. The evening gives the opportunity to see what ILCS offers students specifically in grades 6-8 (electives, sports, field trips, dances, parties, community service, etc.)

[Middle School Information Night Brochure](#)

[Kahoot Website](#) (explanation of quiz game format; used at Middle School Information Night)

[Kahoot Game](#) played at Middle School Information Night

Parent Volunteers

Teachers work closely with parent volunteers to work regularly in their classrooms. Some volunteers are used to prepare classroom support materials (copying, cutting, laminating, etc.), while many others actively engage with the students themselves, working in reading groups, at centers (hands-on learning experiences designed to implement the academic content) and in small group and individual support tutoring. Parent volunteers have included and continue to include parents of Special Education students, as well as non-English/limited English speaking parents. Community volunteers also present to classes the areas of their strength or background (doctors, chemists, musicians, archaeologists, Native Americans, etc.) to support the classroom curriculum. Additionally, on the Bryant Street Campus to help accommodate and involve parents with young children, nursery services are provided from 8:00-1:00 on Tuesdays and Fridays.

[Parent Volunteer Sign-In Notebook](#)

[Pictures of Parent Volunteers in Classrooms](#)

[Apex Fun Run Video \(w/ parent volunteers manning water stations, cheering, and marking kids' laps on their shirts\)](#)

ParentSquare

This is an incredible online and app-based communication tool the school has been using for a few years now. Teachers and staff can communicate with parents about upcoming events and reminders. Parents can sign-up for requested donation items, parent conferences, volunteer times, and RSVP for events. Teachers can post photographs and attach files. Posts can be public to large groups of people (ex. All of 1st grade) or to smaller demographics (1st grade - Timboe). These posts are in English with the Spanish title translated and displaying just after the English title. The body of the text then either displays automatically in Spanish after each post or displays an "Espanol (Spanish)" link to give parents access to the information in Spanish. Private messages can also be sent to just one family or a small group of selected families from one's class. Parents can choose to set up their account to receive automatic notifications on their phone the moment a post is published or to have a delayed digest setting, getting all messages and posts at the end of the day. The digest setting can also be set up to send all messages and posts via email only (one large email with all the day's posts at the end of each day). Teachers and administration have an option to override user settings and push an immediate notification to families in the case of an emergency.

[ILCS ParentSquare](#)

Sample Parent Communication Posts

- [Make a Difference Day at CSC](#)
- [Food Drive Information](#)
- [Community Service Opportunity \(Pearl Harbor Day\)](#)
- [Parent Conference Announcement and Sign Up](#)

School Website

The school website is maintained regularly and is designed to be an active resource for all involved in our school community. As such, board meeting minutes, school calendars, attendance, teacher websites and contact information, our school's charter, student

[ILCS Website](#)

services, electives information and sign-up links, lunch menus and orders, independent study forms, and much more are all available 24 hours a day, seven days a week.

Room Parents/Grade-Level Reps

We have formal room parents and grade-level representatives who meet once a month. Grade levels meet for themselves and then also meet with the room parents to discuss overall what is going on with the school. After the large meetings with our Activities Director Jacqui Reseigh, the teams break up into their small groups and discuss grade-level specifics. The grade-level reps and the room parents are in constant communication with each other through their own group on the communication tool ParentSquare at least weekly, if not daily in many cases. They then use ParentSquare to contact the families and classes about class and school events and needs, often activating the “Sign Ups & RSVPs” function, sending out a monthly newsletter at the beginning of each month, and more as needed.

LCAP Meetings/Surveys

Parent and school community feedback is very important to the school. Stakeholders (parents, students, certificated and classified employees) are involved in meetings to allow a platform to voice ideas in how to better our school. These meetings are held annually, some offered in the mornings and others at night. Surveys are pivotal for gathering important data and feedback about all the workings of our school and its programs. Students are given survey links through their school email addresses and teacher web pages, while families are given links to the surveys (powered by SurveyMonkey) through ParentSquare. The data received from these surveys is analyzed closely, and the staff spends time reflecting on the survey results, using the feedback to make modifications to the class culture and school programs as necessary. For example, our entire ROAR program (our PBIS initiative) has been created as a result of our LCAP feedback.

Parent Conferences

Sample ParentSquare posts by Room Parents:

- [Reminder - Food Drive Donations are Due!](#)
- [October Newsletter](#)
- [Box Tops](#)
- [Yearbook Page Reminder](#)

[Teacher Survey \(Parents Fill Out\)](#)

[LCAP Survey Results](#)

[LCAP Meeting Notes from All Groups](#)

[LCAP ILCS Presentation to Parents](#)

<p>Parents are invited to meet with teachers to discuss their student's academic and social progress on a trimester or semester (middle school) basis. Translators are readily available to communicate the information to non-English speaking parents. At the middle school level, grade books are available online at all times for parents (and students) to log in and see student progress.</p> <p><u>Student Services:</u> Within the Special Education (SpEd) department, each student who has an IEP or a 504 Plan, has an annual meeting. At IEPs, the stakeholders meet to discuss the progress of the student, develop goals to focus on remediating deficits the student may have and areas of strength that support the student in accessing the state standards. El Dorado Charter SELPA provides trainings for parents and stakeholders to assist in the development of training and service provision, development of IEPs, and the allocation of funding. At the Bryant Street Campus (BSC), our Special Education teacher additionally holds parent conferences at the end of the first trimester with her mild to moderate special ed families and then sends home regular progress reports. At the California Street Campus (CSC), the SpEd teachers have a section for comments on the student report cards and attend parent conferences with the general education teacher.</p> <p>The independent study (IS) families meet with their IS teachers every other week for regular feedback and accountability.</p>	<ul style="list-style-type: none"> ● Parent Conference Announcement and Sign Up ● BSC SpEd Website ● Report Card Screenshot ● Independent Study
--	---

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>The school effectively uses many community resources to support students and extend learning, such as field trips, professional services and business partnerships (on campus and off), and local and global service:</p> <p><u>Field Trips</u> There is a host of great local and global community resources our school partners with, many available for free or offered at low cost. As such, a number of inexpensive yet invaluable field trips have taken place to support student content curriculum and to give opportunities to our young leaders to be “tomorrow’s leaders today.” These field trips, including some more expensive trips, include Stater Bros., Braswell’s Care Homes, Braille Institute, Riley’s Farm in Oak Glen, Greenspot Farms, Post Office, Tortilla Factory, Water</p>	<p>ILCS Field Trips Sampling</p> <p>Pali Science & Leadership Camp</p> <p>Middle School Catalina Science Camp - CELP</p>

<p>District, Yucaipa News Mirror, Yucaipa Regional Park, Garden Works, Crafton Hills College Native American Pow Wow, Living Desert, Yucaipa Public Library, Oak Glen Wildlands Conservancy, Nutcracker Ballet, Discovery Cube, San Juan Capistrano Mission, Knott's Berry Farm, Lewis Family Playhouse, Yucaipa High School Theater Presentation, Legoland, Pali, Catalina Science Camp, etc.</p> <p><u>On-Campus Events</u></p> <p>In addition to sending our students out to experience learning “in the field,” a number of community resources are brought in to our students on campus. Examples of these on-campus learning experiences include APEX Fun Run, Imagination Machine, National Park Ranger talks, Mobile Dairy Classroom assembly, Retro Bill (inspirational speaker), Little Smiles Dentistry, local artists, and community jobs presentations in the classroom.</p> <p>Another unique partnership with local businesses was forged in the creation of GOLD Night (Girls Overnight Leadership and Discovery) for the 6th and 7th grade girls to attend. The event was created and designed to speak to the emotional and physical needs of our adolescent girls through games, breakout sessions (stretching and breathing, body image, nutrition, healthy relationships, skin care, etc.), and “bonding time.” Local food establishments (Jake’s Italian Bistro, Queen Bean, and Bee Well) donated food for the event, while other parents and business partners (Salon Strut, BicBands, Mary Kay representative) gave deals on T-shirts and headbands and donated goodies for “swag bags” for the night.</p> <p><u>After-School Electives</u></p> <p>One of the most unique offerings of our school is the after-school electives program. After school at each of the campuses, students may sign up to take any number of enrichment electives. These are not required classes; they are offered optionally after a lunch break for the overall education of the students as well-rounded learners. Courses range from free of charge to \$15 per session (\$150 total per trimester), and include (but not limited to) dog training, Chinese, French, Spanish, ASL, art, drama, karate, self-defense, tennis, horsemanship, Running Club, yearbook, journalism, Student Council, Library Council, origami, singing, academic tutoring, volleyball, 3D printing, moviemaking...the list goes on. These electives are taught by community members and local businesses. This is one of our most effective ways to involve the community in educational partnerships to contribute to the academic and physical well-being of the ILCS students.</p> <p><u>Second Session</u></p>	<p>APEX Fun Run</p> <p>Imagination Machine</p> <p>Mobile Dairy Classroom Assembly</p> <p>Retro Bill Assemblies</p> <p>Local Artist/Student Partnership on Office Mural</p> <p>GOLD Night Planning Guide</p> <p>GOLD Night Pictures and Program</p> <p>ILCS Electives Resource Site</p> <p>Yearbook Page</p>
--	---

<p>Additionally we have added Second Session in grades 3-8. This is a mandatory offering of an enrichment course after school. Each student in these grades must attend one Second Session a week (they then have the ability to sign up for other after-school electives on the other days of the week they are not in Second Session). Third graders take a technology course, fourth graders take music, fifth graders take art, sixth graders learn sports and nutrition, and seventh and eighth graders choose from a list of offerings which switches each semester. The Second Sessions in grades 3-5 are taught by business members of the local community (courses in grades 6-8 are taught by the regular PE and core classroom teachers).</p> <p><u>Building Use/Community Partnerships</u></p> <p>We have been able to establish a positive relationship with a number of the surrounding businesses and organizations. Our TK-2nd grades continue to rent from the Bryant Street Baptist Church (our Bryant Street Campus, or BSC), our original residence since the school's inaugural year in 2007. We have expanded to include the California Street Campus, or CSC, formerly known as Yucaipa Elementary School, rented from the Yucaipa Calimesa Joint Unified School District.</p> <p>Also on Bryant Street is Active Church, with whom we partner on a regular basis. We have used their facility for our Christmas Program presentations, dances, and 8th Grade Cotillion Ball.</p> <p>As often as possible, we try to make an impact on our local community and establish ourselves as a positive presence within Yucaipa and its neighboring cities. As such, we participate in the Yucaipa Christmas Parade, organize "Make a Difference Day" with the city of Yucaipa to beautify sections of the town, and sing in local establishments and at sporting events.</p> <p>Community service is built into our leadership charter, as well, and students are encouraged to design and implement service projects that impact both our local and global communities. These projects, once completed, are presented to their peers in class, the school board, and members of the local community, with the most exemplary projects/ presentations honored at a leadership banquet at the Highland Springs Resort in May. We don't simply want to teach our students <i>about</i> being leaders. We want to give all our students opportunities to <i>be</i> a leader and celebrate when they do so, especially as they move beyond themselves and look at blessing others, locally and globally.</p>	<p>Video of 4th Grade Music Second Session</p> <p>Middle School 2nd Session Course Offerings Semester Two</p> <p>Yearbook Page</p> <p>ILCS Website with photos of BSC and CSC</p> <p>Active Church</p> <p>Community Events Video</p> <p>"Make a Difference Day"</p> <p>Community Service Projects/ Leadership Banquet</p> <p>H2O For Life Project</p> <p>"Brainiacs with Heart" Partnership with the Bryant Street Baptist Church to provide needed needed books and materials (WE'll write them!!) to a school in Ghana/ Explanation Video (a MUST WATCH!!)</p>
---	--

