

Inland Leaders Charter

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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



Mr. Mike Gordon, Executive Director

Principal, Inland Leaders Charter

About Our School

I am excited to serve as your California Street Campus principal! My name is Joshua Osborn, and I've been an Inland Leaders Charter School (ILCS) team-member at this amazing school since its inception. I've led as a teacher, electives' director, summer school coordinator, instructional coach, and site principal. 2019-2020 will mark my 18th year as a credentialed educator, and it's my desire to enhance our positive school culture, innovative instruction, and service to our community. ILCS captured my passion to educate with its freedom to create, structure of choice, and visionary leadership. However, it was the families along the way that sustained my energy to educate, and it was the students who daily reminded me that teaching is a joy and blessing.

Principal's Comment

K-8 program administration includes the Executive Director, Mike Gordon; Principal Mr. Josh Osborn; Principal, Dr. Lisa Urrea, Coordinator of Student Services, Steve Perry; Assistant Principal, Casey Woodgrift.

Contact

*Inland Leaders Charter
12375 California St.
Yucaipa, CA 92399-4403*

*Phone: 909-446-1100
Email: ilcs@inlandleaders.com*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Yucaipa-Calimesa Joint Unified
Phone Number	(909) 797-0174
Superintendent	Cali Binks
Email Address	cali_binks@ycjUSD.us
Website	www.yucaipaschools.com

School Contact Information (School Year 2019—20)	
School Name	Inland Leaders Charter
Street	12375 California St.
City, State, Zip	Yucaipa, Ca, 92399-4403
Phone Number	909-446-1100
Principal	Mr. Mike Gordon, Executive Director
Email Address	ilcs@inlandleaders.com
Website	http://www.inlandleaders.com
County-District-School (CDS) Code	36679590114256

Last updated: 1/29/2020

School Description and Mission Statement (School Year 2019—20)

Inland Leaders Charter School (ILCS) is a transitional kindergarten through 8th grade site-based elementary and middle school found in the city of Yucaipa located in San Bernardino County. The school is home to approximately 1042 students; 985 of those students attend the site-based program while 57 students participate in an independent study program. Currently, a wait list of 723 students exists for ILCS. Enrollment is open to any student and there is no selection process for students other than a random public drawing held each spring. ILCS continues to keep its class sizes low with ratios of no more than 24 to 1 in grades transitional kindergarten through third and 26 to 1 for grades fourth through eighth. ILCS includes a compulsory second session electives program known as Second Session for grades three through eight that exposes students to a variety of extracurricular activities such as music, art, computer technology, and STEM (Science, Technology, Engineering, & Math). In addition, a broad range of choice electives for grades Kindergarten through eighth grade are provided to all students; some of these include robotics, Chinese, the arts, music, dance, technology, martial arts, physical conditioning and leadership. Finally, ILCS offers a sports program which includes basketball, baseball, softball, soccer, cross country, flag football and volleyball.

ILCS has two campus locations; Bryant Street Campus (BSC) which includes grades TK-2nd and California Street Campus (CSC) which includes grades 3rd through 8th. The Bryant Street Campus leases a facility from Bryant Street Baptist Church, which has graciously allowed ILCS to operate during the day. The California Street Campus is leased by the Yucaipa Calimesa Joint Unified School District through the use of Proposition 39.

As part of the Local Control and Accountability Plan (LCAP), ILCS has included the extensive use of meetings, surveys for all stakeholders, and the extension of LCAP conversations to special interest groups beyond the stipulated LCAP requirements. The administrative team and teachers set targets that maximize student academic and social well-being and performance. Furthermore, ILCS utilizes the practice of weekly professional learning communities (PLCs) that focus on enhancing practice to effectively meet our four LCAP goals. The school continues to coordinate a previous WASC accreditation self-study plan with the LCAP to unify the overall school action plan. Parent and staff survey data continue to reveal overall satisfaction and effectiveness of the school program encompassing school culture, student achievement, 21st-century schools, and teacher retention. ILCS' positive behavior intervention system called ROAR continues to be implemented with much success. A school-wide academic intervention program known as Success Academy is implemented after school by teachers.