<p>Ralph Waldo Emerson said, “The purpose of life is not to be happy. It is to be useful, to be honorable, to be compassionate, to have it make some difference that you lived and lived well.” As such, not only do the students need to complete community service projects, but each class is encouraged to work throughout the year to bless others as much as possible. Class projects have included Loose Change to Loosen Chains, gift cards and supplies to send aid to victims of Hurricane Harvey, pajamas for those displaced by the California wildfires, and partnerships with schools in Kenya to provide clean water through the H2O For Life program.</p> <p>The “Brainiacs with Heart/Brainiacs in Action” initiative is a global partnership campus-wide at the Bryant Street campus. Through the Bryant Street Baptist Church, our students are sending books that they themselves have published to students at a school in Ghana. In this way the students, especially the students involved in our after-school intervention program Success Academy, are owning their education and giving the need for excellent writing a personal and philanthropic lens. A parent-led publishing center is being established to convert student writing into high-quality, durable books to send overseas.</p>	
---	--

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>ILCS has several existing policies and regulations and uses its resources to ensure a safe, clean, and orderly environment that nurtures learning in a positive atmosphere:</p> <p><u>Safe Campuses</u></p>	

<p>The safety of our students and staff is an extremely high priority for us, especially in light of the escalating recent tragedies in our country. We have a Safety Committee that meets every other month to review safety practices and procedures on both campuses. There is a locked door policy on both campuses. Additionally, both campuses are gated and remained locked. In order to access the school offices, visitors must be buzzed in. Once on the campus, parents or visitors to the school must sign in and out, and anyone working with the kids in any capacity must be cleared through Megan's Law. Visitors must display either a Visitor sticker or a lanyard. All staff wear a lanyard displaying our staff status. Both campuses are under 24-hour camera surveillance. There are pick up and drop off procedures in place for each campus in order to keep the pedestrians, drivers, and surrounding neighborhoods safe daily. We also take it very seriously to be as prepared as possible in the event of a disaster. The teachers all participated in an active shooter training before the school year began. Each teacher and staff member must complete a series of online trainings through the Safe Schools program each year. We also participate annually in The Great California Shakeout drill, adding to it quarterly drills that include fire, earthquake, intruder, and mass casualty preparedness. Built in to each drill is feedback and reflection for areas of improvement.</p>	<p>CDE School Accountability Report Card for ILCS</p> <p>Safety Committee Meeting Notes</p> <p>Safety Procedures/ Practices</p> <p>Emergency Map and Response Sheet</p> <p>Great California Shakeout Participation</p> <p>Megan's Law Background Check Form</p> <p>Megan's Law Clearances '17-'18</p> <p>Active Shooter Training Email</p> <p>SafeSchools ILCS Login Description</p>
<p>We also recognize the need to keep students safe from themselves. Inappropriate use of the internet can damage a person's psyche and educational experience; as such we have in place a number of safeguards to ensure the healthy functioning of proper internet use. Each student must sign an Acceptable Use of Technology Consent form. Additionally the school uses a controlled ILCS Student network with oversight by our Technology Director Fernando Cortes. All students use the internet through our school networks, with potentially dangerous sites blocked. In order to enhance the students' educational experiences in/through technology, all students have been assigned an ILCS student email and password that will follow them as they track through the grade levels as our students. Mr. Barre, one of our middle school teachers, manages the emails and monitors any inappropriate usage by students, including foul language and bullying.</p>	<p>SafeSchools ILCS Mandatory Training</p> <p>Acceptable Use of Technology Consent Form</p> <p>Bully Behavior Contract</p> <p>ILCS Parent Agreement Form</p> <p>Mental Health Safety/Positive Behavior Reinforcement</p> <p>ROAR to Success Guide Book #1 Phase 1</p>
<p>Our school understands the potentially life-altering consequences of bullying behavior, and we are working diligently to combat it. As part of the Family Handbook, students and families receive an outline of the clear consequences for bullying within our ILCS community, including a Bully Behavior Contract and an ILCS Parent Agreement Form acknowledging a family commitment to uphold the rigorous behavior expectations, both during and outside of school hours.</p>	<p>ROAR to Success Guide Book #1 Phase 2</p> <p>ROAR to Success Guide Book #2 Phase 2</p> <p>ROAR to Success Matrix Poster</p>
<p>We have worked diligently to launch our PBIS ROAR (Respectful kindness, Owning our actions, Acting safely, and Rising to servant leadership) initiative to further nurture and foster positive behavior in all facets of our time, both on and off campus. The ROAR program</p>	<p>Recess Action Plan (RAP) Template</p> <p>Example of Class Behavior Goals</p>

<p>is explained and detailed within the Family Handbook, and ROAR lessons and activities are carried out daily in the classrooms, in conversations, and on the playground. As part of ROAR on the Bryant Street Campus, we have a Recess Action Plan (RAP) for students who are struggling with their behavior and to track which strategies are being consistently implemented. At both campuses, teachers monitor and track behavior incidents through our online data/attendance/grade tracker Illuminate. Class results of behavior issues are graphed and discussed with the students so goals can be set, reevaluated, and modified. In this way, we are trying to help the students “own their actions.”</p> <p>Additionally, ILCS has taken steps towards adopting a school wide Suicide Prevention Policy as well as practical steps to prevent and respond to suicide. All ILCS staff have been provided training on steps to take if at-risk behaviors are presented or reported. Additionally, ILCS is working towards the adoption of curriculum for the middle school students attending ILCS.</p> <p><u>Clean Campuses</u> Both ILCS campuses are maintained at a high level of cleanliness. The custodians work diligently to ensure that the schools, grounds, and classrooms are kept clean. Playground equipment is checked for safety; any broken or dangerous elements are fixed immediately. Trash is generated daily by the students. In addition to our custodians, we try to reinforce that all of us are custodians of our school and that we all need to “own our actions” and actively pick up our trash and protect the school’s appearance daily. This message is taught explicitly through our PBIS ROAR initiative curriculum and reminder posters are posted in each classroom and around the campuses.</p> <p>Additionally, we have worked incredibly hard within our food service program to provide a healthy and “clean” eating program. Our efforts have been noticed and publicly acknowledged, winning the HealthierUS School Challenge Award and recognition from the city of Yucaipa.</p> <p><u>Orderly Campuses</u> In conjunction with our emphasis on safety, both physical and emotional, we desire the kids and families to know the school rules and procedures and to abide by them. Classroom rules and expectations are communicated through posters and class discussions in the rooms, playground rules and expectations are discussed and displayed on campus, the First Day Packet and Family Handbook put the school’s procedures immediately in the hands of the families, and systematic digital communication through ParentSquare is pivotal in keeping families “in the know” and able to participate in all opportunities in an orderly fashion.</p>	<p>for ROAR Expectations in Primary:</p> <ul style="list-style-type: none"> • Friday Kindness Check-In • “Who Showed Up Today?” Chart <p>Data Celebrations of Progress towards Meeting ROAR Expectations in Upper Elementary/Middle School:</p> <ul style="list-style-type: none"> • 6th Grade Sample <p>Suicide Prevention Training</p> <p>Custodial Supplies/ Schedules</p> <p>ROAR to Success Guide Book #1 Phase 1</p> <p>ROAR to Success Guide Book #1 Phase 2</p> <p>ROAR to Success Guide Book #2 Phase 2</p> <p>ROAR to Success Matrix Poster</p> <p>HealthierUS School Challenge Award</p> <p>USDA HealthierUS School Bronze Award</p> <p>Sample Display of Classroom Rules & Expectations</p> <p>Playground Recess Rules</p>
--	---

	<p>First Day Digital Packet/Family Handbook</p> <p>Sample Weekly ParentSquare Messages:</p> <ul style="list-style-type: none"> • Friday Announcements • BSC Lunch Signups
--	---

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Supporting Evidence
<p>ILCS demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning:</p> <p><u>Schoolwide Learner Outcomes</u> As a staff we turned our SLOs into a kid-friendly acrostic that all the students could understand and memorize. The letters and their meanings are posted throughout the school campuses. Each letter completes the sentence “Leaders are... Lifelong learners, Effective communicators, Active leaders, Desiring to learn, Exceeding the standards, Responsible citizens, Serving others.” Our charter takes very seriously the concept of character education, “training the leaders of tomorrow today.” We constantly reinforce the SLOs through our ROAR to Success initiative, pointing out when we see behavior that is not in keeping with the high expectations, using the experience as a teaching point.</p> <p><u>ROAR to Success</u> Our school initially introduced our PBIS initiative ROAR to Success two years ago, but after our LCAP Survey results from the 2016-2017 year were analyzed, we revamped the initiative and rolled out Phase 2 to more specifically address the needs of our students and school community, as perceived by them; in many areas that we had previously perceived as a strength, students reported a decided weakness. Our Phase 2 specifically strives to implement an atmosphere of care and concern and high expectation of the students.</p> <p>As such, we are implementing positive behavior strategies using the ROAR to Success model both in the classroom and on the yard. We specifically look at how having a growth versus a fixed mindset can</p>	<p>SLOs</p> <p>ROAR to Success Guide Book #1 Phase 1</p> <p>ROAR to Success Guide Book #1 Phase 2</p> <p>ROAR to Success Guide Book #2 Phase 2</p> <p>ROAR to Success Matrix Poster</p> <p>Growth vs. Fixed Mindset in the</p>