ILCS has achieved the following accomplishments:

- ILCS received the highest WASC accreditation (clear 6 years) granted to any school of in the Spring of 2018.
- ILCS is proud of its strong state assessment scores with over 72% of its students at a proficient level and over 40% of all tested students are at the highest level (exceeding the standard) in math and reading.
- ILCS is proud of its 100% science fair participation rate in the fifth and eighth-grade site science fair with students receiving medals at the county and state levels.
- ILCS fully implemented the Pupil Acceleration for Continued Excellence (PACE) program, which currently maintains 12% of the students in 3rd through 8th grades accelerate for one of their language arts and/or math periods into a higher grade level.
- ILCS continues clear financial audits with healthy reserve amounts over 80%.

- ILCS has created and implemented a viable and innovative inclusion special education program to meet the needs of our students with disabilities, including both mild/moderate and moderate/severe disabilities, within the general education classrooms.
- ILCS has developed a strong intervention program for its students, which includes the Response to Intervention services to meet the needs of our general and special education students. Special education students comprise over 10% of the population, and ILCS has been able to immerse students into our program who are not typically able to handle a mainstream environment.
- Ninety-nine percent of ILCS students developed and implemented community service projects throughout the year, and demonstrated the value of service to their peers and parents. ILCS has developed partnerships with city government through programs such as Adopt a Street, Make a Difference Day Activities, YAPs, and many others. ILCS has also participated 100 Family Turkey Baskets at Thanksgiving, home building projects in Mexico, water project in Kenya, a support of a sister school in Ghana and volunteering at various city events. Leadership training has occurred on a daily basis, and students with troubled backgrounds are developing positive character traits to help them thrive in the 21st century.
- ILCS has fully implemented a Spanish program in which students receive weekly lessons and cultural awareness.
- Mental health program to support student socio-emotional needs for special education and general education students.
- Leadership coach position to implement mentoring and resiliency training in students throughout the school day.
- Positive Behavior Expectation program called ROAR to proactively train students in character education.
- Brainiac's with Heart (BWH) was introduced and implemented starting in 2017-2018 with the mission of: All Students Proficient Leaders, Readers, Writers, and Mathematicians Learning and Caring for a Purpose Across the Globe, in our Community, Schools, and Homes.
- Within the BWH program is our Brainiac's In Action (BIAs) The focus is on training students to be leaders through team-based activities & collaboration. The 8 key strategies along with kindness is practiced as recess coaches or a structured leadership class.
- One to one Chromebook/iPad program for all grade levels (except TK).
- Summer school program for at-risk and struggling students for every grade level, including robotics and enrichment classes.
- Partnership with Olive Crest Family Services to provide physical needs for families and students along with adult mentors (ILCS parents who volunteer) to support new single mothers in the region.
- ILCS has maintained full capacity in each grade level. ILCS retains 98% of its students from one school year to the next, demonstrating an impressive satisfaction level from parents.
- Pillars of Success program created and implemented to support teacher retainment.
- Teacher retention rates well above 90%.

LCAP Goals:

1. Retain and train a highly qualified instructional staff that deeply support all students (including low income, English learners, Special Education, and foster youth).
2. Effective use and access to technology in every class to improve student achievement and 21st-century skills.
3. 90% of all students demonstrating proficiency in math, ELA and science on Standardized Assessments.
4. Ensure all sites have a positive school culture focused on high standards for all stakeholders while maximizing leadership skills and healthy environments.