<p>positively affect our behaviors and decisions. We are creating personalized short-term and long-term academic goals for each student that students help generate. Teachers, staff, and administration all try to reference these goals in daily conversations, as well as in leadership and behavior applications. As much as possible, students are given opportunities to use their natural giftings in leadership situations, either through the school newsletters and publications, Student Council, public service videos, and leadership service projects. We are using conflict resolution strategies as an avenue towards restorative justice at the individual level. Teachers, Recess Coaches, and Administrators are working with students to use their long-term goals as a way to positively influence student behaviors. We are also implementing the Recess Action Plan (RAP) to track behavior interventions.</p>	<p>Classroom (and Beyond)/ROAR</p> <p>Short-Term & Long-Term Goals for Students/Admin and Staff Support of these Goals</p> <p>Sample Accelerated Reader (AR) Trimester Reading Goals:</p> <ul style="list-style-type: none"> • 1st Grade • 3rd Grade • 6th Grade • 7th Grade <p>Sample “The Lion’s Roar” Student-Driven Newsletter</p> <ul style="list-style-type: none"> • Volume One • Volume Four • Volume Six <p>Sample Public Service Announcement Posts/Videos:</p> <ul style="list-style-type: none"> • “Great Things Happening at BSC!” • “Happy Monday Message :)” <p>Recess Action Plan (RAP) Template</p>
<p><u>Illuminate Education</u></p> <p>We use Illuminate to create ongoing records of student behaviors/discipline. As a data tracker, Illuminate helps us keep track of recorded incidents and enables us to show our classes anonymous graphs of the types of behaviors recorded. These graphs serve to jumpstart class conversations about class behavior goals and “owning our actions.” Tracking the progress of decreased incidents has been a cause for celebration; several classes reported a significant decrease in negative behavior incidents at our recent “Data Celebration” staff meeting in December of December of 2017. We have discovered, however, that there is a discrepancy between campuses regarding the types and frequency of incidents recorded. Much of this has to do with the differing age of the students at each campus and the inherent differences in complication and sophistication of the incidents.</p>	<p>Sample Illuminate Behavior/Incident Logs:</p> <ul style="list-style-type: none"> • Student 1 • Student 2 <p>Sample Data Celebrations of Progress towards Meeting ROAR Expectations:</p> <ul style="list-style-type: none"> • TK • 2nd Grade • 6th Grade Sample • SPED • ELA 7

<p><u>Assessment to Inform Instruction</u></p> <p>We use several assessment programs to formally check our students' academic progress throughout the year, including STAR testing, curricular assessments, Let's Go Learn, and informal assessments. We use our regular assessment pieces to inform our instruction. We have a firm grasp of what our classes and each child needs instructionally. From there, we set the standards so that each child continues to grow and progress to the next level. Goals are set, often by the student him-/herself, for sustained improvement. As such, our state and SBAC test scores have been among the highest in our district each year of our school's existence.</p> <p><u>Individual Learner Differences</u></p> <p>ILCS recognizes the individual differences in the students and values those differences. Lessons are taught using a wide variety of approaches, attending to the multiple intelligences in the classroom. As often as possible, students are given choice, in what to research, what to write about, what to present on. They learn the research, writing, and presentation skills and apply them to topics they are most interested in. This is one of the many ways the teachers differentiate for their students. Other differentiation occurs in the instruction itself. Teachers work with students in small groups by need. A number of the classes have grouped the students by math and/or ELA level and rotate the students to different rooms during those times. For example, in the 1st grade, one teacher will take all of the students who perform within a range of levels and abilities, another teacher takes all the students who perform at a different range, while the two others do the same thing. All are teaching the 1st grade standards; the manner in which they are taught varies by student group's needs. We also have the PACE program (Pupil Acceleration for Continued Excellence) in grades 3-6. This form of differentiation involves students in one grade who consistently perform above or below grade level who then move up or down a grade level into the classroom where the instructional level better suits their needs. Students desiring to join the PACE program must be approved by both the classroom teacher(s) and the parents. To additionally give remediation support, we have our after-school Success Academy program.</p> <p><u>Student Heritages/Ethnicities</u></p> <p>In individual classrooms, students' heritages and ethnicities are honored. Many classes feature a Star Student of the Week who gets to bring in special items to share from home, as well as share important things about him-/herself. A number of parents have</p>	<ul style="list-style-type: none"> • Science 7 & 8 <p>Sample Assessment Results (to Inform Instruction)</p> <p>Sample Differentiated Instruction</p> <p>Success Academy Overview</p> <p>PACE/Success Academy Overview on School Website</p> <p>Kinder Math Video - Students Explaining Strategies</p> <p>Middle School Video - Inside vs Outside</p> <p>8th Grader Video - Original Poem/Song</p> <p>Star of the Week</p> <p>Parent Culture Presentations</p>
--	--

<p>presented in classes certain aspects of their culture and traditions. However, there is not a school-wide recognition of different heritages and ethnicities.</p>	
--	--

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>ILCS has an overall positive atmosphere of trust, respect, and professionalism, as evidenced by the following results of the LCAP Survey in 2016. Displayed below are select results from the student surveys, administered to all students in grades 1-8. As a trend, students in primary to middle elementary have a more positive view of the school and their experiences here than the middle school students, where the positive trend dips:</p> <p><u>Teacher to Student Relationships</u> ”Teachers treat students with respect.”</p> <ul style="list-style-type: none"> • Grades 1-4: 87% and above believed teachers treated students with respect. • Grades 5-7: 77% agreed. • Grade 8: Showed an area of growth with only 69% of students agreeing that teachers at ILCS treated them with respect. <p>“Students feel there is an adult on campus they can trust.”</p> <ul style="list-style-type: none"> • Grades 1-5: 85-91% agreed with that statement. • Grade 7: 75% agreed with that statement. • Grade 8: Showed an area of potential growth with only 63% of the students agreeing with that statement. <p>“I believe that teachers show respect to students by treating them fairly.”</p> <ul style="list-style-type: none"> • Grades 1-5: Generally agreed with 85% or more. • Grades 6 & 7: There was a decrease with an average of 73% agreeing with this. • Grade 8: Was an area of growth with only 61% of students feeling that teachers show respect to students. <p><u>Student to Student Relationships</u> “Students in my school treat each other with respect.”</p> <ul style="list-style-type: none"> • In the eyes of the students, this is an area of growth. 	<p>Teacher Survey (Parents Fill Out)</p> <p>LCAP Survey Results</p> <p>LCAP Stakeholder Meeting Invitation</p> <p>LCAP Parent Meeting Sign-In</p> <p>LCAP Meeting Notes from All Groups</p> <p>LCAP ILCS Presentation to Parents</p> <p>100% Teacher Retention in 2017!</p> <p>Pillars of Success Guide</p>

<ul style="list-style-type: none"> • All grade levels were under 71% agreement with this statement, with Grade 6 being a focus of improvement with only 44% agreeing with this. • It is interesting to note that 78% and above noted that they felt safe in all grade levels at ILCS. <p><u>Teacher to Teacher Relationships</u></p> <ul style="list-style-type: none"> • According to our LCAP results, 100% of teachers feel valued by their team members, showing that teachers feel respected by their coworkers. <p><u>Other Than LCAP</u></p> <p>At ILCS, we desire to set ourselves apart as professional in many ways. We have adopted our Dress to Success dress code for teachers and students to help maintain a professional atmosphere on campus. A dress code has also been implemented for yard duties.</p> <p>The culture of our school is characterized by professionalism among teachers who are fully qualified and trained in their fields of study and have received additional training in many areas, including but not limited to: rigor, differentiated instruction, writing, collaboration, thinking maps, best practices for student learning (John Hattie and Doug Fisher), suicide prevention, online safety training through “SafeSchools”, and regular emergency drills. The administration supports the teachers as lifelong learners and provides professional development as teachers attend available educational conferences and are provided with professional materials as needed.</p> <p>Each teacher and student is trusted to do their best, and within each grade level and/or classroom, teachers strive to differentiate with flexible learning groups (including but not limited to PACE, guided reading, after school intervention, both through Success Academy and individual teacher tutoring, math instruction, fluid cross-grade-level tutoring), and a number of teachers even switch and teach subjects of strengths (i.e. science, social studies),</p> <p>At least one Tuesday a trimester is devoted to whole-staff meetings. The other Tuesday meetings are grade-level professional learning community (PLC) meetings led by designated lead teachers. The design and function of these meetings is to analyze critical academic needs and implement best practices founded in current educational research and to address the needs of the students as identified through observation and assessment data.</p> <p>Administration approves substitute teachers to cover classes while teachers observe their peers and colleagues teach. The level of trust is high; teachers have been enthusiastically supportive of the</p>	<p>Dress to Success Dress Code on Website</p> <p>CDE School Accountability Report Card for ILCS (Verifies Credentialing for Teachers)</p> <p>ILCS Educational Services Website (including State Test Scores)</p> <p>Suicide Prevention Training - All Staff</p> <p>Additional Suicide Prevention Training - CSC Only</p> <p>SafeSchools ILCS Mandatory Training</p> <p>Sample Professional Development Conference attended by Staff</p> <p>Description of PACE, Success Academy, etc.</p> <p>Sample Ongoing PLC Notes</p> <p>Modeled Lesson with Jenn Lackey, Reading Specialist, Email</p>
---	---

<p>experience, commenting on how much they gleaned from it and were reinforced by it. They did not feel judged or evaluated; rather, they felt valued and respected as a professional.</p> <p>In addition to seeing leadership demonstrated through our students under the language and activities with ROAR, all students design, carry out, and present on a service leadership project each year. These projects are designed to accustom the children to seeing and living beyond themselves and demonstrate student respect for life and local/global community.</p> <p>Finally, our administration is incredibly supportive of both the staff and the students. Student success is publicly celebrated as often as possible, informally through kind and encouraging words, formally through end of trimester awards ceremonies. Students are paired as often as possible with activities that support their expressed long-term and short-term vision goals. Staff are commended each week in the staff bulletins and through informal shout-outs called Lion's Roars.</p>	<p>Jenn Lackey Training Videos Folder</p> <p>ROAR to Success Guide Book #1 Phase 1</p> <p>ROAR to Success Guide Book #1 Phase 2</p> <p>ROAR to Success Guide Book #2 Phase 2</p> <p>ROAR to Success Matrix Poster</p> <p>Growth vs. Fixed Mindset in the Classroom (and Beyond)/ROAR Short-Term & Long-Term Goals for Students/Admin and Staff Support of these Goals</p> <p>Service Leadership Projects</p> <p>Administrator Messages to Families Celebrating Student Success</p> <p>Brainiacs in Action (Recognizing Needs)</p> <p>Sample Weekly Staff Bulletin</p>
---	---

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
-----------------	----------------------------

<p>ILCS, as an elementary and middle school, has increasingly stellar services, including referral services, to support students in such areas as health and academic assistance when identified as special education. Intervention and academic assistance is quite exceptional in the regular classroom. Formal career counseling, more appropriate in a high school setting, is not a high priority, though the students are reminded often informally of their career goals posted in vision boards throughout each classroom TK-8 and through ROAR activities. Personal counseling takes place at the teacher or administrative level, now with the support of behavioral specialists (MFT-As) to assist with the social, emotional, and academic well-being of the students.</p> <p><u>Special Education</u> As our school has grown over the past 11 years, our Special Education department has grown exponentially to now include four education specialists, one speech and language pathologist (SLP), one occupational therapist (OT), two behavioral health specialists, and six special ed instructional aides. We service on a daily and weekly basis, depending on services provided. We use instructional aides to support both individual and small group settings. Services are provided in both mainstream (push in) and pull-out settings. There is frequent collaboration and consultation between the SPED department and general ed to support the students' academic needs. The effectiveness of a student placement is measured based on individual progress towards IEP goals. Students are identified through the Success Academy and Student Success Team (SST) process.</p> <p><u>Regular Education</u> Within each grade level and/or classroom, teachers differentiate with flexible learning groups. These groups consist of PACE, guided reading, after-school Intervention in Success Academy and through individual teacher tutoring, math instruction, and fluid cross-grade-level tutoring. Additionally, in some grades teachers switch and teach subjects of strengths (i.e. Science, Social Studies). Instruction is guided by assessment data and student vision goals.</p>	<p>ILCS SPED Team</p> <p>Sample Instructional Aide Schedule</p> <p>Speech Schedule Push-In/Pull-Out</p> <p>SST Request Form</p> <p>Special Education Photos</p> <p>Sample Assessment Results (to Inform Instruction)</p> <p>Calendar of IEP Meetings for the Year</p> <p>Sample SEIS (Services Page)</p> <ul style="list-style-type: none"> ● Student 1 ● Student 2 <p>Educational Placement Page</p> <ul style="list-style-type: none"> ● Sample 1 ● Sample 2 <p>PACE/Success Academy Explained</p> <p>Sample Differentiated Groupings</p> <ul style="list-style-type: none"> ● Reading ● Math
---	---

	<p>Short-Term & Long-Term Goals for Students/Admin and Staff Support of these Goals</p> <p>Let's Go Learn & STAR test results, teacher observation & unit tests</p>
--	---

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Several strategies are effectively used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options that allow access to and progress in the rigorous standards-based curriculum.</p> <p><u>Snap & Read App</u> Introduced to the staff just this year, this app is a Next-Generation reading tool for Google Chrome and iPads/iPhones covering the most diverse reading needs. It reads accessible and inaccessible text aloud, works across Google Drive, email, websites, Kindle Cloud Reader, and PDFs, and can work even when a student is offline. It provides dynamic text leveling, adjusting any text readability level with the click of a button. Additionally, it provides study tools, annotation, translation into 100+ languages on Chrome, data for reading level and usage, and can auto-generate bibliographies. Students within both regular ed and special ed settings have begun using this reading tool.</p> <p><u>PBIS Initiative ROAR to Success</u> We believe our ROAR to Success initiative enhances our overall school culture. It also focuses on individual student vision goals and motivation strategies to reach those goals. Photos were taken of every student with their vision goal displayed. These photographs are displayed on vision boards in every classroom TK-8 and serve as the motivator to connect students with opportunities to develop their skills and dreams.</p>	<p>Snap & Read Universal Screenshots</p> <p>Snap & Read Website</p> <p>ROAR to Success Guide Book #1 Phase 1</p> <p>ROAR to Success Guide Book #1 Phase 2</p> <p>ROAR to Success Guide Book #2 Phase 2</p> <p>ROAR to Success Matrix Poster</p>

<p><u>PACE Program</u> PACE stands for Pupil Acceleration for Continued Excellence. As part of our belief in individualizing education, we have developed the PACE program. During language arts and math periods, PACE students have the opportunity to move into their appropriate leveled classroom(s). Students who demonstrate the ability to function at a higher level in these subjects are accelerated throughout the year. This acceleration will only take place with teacher recommendation and monitoring and permission from the parent. Students who PACE receive a specialized PACE report card in addition to their regular report card.</p> <p><u>Success Academy</u> Offered twice a week to students with demonstrated needs for additional support (determined by teacher observation and assessment data), Success Academy is our after-school tutoring program designed to help kids fill their educational gaps and have further opportunity to practice and strengthen educational concepts and skills. Students have all signed contracts to be “Brainiacs with Heart” and to use their developing skills to help and teach others, specifically partnering with a school in Ghana through the Bryant Street Baptist Church to write and send necessary reading materials.</p> <p><u>Flexible Needs-Based Grouping</u> Our teachers offer differentiated instructional groups based on academic learning needs. The groups are fluid, changing as students’ needs change.</p> <p><u>Special Education</u></p>	<p>Growth vs. Fixed Mindset in the Classroom (and Beyond)/ROAR</p> <p>Short-Term & Long-Term Goals for Students/Admin and Staff Support of these Goals</p> <p>Students Working on ROARing to Success</p> <p>Brainiacs in Action (Recognizing Needs)</p> <p>School Website detailing PACE</p> <p>PACE Report Card</p> <p>School Website detailing Success Academy</p> <p>Success Academy Overview</p> <p>Brainiacs With Heart Contract</p> <p>Sample Success Academy Attendance</p> <p>Sample Differentiated Groupings</p> <ul style="list-style-type: none"> • Reading • Math
--	---

<p>We offer both pull-out and push-in instructional support for students with IEPs. As our SPED population has grown, so has our support staff: instructional aides, speech, occupational therapy, and counseling services are provided for both daily and weekly student support.</p> <p><u>Instructional Aides</u> We now have six instructional aides who support students with disabilities within the general education setting. They work with our students both in the pull-out and push-in models.</p> <p><u>504 Accommodations</u> There are several students who require 504 accommodations to ensure their continued success in school and beyond. Some of our 504 accommodations include accommodate alternative seating and testing arrangements.</p> <p><u>Small Group Instruction</u> One of the teaching strategies we find incredibly effective is small group instruction. This enables us to give focused instruction in a smaller setting to target specific student needs beyond the whole class model. This type of instruction is applied across the curricular areas, reaching into math, guided reading, writers' workshop, social studies, and science.</p> <p><u>Reading Specialist</u> ILCS has employed a reading specialist to enhance our language instruction in the primary grades. She works one-on-one and in small groups and provides additional support in reading and writing, both for the students and as a mentor teacher.</p> <p><u>AR Trimester Reading Goals</u> ILCS uses the Accelerated Reader program provided through Renaissance Learning to motivate our readers and provide data tracking of their individual and class growth. Students work closely</p>	<p>SPED Team</p> <p>Speech Push-In/Pull-Out Schedule</p> <p>Sample OT Services Page</p> <p>Sample Counseling Services Page</p> <p>Instructional Aide Photos</p> <p>Sample Instructional Aide Schedule</p> <p>Sample 504 Accommodations</p> <p>Sample small group instruction</p> <p>Reading specialist working with kids</p> <p>Modeled Lesson with Jenn Lackey, Reading Specialist, Email</p> <p>Jenn Lackey Training Videos Folder</p> <p>AR Personalized Trimester Reading Goals</p> <ul style="list-style-type: none"> • Sample Grade 1
--	--

with teachers to monitor reading comprehension and growth and to set personal reading goals.	<ul style="list-style-type: none"> ● Sample Grade 3 ● Sample Grade 6 ● Sample Grade 7
--	--

Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>ILCS takes several steps to ensure that our support interventions (Success Academy) and services (special education services such as specialized academic instruction, speech, occupational therapy, and counseling) and general ed instructional practices have a direct relationship to student involvement in learning, for all students, including the EL, GATE (PACE/Honors), special education, and other programs.</p> <p><u>Formative Assessments</u> Before we begin teaching a unit of study and again throughout the unit, we administer formative assessments, both formally and informally, to monitor the extent to which students understand the concepts. These formative assessments guide our instruction, to help us make adjustments along the way as needed by the students. Some of our formal assessment pieces are through our Pearson curriculum, baseline assessments in Let’s Go Learn, and beginning of the year STAR tests. Informal formative assessments come in the form of whiteboard quick checks, teacher observations, class discussions, and small group instruction.</p> <p><u>Summative Assessments</u></p>	<p>Sample Pearson Formative Assessments</p> <ul style="list-style-type: none"> ● Grade 1 ELA Baseline ● Grade 1 Math Placement ● Math Lesson Quick Check <p>Sample Let’s GO Learn Results</p> <ul style="list-style-type: none"> ● DORA (ELA) ● ADAM (Math) <p>Sample STAR Baseline Results</p> <ul style="list-style-type: none"> ● Grade 1 ● Grade 3 ● Grade 6 ● Grade 8 <p>Kinder Math Video - Students Explaining Strategies</p>

<p>At the end of a unit of study, we administer several summative assessments to determine the level of student mastery of the content. These results help us to inform parents and students about their progress; more importantly, they inform our instruction and determine the need for reteaching and enrichment or continuing on through the content. Summative assessments can be formal chapter and unit tests, student work samples, performance-based tasks, and teacher observations.</p>	<p>Sample Pearson Summative Assessments</p> <ul style="list-style-type: none"> • Grade 1 ELA End-of-Unit • Grade 1 Math End-of-Year <p>Sample Let's GO Learn Results</p> <ul style="list-style-type: none"> • DORA (ELA) • ADAM (Math) <p>Sample STAR End-of-Trimester</p> <ul style="list-style-type: none"> • Grade 1 • Grade 5
<p><u>Progress on IEP Goals</u></p> <p>Within our special education program, students are monitored frequently for progress on their IEP goals. Through collection of both formative and summative assessments, student progress is determined every trimester.</p>	<p>Progress Sample 1</p> <p>Progress Sample 2</p>
<p><u>Success Academy</u></p> <p>Offered twice a week to students with demonstrated needs for additional support (determined by teacher observation and assessment data), Success Academy is our after-school intervention program designed to help kids fill their educational gaps and have further opportunity to practice and strengthen educational concepts and skills. Students have all signed contracts to be "Brainiacs with Heart" and to use their developing skills to help and teach others, specifically partnering with a school in Ghana through the Bryant Street Baptist Church to write and send necessary reading materials.</p>	<p>School Website detailing Success Academy</p> <p>Success Academy Overview</p> <p>Brainiacs With Heart Contract</p> <p>Sample Success Academy Attendance</p>
<p><u>EL Population</u></p> <p>When any student comes to register at ILCS, they are given a home language survey located on the registration application. This is our first step to identifying a student who might need to be tested for English Language Services. If a parent identifies a student that they speak another language other than English at home then they are considered an English Language student (EL).</p>	<p>ILCS Registration Form w/ Home Language Survey</p> <p>R-FEP Academic Improvement Plan</p> <p>R-FEP Monitoring Form</p>

Then research is done on the child; if they are coming from another district or school, we determine if the student has been CELDT tested and input their scores and update our Illuminate Portal (student data portal) to ensure everyone has the latest information on the student.

Students are assessed every year with the CELDT test, now the ELPAC. The hand-scored scores of the most current test scores are then inputted in the Illuminate System. Students who have the scores to be reclassified start the reclassification process.

A writing sample is obtained from the teacher, recommendation from the teacher is taken into consideration, their scores of CA State tests in ELA are looked at, and parent input is also considered. Once a student meets all the requirements they are reclassified.

Once students are reclassified they are monitored for two years: once in the fall and once in the spring. If we find students are struggling during the monitoring process they are put on an Academic Improvement Plan to make sure they are receiving the right supports to continue to make gains. Success Academy and Tutoring for ELA are the main supports. Students monitoring process is recorded on the Monitoring Form.