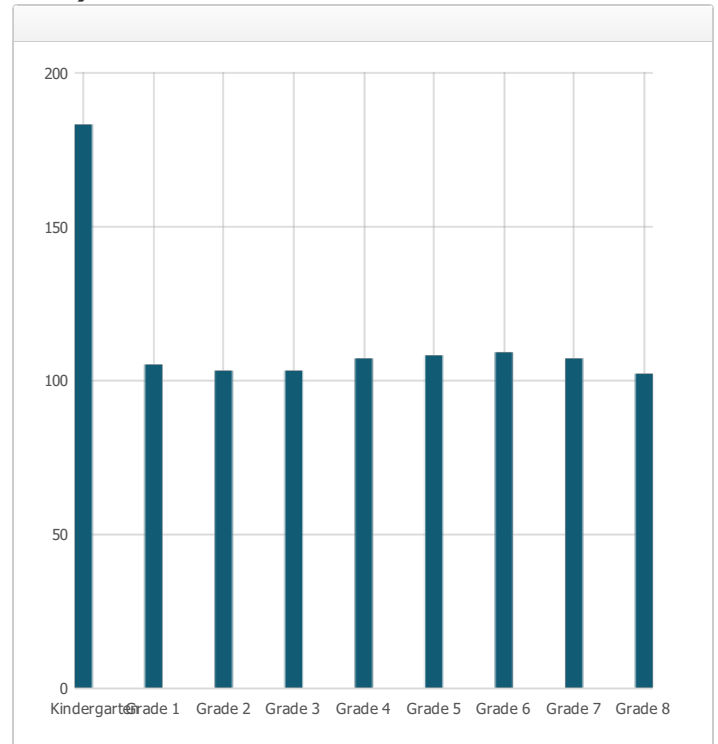
Mission Statement:

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:

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

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	183
Grade 1	105
Grade 2	103
Grade 3	103
Grade 4	107
Grade 5	108
Grade 6	109
Grade 7	107
Grade 8	102
Total Enrollment	1027



Last updated: 1/29/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.90 %
American Indian or Alaska Native	0.10 %
Asian	1.50 %
Filipino	0.10 %
Hispanic or Latino	26.90 %
Native Hawaiian or Pacific Islander	0.10 %
White	70.30 %
Two or More Races	0.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	33.80 %
English Learners	5.00 %
Students with Disabilities	9.80 %
Foster Youth	0.20 %
Homeless	1.90 %

A. Conditions of Learning

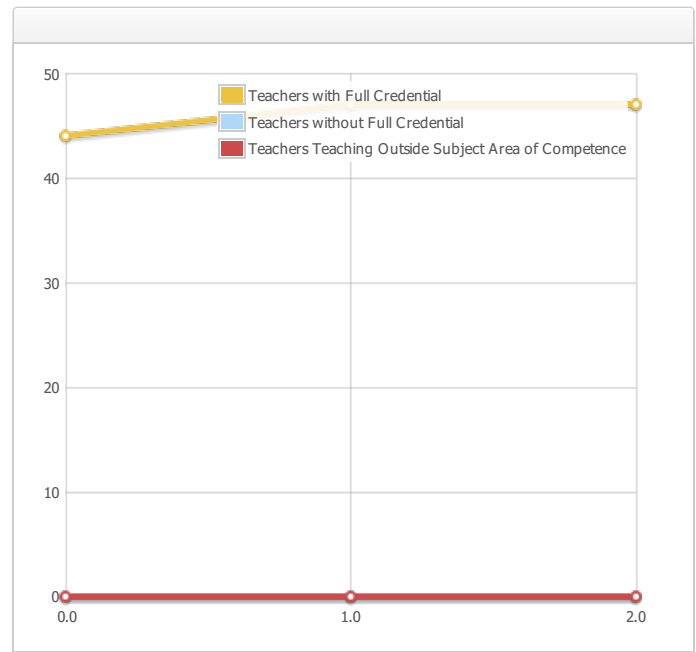
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

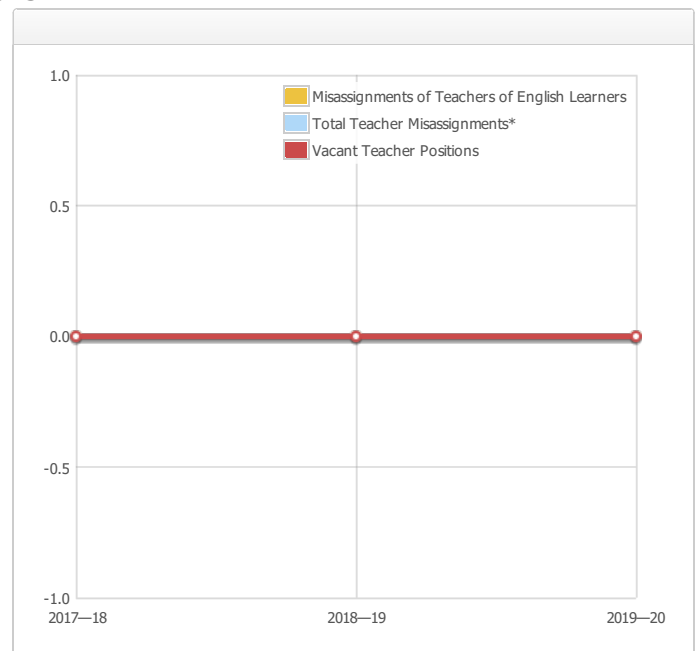
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	44	47	47	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/29/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