If student is unable to be reclassified, they are referred for Success Academy and/or extra tutoring one on one, until the next year scores come in.

As for instruction of EL students, our regular education instruction is multi-dimensional and mostly addresses the needs of our growing EL population. Strategies for effective EL instruction need to be reviewed, however, and EL best practices and services need to become a focus of our professional development and trainings.

NOTE: GATE

- We do not have an identified GATE program. Our students who are advanced participate in our PACE (Pupil Acceleration for Continued Excellence) program.

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class*

enrollments).

Findings	Supporting Evidence
<p>ILCS works hard to guarantee that all students have access to a challenging, relevant, and coherent curriculum. We regularly examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available for repeat or accelerated classes. We have great success within our curriculum instruction. Problems arise when we examine our middle school structure for alternative schedules for repeat and accelerated classes, as their bell schedule is set and certain class requirements must be met for high school entrance and preparation:</p> <p>During the all-staff and PLC meetings, the teachers and administration regularly push themselves to analyze the effectiveness of both the curriculum and the instruction. Staff has met with the grade below and the grade above them to get and give a clear understanding of grade-level expectations, in concepts, academic vocabulary, and abilities. In this way, the education of the students across the grade levels is challenging (not repeating information already mastered), relevant (covering new, standards-based material) and coherent (smoothly flowing from one grade, one level to the next). As we have adopted new curriculum in the past two years (math and ELA), this practice needs revisiting, as all the teachers are just familiarizing themselves with the newer content and how it is taught.</p> <p><u>Middle School Program</u> While problems used to arise when we examined our middle school structure for alternative schedules for repeat and accelerated classes (as their bell schedule is set and certain class requirements must be met for high school entrance and preparation), we have been able to add staffing and classrooms as we have grown, and we now have more access to before and after-school tutoring, as well as being able to add Honors courses in 8th grade in ELA, Math, and US History.</p> <p><u>PLCs/Staff Development</u> During the all-staff and PLC meetings, the teachers and administration regularly push themselves to analyze the effectiveness of both the curriculum and the instruction. Staff has met with the grade below and the grade above them to get and give a clear understanding of grade-level expectations, in concepts, academic vocabulary, and abilities. In this way, the education of the students across the grade levels is challenging (not repeating information</p>	<p>MS Teachers Office Hours for Tutoring</p> <p>Middle School Website</p> <p>Sample MS Syllabi Regular vs. Honors</p> <ul style="list-style-type: none"> • ELA 8 • ELA 8 Honors <p>Sample PLC Notes</p> <ul style="list-style-type: none"> • 1st Grade • 3rd Grade • 5th Grade

<p>already mastered), relevant (covering new, standards-based material) and coherent (smoothly flowing from one grade, one level to the next). As we have adopted new curriculum in the past two years (math and ELA), this practice needs revisiting, as all the teachers are just familiarizing themselves with the newer content and how it is taught.</p> <p><u>PACE Program</u> PACE stands for Pupil Acceleration for Continued Excellence. As part of our belief in individualizing education, we have developed the PACE program. During language arts and math periods, PACE students have the opportunity to move into their appropriate leveled classroom(s). Students who demonstrate the ability to function at a higher level in these subjects are accelerated throughout the year. This acceleration will only take place with teacher recommendation and monitoring and permission from the parent. Students who PACE receive a specialized PACE report card in addition to their regular report card.</p> <p><u>Summer School</u> We provide summer school for students who need reinforcement in math and ELA, as per teacher recommendation and assessment data.</p> <p><u>EL Monitoring Process</u> Students who are reclassified are monitored for 2 years. Students are monitored twice a year, once in the spring and once in the fall, to ensure they have the support needed to be successful in their ELA classes.</p> <p><u>Second Session</u> Second Session is a mandatory offering of an enrichment course after school in grades 3-8. Each student in these grades must attend one Second Session a week (they then have the ability to sign up for other after-school electives on the other days of the week they are not in Second Session). Third graders take a technology course, fourth graders take music, fifth graders take art, sixth graders learn sports and nutrition, and seventh and eighth graders choose from a list of offerings which switches each semester. The Second Sessions in grades 3-5 are taught by business members of</p>	<ul style="list-style-type: none"> • 6th Grade <p>Sample PACE Report Card</p> <p>ILCS Website Describing PACE program, 2nd Session, After-School Electives, Success Academy, SCAT</p> <p>Sample Summer School Schedule/ Focus Area</p> <p>ILCS Registration Form w/ Home Language Survey</p> <p>R-FEP Academic Improvement Plan</p> <p>R-FEP Monitoring Form</p> <p>Video of 4th Grade Music Second Session</p> <p>Middle School 2nd Session</p>
---	---

<p>the local community (courses in grades 6-8 are taught by the regular PE and core classroom teachers).</p> <p><u>Success Academy</u> Success Academy is offered two days a week after school and is led by members of our certificated staff. Each teacher is responsible for teaching a session of Success Academy each week. Students are placed in Success Academy based on their classroom performance and assessment data. Once a student has been identified as needing Success Academy, attendance is not optional and supersedes participation in other after-school electives. A student may be referred for intervention in ELA, Math, or both. We try to keep the class sizes smaller than the regular day classroom to be able to give more individualized attention to these students. The time is designed to give remediation, bring students up to standard, and in some cases frontload the kids with skills they will need in upcoming lessons.</p> <p>At the Bryant Street Campus, Success Academy has been a springboard for the Brainiacs with Heart program. The students and their families have all signed the Brainiacs with Heart contract committing to excellence in their efforts and to using their skills to create learning materials for our partner school, AG Preparatory School in Ghana, Africa.</p> <p><u>Pinks and Blues</u> Pinks and Blues are examined to determine good and bad fits for students and teachers in classes. (These are forms filled out at the end of each school year; they document the students' progress, abilities, and any special needs or concerns the next year's teachers need to know.) By adhering to the information on the Pinks and Blues, the demographics and distribution of students is such that will best accommodate the necessary differentiation of instruction.</p>	<p>Course Offerings Semester Two</p> <p>Yearbook Page</p> <p>Success Academy Registration/Exit Form School Website detailing Success Academy</p> <p>Success Academy Overview</p> <p>Brainiacs With Heart Contract</p> <p>Pinks and Blues Illuminate Instructions</p> <p>Sample Pinks and Blues Form in Illuminate</p>
--	--

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
ILCS is very successful at linking curricular and co-curricular activities to the academic standards, ROAR to Success expectations, and the expected schoolwide	

<p>learning results (Schoolwide Learner Outcomes, or SLOs, formerly ESLRs):</p> <p><u>After-School Electives</u> One of the most unique offerings of our school is the after-school electives program. After school at each of the campuses, students may sign up to take any number of enrichment electives. These are not required classes; they are offered optionally after a lunch break for the overall education of the students as well-rounded, life-long learners. Courses range from free of charge to \$15 per session (\$150 total per trimester), and include (but not limited to) dog training, Chinese, French, Spanish, ASL, art, drama, taekwondo, self- defense, tennis, horsemanship, Running Club, yearbook, journalism, Student Council, Library Council, origami, singing, Irish dance, academic tutoring, volleyball, moviemaking...the list goes on. By giving the students the opportunities to learn and broaden their horizons so vastly, they are exercising their desire to learn and becoming effective communicators (in many cases) and life-long learners (SLOs).</p> <p><u>Field Trips</u> All field trips taken by the classes must be submitted at least a month in advance for Board and administrative approval and have a direct correlation to the content standards. So many inexpensive yet invaluable field trips have taken place to support student content curriculum and to give opportunities to our young leaders, including those in our independent study program, to be “tomorrow’s leaders today.” These field trips, including some more expensive trips, include Stater Bros., Braswell’s Care Homes, Braille Institute, Riley’s Farm in Oak Glen, Greenspot Farms, Post Office, Tortilla Factory, Water District, Yucaipa News Mirror, Yucaipa Regional Park, Garden Works, Crafton Hills College Native American Pow Wow, Living Desert, Yucaipa Public Library, Oak Glen Wildlands Conservancy, Nutcracker Ballet, Discovery Cube, San Juan Capistrano Mission, Knott’s Berry Farm, Lewis Family Playhouse, Yucaipa High School Theater Presentation, Legoland, Pali, Catalina Science Camp, etc.</p> <p><u>On-Campus Events</u> In addition to sending our students out to experience learning “in the field,” a number of community resources are brought in to our students on campus. These on-campus events represent a broad variety of educational exposures, ranging from language arts to science to art to positive self- and peer interactions. Examples of these on-campus learning experiences include APEX Fun Run, Imagination Machine, National Park Ranger talks, Mobile Dairy Classroom assembly, Retro Bill (inspirational speaker), Little Smiles Dentistry, local artists, and community jobs presentations in the classroom.</p>	<p>ILCS Electives Resource Site</p> <p>Yearbook Page</p> <p>ILCS Field Trips Sampling</p> <p>Independent Study Field Trip List</p> <p>Pali Science & Leadership Camp</p> <p>Middle School Catalina Science Camp - CELP</p> <p>APEX Fun Run</p> <p>Imagination Machine</p> <p>Mobile Dairy Classroom Assembly</p> <p>Retro Bill Assemblies</p> <p>Local Artist/Student Partnership on Office Mural</p> <p>GOLD Night Planning Guide</p>
--	--

<p>We also created GOLD Night (Girls Overnight Leadership and Discovery) for the 6th and 7th grade girls to attend. The event was created and designed to speak to the emotional and physical needs of our adolescent girls through games, breakout sessions (stretching and breathing, body image, nutrition, healthy relationships, skin care, etc.), and “bonding time.” Local food establishments (Jake’s Italian Bistro, Queen Bean, and Bee Well) donated food for the event, while other parents and business partners (Salon Strut, BicBands, Mary Kay representative) gave deals on T-shirts and headbands and donated goodies for “swag bags” for the night.</p> <p><u>Second Session</u> Additionally we have added Second Session in grades 3-8. This is a mandatory offering of an enrichment course after school. Each student in these grades must attend one Second Session a week (they then have the ability to sign up for other after-school electives on the other days of the week they are not in Second Session). Third graders take a technology course, fourth graders take music, fifth graders take art, sixth graders learn sports and nutrition, and seventh and eighth graders choose from a list of offerings which switches each semester. The Second Sessions in grades 3-5 are taught by business members of the local community (courses in grades 6-8 are taught by the regular PE and core classroom teachers).</p> <p><u>Sports Program</u> We are proud to have developed a sports program that is not only challenging the students who participate to have real-world application of all the leadership traits we practice, but is also excelling competitively. We offer to students in grades 6-8 softball, flag football, basketball, co-ed soccer, volleyball, cross country, track and field, and baseball.</p> <p><u>Other Co-Curricular Activities</u> We also want to reach out to students who want to participate in additional leadership and academic application venues. As such, we have our student-elected Student Council, a competitive Robotics team, and we send students on to the regional level of Science Fair annually, last year with a student moving on to the CA State level.</p> <p><u>Service Leadership Projects</u> The yearly service leadership project all students, regardless of age, must design, implement, and present challenges the students within the SLOs (effective</p>	<p>GOLD Night Pictures and Program</p> <p>Video of 4th Grade Music Second Session</p> <p>Middle School 2nd Session Course Offerings Semester Two</p> <p>Yearbook Page</p> <p>ILCS Grades 6-8 Program Offerings Information Brochure</p> <p>ILCS Sports Programs Yearbook Pages</p> <p>Other Co-Curricular Activities</p> <p>Community Service Projects/ Leadership Banquet</p>
--	--

communicators, active leaders, responsible citizens, serving others). School projects at all grade levels are designed to challenge the students both academically and as a global citizen. These projects, once completed, are presented to their peers in class, the school board, and members of the local community, with the most exemplary projects/ presentations honored at a leadership banquet at the Highland Springs Resort in May. We don't simply want to teach our students *about* being leaders. We want to give all our students opportunities to *be* a leader and celebrate when they do so, especially as they move beyond themselves and look at blessing others, locally and globally.