ILCS maintains high quality standards-based curriculum at all grade levels. ILCS has set-aside a reserve of money to support the implementation of the new Common Core Standards and is currently piloting a variety of curriculums for Common Core. The following textbooks and instructional materials include:

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><i>Core:</i></p> <p>Pearson Ready Gen 2016: (K-6)</p> <p><i>Supplemental:</i></p> <p>Prentice Hall 2019: (7-8)</p> <p>IXL ELA 2019: (4-5)</p> <p>Newsela 2019: (5-8)</p> <p>No Red Ink 2019: (7-8)</p> <p>Renaissance Learning 2019: (K-8)</p>	Yes	0.00 %
Mathematics	<p><i>Core:</i></p> <p>Pearson Envision Math 2016: (K-7)</p> <p>Prentice Hall 2016: (8)</p> <p><i>Supplemental:</i></p> <p>IXL Math 2019 (K-8)</p>	Yes	0.00 %
Science	<p><i>Core</i></p> <p>Pearson Elevate 2019: (5-8)</p> <p>STEMscopes 2019: (K-8)</p>	Yes	0.00 %
History-Social Science	<p><i>Core</i></p> <p>Houghton Mifflin (2008): (K-5)</p> <p>Discovery Education (2019): (6-8)</p> <p><i>Supplemental</i></p> <p>US Studies Weekly (2019): (4-5)</p>	No	0.00 %
Foreign Language	<p><i>Core</i></p> <p>Risas y Sonrisas: (K-2)</p> <p>Comprehensible and/or TPRs: (3-8)</p>	No	0.00 %
Health	Dairy Council Curriculum (2019)	Yes	0.00 %
Visual and Performing Arts	Meet the Masters (2016)	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/29/2020

School Facility Conditions and Planned Improvements

Inland Leaders Charter School's work environment for students and staff reflect the high standards of both our school and our community. Our school is inspected regularly by school personnel. In addition, necessary repairs and maintenance are frequently conducted 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. Current Facility Inspection Tool (FIT) indicate an overall school rating of "Good." With the acquisition of an older campus through Prop 39 from the local district located on California Street, the school has undergone numerous improvements which include painting and overall general maintenance. Further improvements were made this year at the California Street Campus consisting of landscaping of common areas and replacing old fences while adding additional fences to enhance security and student space. ILCS installed additional cameras to increase video surveillance coverage. Restrooms are currently undergoing improvements consisting of painting and stall replacement and middle school science classrooms received flooring upgrades that are conducive to a laboratory setting and safety code.

ILCS is currently exploring other facility improvements at the California Street Campus such as the replacement of modular buildings with permanent buildings, security enhancements including a school wide panic alarm system, additional flooring upgrades inside classrooms, and transforming the field spaces into quality sports fields while reconfiguring playground space. Parking and loading and unloading space along Avenue D and Adams street and the acquiring of property to house middle school students have also been proposed.

Potential facility improvements at the Bryant Street Campus include the remodeling of classrooms, adding fences to enhance security, and replacing old landscaping with new water-saving landscapes or hardscapes.

Last updated: 1/29/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Inside server room, there are exposed wires for phone and server that will need additional covering.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 1/29/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	72.0%	73.0%	52.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	73.0%	73.0%	39.0%	41.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/29/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	637	626	98.27%	1.73%	72.84%
Male	343	335	97.67%	2.33%	70.45%
Female	294	291	98.98%	1.02%	75.60%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	168	166	98.81%	1.19%	66.27%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	452	444	98.23%	1.77%	74.32%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	221	218	98.64%	1.36%	61.47%
English Learners	40	40	100.00%	0.00%	40.00%
Students with Disabilities	83	79	95.18%	4.82%	31.65%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	22	22	100.00%	0.00%	77.27%