Ralph Waldo Emerson said, "The purpose of life is not to be happy. It is to be useful, to be honorable, to be compassionate, to have it make some difference that you lived and lived well." As such, not only do the students need to complete community service projects, but each class is encouraged to work throughout the year to bless others as much as possible. Class projects have included Loose Change to Loosen Chains, gift cards and supplies to send aid to victims of Hurricane Harvey, pajamas for those displaced by the California wildfires, and partnerships with schools in Kenya to provide clean water through the H2O For Life program.

The "Brainiacs with Heart/Brainiacs in Action" initiative is a global partnership campus-wide at the Bryant Street campus. Through the Bryant Street Baptist Church, our students are sending books that they themselves have published to students at a school in Ghana. In this way the students, especially the students involved in our after-school intervention program Success Academy, are owning their education and giving the need for excellent writing a personal and philanthropic lens. A parent-led publishing center is being established to convert student writing into high-quality, durable books to send overseas.

ILCS has a moderately effective process for regularly evaluating the level of student involvement in curricular/co- curricular activities, as well as student use of support services:

ParentSquare/Survey Monkey

ILCS uses ParentSquare or Survey Monkey to distribute surveys for any number of things. Families are asked in our LCAP surveys specifically about their overall satisfaction with the school program, including the curricular and co-curricular offerings. Parent response, as well as obvious enthusiasm in our students, is overwhelmingly positive. Our after-school electives program is wildly popular with the families and students. Our ever-expanding sports offerings have had a lot of success, as well. It is important to note, however, that only 33.5% of our parents participated in the survey. We need to investigate ways

[H2O For Life Project](#)

["Brainiacs with Heart" Partnership with the Bryant Street Baptist Church to provide needed needed books and materials \(WE'll write them!!\) to a school in Ghana/ Explanation Video \(a MUST WATCH!!\)](#)

["Brainiacs With Heart" Community Service Project Letter](#)

[LCAP 2018 Survey](#)

[ParentSquare Message about LCAP](#)

<p>to get more feedback from families</p> <p><u>Data Tracking</u> Teachers use assessment, both formal and informal, to drive their instruction. We are using our data tracking system through Illuminate Ed to track student results. Additionally, teachers keep class spreadsheets of standards mastery based on assessment results. The results of support show themselves in the students' growth or stagnation. If support has been recommended yet declined, however, this is noted in the student's cum file. This procedure has been increasingly successful.</p>	<p>Sample Data Celebration</p> <p>Sample Mastery Spreadsheet</p> <ul style="list-style-type: none"> • Math • ELA
---	--

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Through interviews with parents, staff, and administration, School Culture and Support for Student Personal and Academic Growth within the school community and beyond have been determined to be great strengths for ILCS. The parent community is very actively involved in the classroom, in field trips, and more and is kept in the know through regular school communication via ParentSquare, meetings with teachers, information nights, and school and class websites. The school community at large has many educational partnerships with ILCS, as evidenced by guest speakers at on-campus events and in the classrooms, field trips, our after-school electives program, Second Session, building use and community partnerships, and our Inland Leaders Foundation.

ILCS has several established policies and regulations and uses its resources to ensure a safe, clean, and orderly environment that nurtures learning and a positive, caring school culture. These policies are overall incredibly effective; as family life outside of school has continued to present painful challenges for many students and social media has developed as a titan of student culture with wide-reaching and potentially devastating effects, we do see an identified need for a full-time counselor to help students cope with and heal from trauma and life's challenges. The students are held to high standards both behaviorally, through the PBIS initiative ROAR to Success leadership character instruction, and academically through rigorous differentiated instruction that acknowledges individual learner differences, data tracking through Illuminate Education, and assessments that inform instruction. We do acknowledge that more emphasis needs to be placed on honoring and celebrating student heritages and ethnicities. Our adult-perceived atmosphere of trust, respect, and professionalism at the school was thrown into sharp relief last year after reviewing the LCAP student survey results. In response to the surprising findings indicating a lack of respect, trust, and

safety among peers, Phase 2 of our ROAR to Success PBIS initiative has been rolled out and implemented across the grade levels with a heavy emphasis on respectful kindness, owning our actions, acting safely, and rising to servant leadership to bless others and acknowledge needs outside of ourselves. Ultimately, the school has earned a community reputation as a safe and kind school, a desirable alternative to many of the local district establishments.

There are many systems of support in place for students at ILCS. Because of small class size, the teachers know their students well and use their observations and assessments, as well as comments from previous teachers on the Pinks and Blues Forms, to differentiate instruction. Our PACE program provides additional acceleration in grades 3-8 for students needing deeper challenges than their current grade-level curriculum can afford them, while our Success Academy offers remediation for those students needing additional support and practice of grade-level standards. Part of the differentiation is access to our Special Education support services. As our school has grown over the past 11 years, our Special Education department has grown exponentially to now include four education specialists, one speech and language pathologist (SLP), one occupational therapist (OT), two behavioral health specialists, and six special ed instructional aides. Our EL population has increased exponentially over the years as well, and we have effectively put into place services and procedures to ensure tracking and monitoring of progress through the classes and grade levels. We do recognize our EL population as an area of critical need, however, to continue to nurture communication between those who assess and monitor the EL students and the general ed teachers. We see the need for more training for current instructional strategies with our language learners.

Acknowledging that student life is deeply enriched by activities and experiences that extend beyond the classroom standards-based instruction, we have several co-curricular (and a growing number of extra-curricular) offerings for students, including but not limited to after-school electives, Second Session, field trips, service leadership projects, Success Academy, student council, science fair, GOLD Night, spelling bee, classroom economy businesses and stores, dances, awards assemblies, performances, spirit days, robotics, and sports.

****CRITICAL STUDENT LEARNING NEEDS**

- *Student Ethnicities and Heritages:* We celebrate well who our students are as learners and encourage them in their visions for their future, but we need to look at how to honor and celebrate their backgrounds and traditions and celebrate where they have come from. This descriptor was to be specifically evaluated in our prompt, and we find ourselves as a whole school culture grossly lacking.
- *EL Population:* When we began as a school 11 years ago, our EL enrollment was practically non-existent. Our population has mushroomed over the years, doubling even from last year to this year. Though we have EL academic/language monitoring protocol in place, we need much more professional development and time spent in PLCs reviewing current policy and best practices for this key population of students and families.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

Regular Parent Involvement

- First Day Packet: We feel that the packet provides the necessary information vital to having a safe, positive, and involved experience at our school.
- Back to School Night: These evenings are well-attended and serve as a powerful introduction to our programs. So much is communicated in engaging and often creative ways, and this time

serves as an evening contact point for many families who are not able to see their teachers face-to-face at daily pick-up.

- Parent Volunteers: Especially in the primary grades, parent volunteers are absolutely pivotal for helping the day-to-day workings of the classroom experience function. They richly enhance the educational experience of the students.
- ParentSquare: The staff, administration, and teachers of our school are able to communicate effectively back and forth with parents, with language accessibility for Spanish speakers. ParentSquare has become such an effective communication tool that a number of our teachers have stopped using a class website and are using ParentSquare instead.
- School Website: As a “one-stop-place-to-shop,” our website truly proves to be a valuable resource of information and interactive involvement for parents, teachers, and community members.
- Room Parents/ Grade-Level Reps: Communication is strong among the groups and between the room parents and families. The services these groups provide are pivotal for the every day and seasonal workings of the class and school programs.
- LCAP Meetings/ Surveys: We have learned so much as a result of the feedback from these meetings and surveys. This feedback has truly guided our formation of school culture and programs. Through these meetings and surveys, we have discovered that a number of things we thought were areas of strength were actually areas of needed growth.
- Parent Conferences: These conferences and regular meetings have proven to be an incredibly valuable time to connect with families to discuss student progress, as well as for parents to be able to share and discuss any concerns or questions they may have.

Use of Community Resources

- Field Trips: From TK through 8th grade, our school gets highly involved in field trips to extend learning and give the kids hands-on experiences and interaction with the material and concepts they have been learning in the classroom.
- On-Campus Events: The experiences provided to our students far extend beyond the regular 8:00-1:30 classroom interaction. These on-campus events represent a broad variety of educational exposures, ranging from language arts to science to art to positive self- and peer interactions.
- After-School Electives: Through these widely varied opportunities, many of which are free or offered at very low cost, the students have access to experiences that far extend beyond the typical school experience. Community partnerships are formed frequently, both as business owners come on to our campuses to teach and present and as our different electives extend out and perform or serve in the community.
- Second Session: By requiring involvement in Second Session one day a week, all students in grades 3-8 are guaranteed enrichment activities and curriculum beyond the traditional ELA, math, science, social studies, and physical education. Though our after-school electives program is one of our strongest and most powerful offerings, many families have never taken advantage of the classes or taken a single elective. Second Session bridges that gap.
- Inland Leaders Foundation: ILF has provided countless opportunities for students in need to participate in our after-school electives programs, and all around both campuses the ILF presence is evident in technology and building/facility upgrades.

Safe, Clean, and Orderly Environment

- Safe Campuses: We have worked incredibly hard to ensure a safe school experience on both campuses, putting many procedures and practices in place to protect both the physical and emotional well-being of the students, staff, and families.
- Clean Campuses: The campuses are clean and well-maintained. When trash is evident, students

are reminded of their responsibilities through the ROAR initiative to “own their actions” and clean up after themselves. We also are incredibly proud of our healthy food service lunch program and are excited to offer clean and nutritious foods to both our students and staff.

- Orderly Campuses: Classroom and playground rules and expectations are clearly communicated, and families are given every opportunity through regular ParentSquare communications to actively and effectively participate in the regular offerings and operations of the school, ensuring an orderly environment on both campuses.