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	637	628	98.59%	1.41%	72.77%
Male	343	337	98.25%	1.75%	71.81%
Female	294	291	98.98%	1.02%	73.88%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	168	166	98.81%	1.19%	64.46%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	452	446	98.67%	1.33%	75.34%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	221	218	98.64%	1.36%	60.55%
English Learners	40	40	100.00%	0.00%	40.00%
Students with Disabilities	83	80	96.39%	3.61%	38.75%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	22	22	100.00%	0.00%	77.27%

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/29/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.20%	15.30%	60.40%
7	12.50%	12.50%	63.50%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

ILCS is proud of its parental involvement and close family partnerships. The school was designed to foster a close connection between families and the school setting. ILCS has designated one employee as the parent liaison and activities coordinator. Parents are welcome and encouraged to sit on committees that are active in coordinating parent volunteer programs and raising funds for items such as after-school electives, field trips and campus beautification. ILCS believes that parents are first and foremost the teachers of their children. Each parent understands that they are responsible for the success of their child along with the teacher. Parents are encouraged to volunteer their time to support the school in a number of ways. Parents and guardians volunteer numerous hours each year in classrooms and with various events. Volunteers are used to not only support teacher needs, but the needs of students as well. Parents support student learning in the classes by assisting with reading with students, tutoring, and other various support. In the younger grades, the parents are used to help with certain centers while the teacher is attending to students in small groups. ILCS believes that the more adult help in the classroom, the more support for the students.

Parents are provided opportunities for school decision making through the LCAP process. Numerous surveys regarding school performance and improvement are completed by parents throughout the year and parent feedback meetings are held during the day and evenings for continuous improvement of programs.

State Priority: Pupil Engagement

Last updated: 1/29/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.70%	1.40%	1.20%	3.10%	3.20%	3.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/29/2020

School Safety Plan (School Year 2019—20)

Inland Leaders maintains a school safety plan based on the California Standardized Emergency Management System (SEMS) to centralize and coordinate emergency response through the use of standardized terminology and processes. The school has developed a safety committee to assist with continually improving the safety of the site and the needed improvements in the areas of general safety and disaster preparedness; meetings are held on a quarterly basis. The sites perform frequent emergency drills to practice evacuations and disaster procedures. The school also maintains a SafeSchools training program in which all employees must take online courses in subjects such as fire evacuation, first-aid, allergy issues, intruder response, and bullying. Finally, the school has incorporated twenty-four hour video surveillance, remote gate controls, and fire response systems. Moreover, ILCS remains a designated Red Cross Center in the event of a needed disaster response.

Last updated: 1/29/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	4	4	0
1	21.00	0	4	0
2	21.00	0	4	0
3	23.00	0	4	0
4	26.00	0	4	0
5	26.00	0	4	0
6	26.00	0	4	0
Other**	0.00	4	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	4	4	0
1	21.00	0	4	0
2	23.00	0	4	0
3	23.00	0	4	0
4	26.00	0	4	0
5	26.00	0	4	0
6	26.00	0	4	0
Other**		0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	0	4	0
1	24.00	0	4	0
2	24.00	0	4	0
3	25.00	0	4	0
4	26.00	0	4	0
5	26.00	0	4	0
6	26.00	0	4	0
Other**	20.00	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	0	8	0
Mathematics	26.00	0	8	0
Science	26.00	0	8	0
Social Science	26.00	0	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	0	8	0
Mathematics	26.00	0	8	0
Science	26.00	0	8	0
Social Science	26.00	0	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	1	7	0
Mathematics	22.33	4	5	0
Science	24.63	2	6	0
Social Science	24.63	1	7	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.70
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.40
Psychologist	0.50
Social Worker	0.00
Nurse	0.60
Speech/Language/Hearing Specialist	2.10
Resource Specialist (non-teaching)	0.00
Other	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7691.04	\$1157.90	\$6533.14	\$62155.97
District	N/A	N/A	--	\$84535.00
Percent Difference – School Site and District	N/A	N/A	--	26.00%
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	2.00%	20.00%

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

Last updated: 1/29/2020

Types of Services Funded (Fiscal Year 2018—19)

Inland Leaders Charter School (ILCS) provides a myriad of programs and services that effectively support and assist students. ILCS invests in professional development program for its staff and teachers. This included a multi-year Thinking Maps training that allows teachers to provide students with proper tools to increase comprehension and critical thinking skills. In addition, teachers and administration participated in other professional development opportunities to increase student achievement and well-being which included conferences pertaining to Computer Using Educators (CUE), Solution Tree Professional Development: Professional Learning Communities, Pearson Curriculum trainings, and other various teaching practices. To further refine and put professional development into practice, ILCS teachers participate in weekly Professional Learning Communities (PLCs) where teachers collectively learn and plan strategic practice utilizing evidenced-based strategies that enhance learning for all students. It is common practice for teachers to collect and analyze data during PLCs to monitor the effectiveness of practices and strategies implemented.

Parent support is vital for the educational well-being of students. ILCS includes programs for parents such as room parent opportunities. "Parent Nights" are also offered to educate parents on various topics such as Eight Key Strategies, personality traits, EL support, etc. Finally, the principal provides a new student parent orientations to all incoming students.

ILCS has committed itself to a robust technology program that ensures 1 to 1 ratio of Chrome book devices to each of its students in grades first through eighth. Additionally, ILCS has provided its kindergarten students with a 1 to 1 ratio of iPads. ILCS realizes that access to technology at home can benefit and enhance student learning. ILCS further realizes that not all homes have adequate technology to support learning. As a result, ILCS provides students with mobile wifi hot spots and computer devices as needed on a checkout basis.

Numerous curriculum and supplemental programs are budgeted and purchased on an annual basis. During the 2018-2019 school year, some of the programs included the following:

Pearson curriculum-math, ELA, and science

IXL for Math and ELA

Explore Learning-Science

NewsELA-reading

Renaissance Learning Accelerated Reader-reading

Learning A-Z Raz Kids

Discovery Education-all subjects

Mountain Math

Mountain Language

Enrichment programs are also an integral component of ILCS. All students in grades third through sixth participate in enrichment classes that focus on digital communication, art, music, and sports and nutrition. These classes are provided on a weekly basis at the end of the school day.

In order to further support various student needs, ILCS provides its student population with an intervention program known as Success Academy. Success Academy offers additional tiered support for students who have various needs. Success Academy is available in grades Kindergarten through eighth and is offered for both ELA and math. In addition, ILCS offers a summer school session free to families. Enrollment is offered on an as-needed basis; any remaining seats are offered to students on a first-come, first-served basis. The summer school program not only focuses on ELA and math skills, but it also provides enrichment components of both STEM and art.