High Expectations/Concern for Students

- ROAR to Success: A brief overview of all the tenants of ROAR in August and then a deeper monthly focus on each has definitely created a consistent vocabulary and expectation across the campuses and grade levels. The class, playground, and hallway discussions center around life application of the PBIS initiative.
- Illuminate Education: Illuminate affords us the digital platform to track behavior incidents and how they were resolved, as well as the administrative/teacher follow-up. We have been able to tangibly see a decrease in behavior incidents from month to month and have been able to celebrate these decreases, as a staff and as classes.
- Assessment to Inform Instruction: At ILCS, one of our greatest strengths is that teachers collect, disaggregate, analyze, and use performance data to inform and drive our instruction and student needs-based groupings.
- Individual Learner Differences: Teachers know their students well and do all they can to connect the learners with the appropriate instruction.

Atmosphere of Trust, Respect, and Professionalism

- LCAP Survey Results: Overall the survey results indicate we have a positive school culture, with most stakeholders mostly agreeing with the statements of trust, respect, and professionalism. 90% of our ILCS families (who responded to the survey) were happy their students are at ILCS.
- Other Than LCAP: We are proud of who we are as a school and the presence we hold within our community. The staff is well-respected, the students set apart in their preparation for high school. Yucaipa High School teachers have often commented, “Oh, you’re from ILCS? I can tell.” For us, this is a compliment.

Adequate Personalized Support

- Special Education: We offer a variety of services on a daily and weekly basis, servicing the needs of our students. We are providing additional support for students to reach their academic goals. We are always improving. Our SST referral process is solid, serving as the gateway to getting kids the assistance they need to be successful.
- Regular Education: Intervention for student needs is of highest priority. Instruction is focused on learner outcomes and the student as a whole, with adjustments made frequently and fluidly as needed.

Support and Intervention Strategies Used for Student Growth/ Development

- Snap & Read App: The app is incredible and has several practical and seemingly magical applications in the classroom and beyond.
- PBIS Initiative ROAR to Success: We feel ROAR has really given our leadership curriculum vision and purpose, especially as it was designed by us personally, and the instructional benefits from focused vision boards giving the students individualized purpose has been powerful.
- PACE Program: The students who PACE are often even further ahead academically than the students in the classes into which they PACE. Giving them the opportunity to have more challenging instruction is a long-standing strength.
- Success Academy: Students showing struggles are recommended to attend after school intervention to focus on academic growth. In our early primary grades, students through the “Brainiacs with Heart” initiative feel empowered to teach and taste success in a small group setting

with more individualized care and attention. Data from the past two school years, is showing the success of this model.

- Flexible Needs- Based Grouping: The students receive targeted instruction for their specific needs.
- Special Education: Our SPED team has grown to meet the needs of each individual student and has been able to make incredible gains, both academically and emotionally, with the kids.
- 504 Accommodations: We are able to accommodate the special needs of our students.
- Small Group Instruction: More individualized attention can be given to students, and discussion can go deeper than in the whole-class setting.
- Reading Specialist: Having a specialist on campus to support both the students and the teachers has been extremely beneficial. She brings a wealth of resources and skills and is incredibly gifted at getting those skills to transfer to both the students and teachers.
- Instructional Aides: The support the aides have given our students has been crucial. They are loving, firm, and motivating.
- AR Trimester Reading Goals: Students have more buy-in when they have been a part of the goal-setting process. AR serves as a motivator for students as readers.

Support Services - Interventions and Student Learning

- Formative Assessments: We use the results from our formative assessment pieces to drive our instruction and inform our differentiation.
- Summative Assessments: We have a wide variety of assessments to be able to determine student mastery of grade level content and the need to remediate, enrich, and/or progress.
- Student Services: Progress towards individual IEP goals are monitored well. ILCs provides continuous support for students with social / emotional concerns. As demonstrated need is evident, students are provided services provided by behavioral health specialists (Marriage and Family Associates).
- EL Population: We have in place all the critical monitoring processes necessary to track our EL population.
- Counseling / Social Emotional: ILCS has implemented a referral program through the Student Success Team for general education students to receive counseling from the school hired behavioral health specialist (Marriage and Family Associate).

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

- Middle School Program: Staffing additions have strengthened our program significantly, and the skills set each teacher brings provides not only stellar instruction in the regular classroom but also high- quality offerings in Second Session.
- PLCs/Staff Development: Our time spent within our grade level and collaborating with other grade levels has always been valuable and has continued to push us all to perpetually excel.
- PACE Program: The students who PACE are often even further ahead academically than the students in the classes into which they PACE. Giving them the opportunity to have more challenging instruction is a long-standing strength.
- EL Monitoring Process: We have in place all the critical monitoring processes necessary to track our EL population.
- Second Session: By requiring involvement in Second Session one day a week, all students in grades 3-8 are guaranteed enrichment activities and curriculum beyond the traditional ELA, math, science, social studies, and physical education. Though our after-school electives program is one of our strongest and most powerful offerings, many families have never taken advantage of the classes or taken a single elective. Second Session bridges that gap.

- Pinks and Blues: Great care is taken by the teachers and administration to give critical information for student placement in classes.

Co-Curricular Activities

- After-School Electives: Through these widely varied opportunities, many of which are free or offered at very low cost, the students have access to experiences that far extend beyond the typical school experience.
- Field Trips: From TK through 8th grade, our school gets highly involved in field trips to extend learning and give the kids hands-on experiences and interaction with the material and concepts they have been learning in the classroom.
- On-Campus Events: The experiences provided to our students far extend beyond the regular 8:00-1:30 classroom interaction.
- Second Session: By requiring involvement in Second Session one day a week, all students in grades 3-8 are guaranteed enrichment activities and curriculum beyond the traditional ELA, math, science, social studies, and physical education. Though our after-school electives program is one of our strongest and most powerful offerings, many families have never taken advantage of the classes or taken a single elective. Second Session bridges that gap.
- Service Leadership Projects: We are excited that the students are able to take their learning to the next level by applying what they have learned to bless others and to put their leadership skills into practice.
- Sports Program: Our addition of sports to our 6th-8th grades has kept a lot of students here at ILCS who were otherwise leaving to be able to play in other district schools. Additionally, our teams have been doing incredibly well.
- Other Co-Curricular Activities: Our students have been able to have some pretty incredible opportunities to apply their academic and leadership skills outside the regular school day.
- Data Tracking: Our teachers have a very good handle on student achievement and are a reliable source for whether or not support services are being utilized and/or effective when combined with the in-class instruction.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

Regular Parent Involvement

- Middle School Information Night: This is a step in the right direction for middle school as we have not previously “advertised” and promoted our middle school program and have lost students to other competitive middle schools in the area. The addition of Middle School Night strengthens our program, but we could continue to reach out to more of the community about our program.
- Parent Volunteers: Although we have a strong parent involvement in the primary grades, the older students get the fewer parents tend to get involved. Parents help out with parties and donations but are not as involved in the daily class workings. This is an area we could always improve on. It varies from year to year.
- LCAP Meetings/ Surveys: Currently the LCAP survey is not available in Spanish. This is something we hope to improve on to get the valuable feedback from our growing population of non-English speakers. Additionally, we are in the process of forming an English Learner Advisory Committee (ELAC) to better serve this population.
- Building Use/ Community Partnership: We have worked very hard to be a blessing to our community, both local and global. Our school has made a very positive name for itself, and many organizations regularly get involved in our events. We are excited that the students are able to

take their learning to the next level by applying what they have learned to bless others and to put their leadership skills into practice.

Use of Community Resources

- Second Session: While most of the Second Session courses are incredibly solid in their content and organization, some of the middle school offerings need some strengthening, particularly in the community service elective.

Safe, Clean, and Orderly Environment

- Safe Campuses: As simply living and growing up becomes a more and more complex proposition, with social media creating infinite possibilities for both triumph and devastating, life-altering pain, it would behoove us to look ahead to hiring a full-time counselor to help students cope with and heal from trauma and life's challenges.

High Expectations/Concern for Students

- Illuminate Education: We are discovering an issue with consistency in documenting strategies being used with individual students, especially as multiple staff who encounter a student record incidents slightly differently. We are recognizing a need for continuity between BSC and CSC regarding behavior expectations, discipline, positive school environment, and documentation-specifically that what we have documented at BSC reaches the teachers at CSC so there are no surprises upon a student entering CSC and so that there is consistency in strategies used.
- Assessment to Inform Instruction: There is still room for growth. While formative and summative assessments are used by all teachers across grade levels, one of our areas of growth is implementing the unification of curriculum and benchmark assessments. The data collected is one of multiple measures to guide instruction and report student performance to all stakeholders within the school and community in preparing students for college, career, and life.
- Student Heritages/ Ethnicities: Though there is some evidence of celebrating the students' individual heritages and ethnicities in individual classrooms and in class projects, we need to find a way to honor different heritages/ethnicities school- wide rather than just in the classrooms. Some possible ideas include reading a wide variety of books about students from diverse backgrounds, family tree projects, All About Me presentations, and a school-wide Heritage Fair.

Atmosphere of Trust, Respect, and Professionalism

- LCAP Survey Results: Only 33% of the total family population (230 parents) responded to the survey. We would like to improve stakeholder participation in later ongoing surveys. Another area of growth noted was that only 45% of our teachers were somewhat satisfied with our PLCs. Since the LCAP Survey results were released, our school has closely analyzed the responses we perceived as areas of growth and have already put into action the following to improve our school culture:
 - Implementing key PBIS initiatives driven through our ROAR to Success
 - Weekly lesson plans implementing 8 key strategies across all classrooms, setting goals in each classroom with celebrations, school wide celebrations, parent trainings
 - LCAP goals for 2017 were driven by 2016 survey results.
 - Pillars committee established rubrics to help increase teacher retention
 - ILCS sent leaders to PLC training and has used them to implement it across the school
 - NORMS & clear expectations were set within PLCs
 - We have a Dean of Students to assist teachers with behavior in classrooms
 - Behavioral specialists assist with the social, emotional, and academic well-being of the students.

Adequate Personalized Support

- Special Education: Our collaboration is strong with our general ed teachers, but we would like to grow in this area more, especially in regards to the training of use accommodations and modifications.

Support and Intervention Strategies Used for Student Growth/Development

- Snap & Read App: The app is relatively new to us as a staff and being used incredibly effectively by some teachers and students, while other classes don't use it at all. We would love to see more continuity in usage across the grade levels.
- Success Academy: During the 2016/17 school year, ILCS shifted to teacher-led intervention program. Data from the past school year indicates that significant growth has been made in ELA and Mathematics as evidenced on the Smarter Balanced Assessment.
- Instructional Aides: It would also be beneficial to provide our instructional aides more training opportunities and allow them to support at any grade level.
- AR Trimester Reading Goals: Not all grade levels use AR effectively, if at all, and the older students get the program can tend to lose some of its luster. Also, many students and teacher will avoid reading books simply because they are not in the AR system.