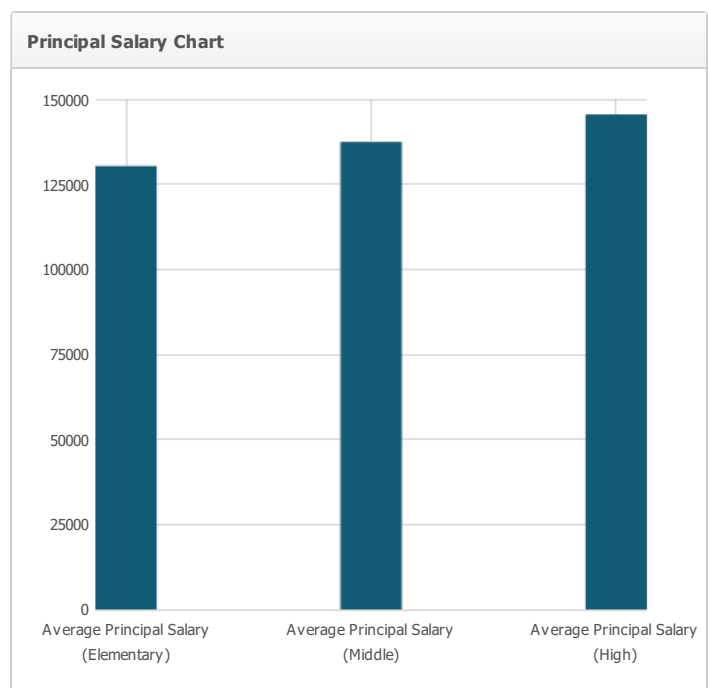
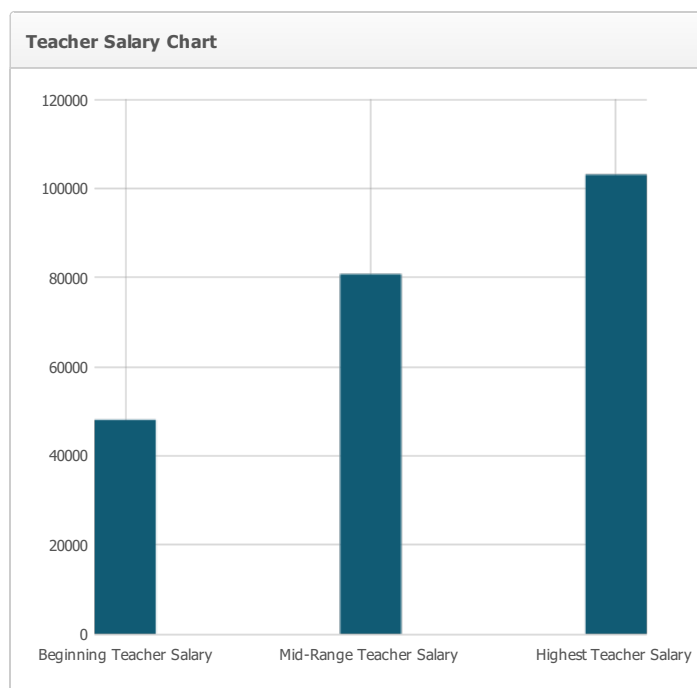
ILCS believes in investing in programs that promote social well-being and positive school culture. As a result, ILCS has utilized the Positive Behavior Intervention and Supports (PBIS) framework. The school has further infused components of PBIS into its ROAR program. The ROAR program equips students with the necessary skills to navigate social contexts in a positive and productive manner. Furthermore, ILCS has a counseling program that is available to all students. Students with various needs are offered access to the counseling program on an as-needed basis.

Last updated: 1/29/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,042	\$49,084
Mid-Range Teacher Salary	\$80,738	\$76,091
Highest Teacher Salary	\$103,074	\$95,728
Average Principal Salary (Elementary)	\$130,333	\$118,990
Average Principal Salary (Middle)	\$137,378	\$125,674
Average Principal Salary (High)	\$145,474	\$137,589
Superintendent Salary	\$216,526	\$230,096
Percent of Budget for Teacher Salaries	35.00%	35.00%
Percent of Budget for Administrative Salaries	4.00%	6.00%

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



Last updated: 1/29/2020

Professional Development

Professional development is chosen through data analysis from local and state assessments, staff surveys, and various stakeholder input. Staff is provided the opportunity to discuss and give input on themes that would best meet the needs of their individual student populations. Professional development for the last three years included topics such Thinking Maps, Common Core Standards, Next Generation Science Standards, enhanced technology, Illuminate, PBIS, Visible Learning, intervention strategies, and a multitude of other topics.

ILCS is committed to on-going staff development that is embedded in the instructional culture of the school. Teachers receive staff development on a monthly basis by participating in weekly collaboration meetings within and across grade levels. These meetings work to establish best practices in content areas and leadership curriculum. During Professional Learning Communities, ILCS teachers review and analyze evidenced-based practices found in text entitled *Visible Learning Theory (Fisher, Frey, & Hattie, 2016). Teachers collaborate and refine their practice by using strategies and research found in the text. During both the 2017-2018 and 2018-2019 school year, a representative from Thinking Maps has come to the site to offer support and training for proper implementation of the Thinking Maps program.

Teacher "Innovation Days" are also placed throughout the calendar where professional development takes place. Teachers present and run workshops for staff on various topics and practices. The information presented comes from teacher's experience, knowledge, trainings, or conferences they have participated in. A schedule is offered on the various content and teachers and staff are allowed to choose workshops and trainings that will best meet their needs.

Finally, ILCS provides an induction program through the Center of Teacher Innovation that allows new teachers the opportunity to have added support and coaching through their initial two years of service. Moreover, in doing so, the teachers are able to clear their preliminary credentials.

*Fisher, D., Frey, N., & Hattie, J. (2016). Visible learning for literacy. Thousand Oaks, CA: Corwin.

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Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	8	7	7

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