Support Services - Interventions and Student Learning

- EL Population: We need to improve in how we go about serving the EL kids and families inbetween testing. We track their progress, yes, but we need up-to-date strategies and more professional development to know how to effectively reach this growing population.

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

- Middle School Program: In comparison to other local middle schools, we are beginning to be able to compete in offerings but we still need to add more staff and buildings (and funding) to be able to be truly competitive.
- Summer School: The program serves to continue to reinforce key concepts when the summer break hiatus can create gaps. However, there is not much support in the data that shows that students who take summer school then are at grade-level when the next school year begins. It serves more as a gap avoider than a gap filler, necessary but not wholly effective.
- EL Monitoring Process: We need to improve in how we go about serving the EL kids and families in between testing. We track their progress, yes, but we need up-to-date strategies and more professional development to know how to effectively reach this growing population.
- Second Session: While most of the Second Session courses are incredibly solid in their content and organization, some of the middle school offerings need some strengthening, particularly in the community service elective.

Co-Curricular Activities

- Other Co-Curricular Activities: We still need to add more offerings outside of electives as formal school programs, such as band and choir.
- ParentSquare/Survey Monkey: We track those who take surveys, but our formal system for evaluating student participation and parent satisfaction could be revisited to bring more structure (versus sifting through hundreds of comments in the last survey questions).

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

1. Develop teacher capacity and training through the use of the Pillars Performance system
2. EL data indicates a need for staff training in instructional strategies and curriculum for the overall English Language Learner program
3. Training and implementation of 21st century skills for critical thinking, global thinking, and writing.
4. Implement NGSS framework schoolwide to prepare students for the new standards.
5. Develop middle school specific initiatives that support healthy relationships between peers and student engagement/ownership of the program.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

The identified critical student learning needs were developed and synthesized through the work of the focus groups, parent meetings, stakeholder surveys, finance committee, LCAP meetings, board discussions and ultimately determined by the leadership team. The school continually asked the question, “What do we need to do to achieve our Schoolwide Learner Outcomes and LCAP?”

Develop teacher capacity and training through the use of the Pillars Performance system

As a school the leadership team noted the comments from teaching staff and survey findings on the need for training in the Pillars program to improve their instruction. To successfully implement the program, evaluators and administrators will need to clearly understand the rubrics that gauge teacher effectiveness in the areas of planning, instruction, reflection. Teachers will also require professional development to implement the strategies and ideas embedded in the Pillars as well. The leadership team determined the idea of teacher effectiveness as resulting in the greatest impact on student achievement.

EL data indicates a need for staff training in instructional strategies and curriculum for the overall English Language Learner program

Data indicates that our English Language Learner population is increasing each year and if the pattern continues, the school will be close to 20 percent EL students within six years. Therefore, the school needs to invest in professional development for teachers beyond what they received in their credential programs to strategically target the language needs of EL students. In addition, curriculum needs to be ordered that also provides intentional outcomes for language development beyond the current Pearson curriculum.

Training and implementation of 21st century skills for critical thinking, global thinking, and writing.

Through the use of survey work, staff indicated that they are currently using technology but do not have a good sense of utilizing it for critical thinking or beyond basic 21st century skills. Therefore the team determined that the technology training (SAMR) would be effective to train teachers to engage their students in transformative technology use rather than the basics.

Implement NGSS framework schoolwide to prepare students for the new standards

Through ongoing discussion with staff, the use of NGSS was a common request and topic that is both expected by the state and needed at ILCS to be successful in science content. Teachers need further resources and time to align their standards and develop units of instruction for their grade levels.

Develop middle school specific initiatives that support healthy relationships between peers and student engagement/ownership of the program

Discussion and survey work with middle school students, parents and staff revealed a need to re-energize the program in order to garner student “ownership” of their environment and build a culture of love, compassion and respect for one another. Results demonstrate that students feel somewhat disconnected from their peers and are struggling in the area of kindness. ILCS is determined to provide a healthy, supportive, and kind environment for all students and is working to develop a “purpose/identity” for the middle school students that will inspire and motivate them to be 21st century leaders.

Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school’s follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

The following LCAP has been amended based on the WASC Self Study process and embedded with actions and services to better meet the identified critical needs. The LCAP will act as the school’s overall action plan and a specific WASC action plan was not additionally developed. As part of the ongoing process, the school uses a multi-layered system to gain feedback from all stakeholders, analyze the data and ultimately determine needs and services. Each year, an LCAP coordinator is assigned by the Director. The coordinator then creates a stakeholder input plan involving surveys and meetings. Once all data is collected from staff, parents and students, the coordinator presents the results to the finance committee which prioritizes the actions and services, assigns budget allocations to the services and completes an initial draft of the LCAP for the Board to review. The Board reviews the document, provides final feedback and the school leadership team then amends the document for final Board approval. In addition, the finance committee reviews the current LCAP at least each trimester to determine if the school is following the plan and next steps if it is not. The entire LCAP is linked in Appendix A. The color coded plan below represents a summary of the LCAP plan with WASC critical need areas in parenthesis after the actions/services that correlate.

LCAP Plan 2018 – 2019 (amended draft)

Colors coordinate as actions and services with metric used to measure success.

GOALS													
Goal 1 - Retain & train highly qualified instructional staff that supports high expectations and innovation resulting in high student achievement				Goal 2 – Effective use and access of technology in every class to improve student achievement and 21 st century skills			Goal 3 – 90% of all students demonstrating proficiency in math, ELA and science on standardized assessments			Goal 4 – Ensure all sites have a positive school culture focused on leadership, high standards, & innovation			
METRICS/INDICATOR				METRICS/INDICATOR			METRICS/INDICATOR			METRICS/INDICATOR			
Retain core teachers	Credentialed	PD	Proficiency rate	1 to 1	Digital benchmarks	Effective use of technology / 21 st century skills	Increase proficiency rate	Increase proficiency rate for EL students	Increase proficiency rate for SES students	Reduce # of suspensions, incidents & SCATS	Raise attendance rate	Surveys Parent-student	Participation in Service Learning Projects
ACTIONS/SERVICES				ACTIONS/SERVICES			ACTIONS/SERVICES			ACTIONS/SERVICES			

Inland Leaders Charter School ACS WASC/CDE Self-Study Report

<p>Continue to hire highly qualified teachers with CLAD or EL instruction qualifications by ensuring new hires are:</p> <ul style="list-style-type: none"> -credentialed -screened and observed -What does highly qualified mean to ILCS? 	<p>Purchase ipads/Chromebook for Kindergarten – 2nd grade students for 1-1 technology in these grades</p>	<p>Analyze curriculums through the use of assessment data to determine effectiveness of the program being used</p>	<p>Summer meetings to refine the schoolwide PBIS ROAR process & program. (WASC critical need 5)</p>
<p>Targeted training for teachers to work with sub-groups of students to scaffold common core and engage them in the learning process including areas of professional learning communities, reading/writing & 21st century skills. This will include designated teachers to attend a PLC conference, thinking maps training, along with technology training. Additionally the work of Doug Fisher’s Visibly Literacy along with his strategies & Text complexity grid will be utilized. (WASC critical need 3)</p>	<p>Implementation of digital benchmark assessments to align with common core and state assessments with a clear plan and calendar in place.</p>	<p>Provide targeted and focused professional development to core teachers to provide a greater of depth of understanding and implementation of the common core standards specifically in the areas of reading, writing, & 21st century skills. This will include PLC training, thinking maps, & Doug Fisher’s Visible Literacy & Task Matrix. (WASC critical need 3)</p>	<p>Communicate schoolwide high expectations via parent square, parent conferences, and teacher websites to all stakeholders.</p>
<p>Implement with support the performance pay scale and roadmap for teachers who wish to advance into higher levels of pay through the evaluation system via staff/PLC meetings and/or evaluation meetings (WASC critical need 1)</p>	<p>Training for teachers to integrate 21st century skills and the effective use of technology. This will include critical thinking strategies (thinking maps & Doug Fisher’s Task Matrix) along with training on various technology platforms. (WASC critical need 3)</p>	<p>Provide high quality interventions that demonstrate marked improvements in student achievement through data/curriculum analysis and decrease subgroup achievement gaps through the use of core teachers after the lunch period. (WASC critical need 2)</p>	<p>Assign and/or recruit staff member to develop and implement a program to support students & families who have been through the SCAT process more than once via leadership class/workshops at BSC & CSC. (WASC critical need 5)</p>
<p>UPGRADE 10.0 for teachers to raise the level of expectation and performance</p>	<p>Daily use of hardware and software to support 21st century skills and instruction. (WASC critical need 3)</p>	<p>Unify and implement schoolwide/grade level digital benchmarks in math and ELA to monitor student progress and inform instruction aligned to CAASPP and state level assessments with a clear plan and calendar in place.</p>	<p>Schoolwide leadership community service project plan in place to develop a global view for students (WASC critical need 5)</p>
<p>Refine digital school wide benchmarks for grades K-8 to include a schoolwide clear plan for data analysis at the administration, teacher, and student level.</p>	<p>Provide WIFI and Chromebook devices for checkout to families on as a needed basis.</p>	<p>Summer school classes for targeted students in need of extra support in the areas of reading and math with enrichment built into the daily schedule. (WASC critical need 2)</p>	<p>Provide weekly survey, illuminate reports to students in the areas of discipline and behavior which will promote actions to improve culture. (WASC critical need 5)</p>
	<p>“2nd” session instruction for all 3rd grade students in the area of integrating writing and technology to provide 1 additional hour a week for the entire school year.(WASC critical need 3)</p>	<p>Teacher trainings in the area of Next Generation Science Standards (WASC critical need 4)</p>	<p>Implement school wide leadership initiatives regarding our student to student concerns of kindness & respect toward one another. (WASC critical need 5)</p>
	<p>Create/pilot the Looking Glass project with 2 teachers which is access to classrooms for the independent study program via technology.</p>	<p>Intentional focus of data aggregation for English Language Learners population at the administration and teacher level through the use of the Illuminate data system to include parent/teacher workshops (WASC critical need 2)</p>	
		<p>Designate/assign lead staff member to head the onboarding program for new students. (WASC critical need 5)</p>	

Appendices:

- A. Local Control and Accountability Plan (LCAP)
- B. Results of Student Questionnaire/Interviews
- C. Results of parent Survey
- D. Results of Staff/ Teacher Survey
- E. Master Schedule
- F. School Charter Document
- G. Pillars Guide
- H. Teacher Handbook/_Employee Handbook_/ Parent 1st Day Packet and Handbook
- I. California School Dashboard performance indicators
- J. School accountability report card (SARC)
- K. Calpads school information reports
- L. Middle school syllabi
- M. Upgrade 10.0 Document & Upgrade 11.0 Document
- N. Financial reports and budgets
- O. Glossary of terms unique to the school