

# Inland Leaders Charter

## School Accountability Report Card Reported Using Data from the 2017—18 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.



### Josh Osborn

Principal, Inland Leaders Charter

#### About Our School

I am excited to serve as your California Street Campus principal! My name is Joshua Osborn, & I've been an ILCS team-member at this amazing school since its inception. I've led as a teacher, electives' director, summer school coordinator, instructional coach, & site principal. 2018-19 will mark my 17th year as a credentialed educator, & it's my desire to enhance our positive school culture, innovative instruction, & service to our community. Inland Leaders Charter School captured my passion to educate with its freedom to create, structure of choice, & visionary leadership. However, it was the families along the way that sustained my energy to educate, & it was the students who daily reminded me that teaching is a joy & blessing.

#### Principal's Comment

K-8 program administration includes the Executive Director, Mike Gordon; Principal Mr. Josh Osborn; Principal, Dr. Lisa Urrea.

#### Contact

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

*Phone: 909-446-1100  
E-mail: [ilcs@inlandleaders.com](mailto:ilcs@inlandleaders.com)*

# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Yucaipa-Calimesa Joint Unified
<b>Phone Number</b>	(909) 797-0174
<b>Superintendent</b>	Cali Binks
<b>E-mail Address</b>	<a href="mailto:cali_binks@ycjUSD.us">cali_binks@ycjUSD.us</a>
<b>Web Site</b>	<a href="http://www.yucaipaschools.com">www.yucaipaschools.com</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Inland Leaders Charter
<b>Street</b>	12375 California St.
<b>City, State, Zip</b>	Yucaipa, Ca, 92399-4403
<b>Phone Number</b>	909-446-1100
<b>Principal</b>	Josh Osborn
<b>E-mail Address</b>	<a href="mailto:ilcs@inlandleaders.com">ilcs@inlandleaders.com</a>
<b>Web Site</b>	<a href="http://www.inlandleaders.com">http://www.inlandleaders.com</a>
<b>County-District-School (CDS) Code</b>	36679590114256

*Last updated: 12/27/2018*

## School Description and Mission Statement (School Year 2018—19)

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 1044 students; 982 of those students attend the site-based program while 62 students participate in an independent study program. Currently, a waitlist of 550 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. In addition, a broad range of choice electives for grades Kindergarten through eighth are provided to all students. 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. Last year the school leadership held targeted LCAP workshops with Special Education, EL, PACE and independent study stakeholders to support these departments and their success. In addition, our administrative team and teachers set targets based on these goals. The focus of our professional learning communities work has been toward meeting our four LCAP goals. The school is coordinating the WASC self-study plan with the LCAP to unify the overall school action plan. Parent and staff survey data revealed overall satisfaction and effectiveness of the school program encompassing school culture, student achievement, 21st-century schools, and teacher retention. ILCS' positive behavior intervention system ROAR continues to be implemented with much success. A school wide academic intervention program known as Success Academy is implemented after school by teachers.

### 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:

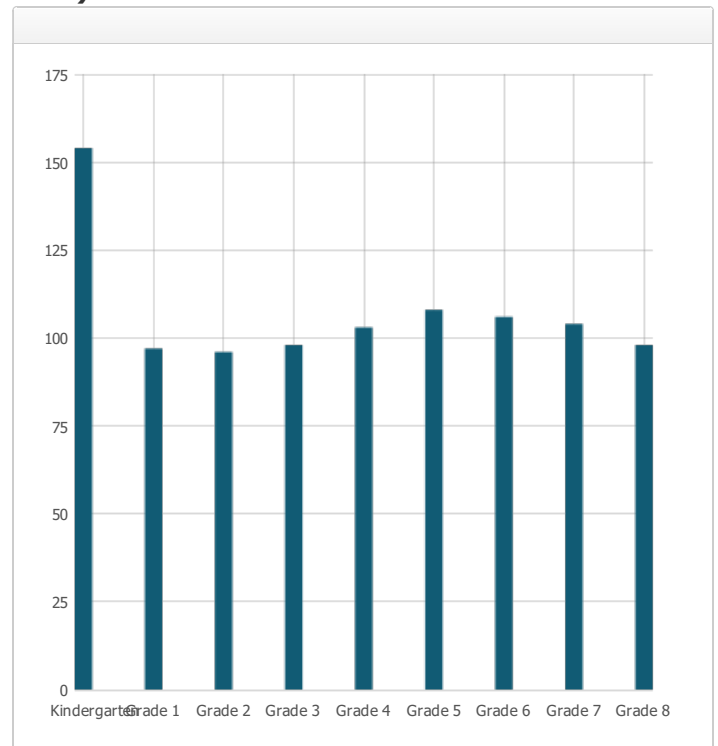
ILCS is committed to providing a world-class education for students that will equip them with the critical 21st-century skills necessary to be successful leaders in the life. This will be accomplished by:

- 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

*Last updated: 1/21/2019*

## Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	154
Grade 1	97
Grade 2	96
Grade 3	98
Grade 4	103
Grade 5	108
Grade 6	106
Grade 7	104
Grade 8	98
Total Enrollment	964



*Last updated: 12/27/2018*

## Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.3 %
Asian	1.1 %
Filipino	0.3 %
Hispanic or Latino	26.9 %
Native Hawaiian or Pacific Islander	0.1 %
White	69.7 %
Two or More Races	0.2 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	32.4 %
English Learners	5.1 %
Students with Disabilities	10.5 %
Foster Youth	0.2 %

## A. Conditions of Learning

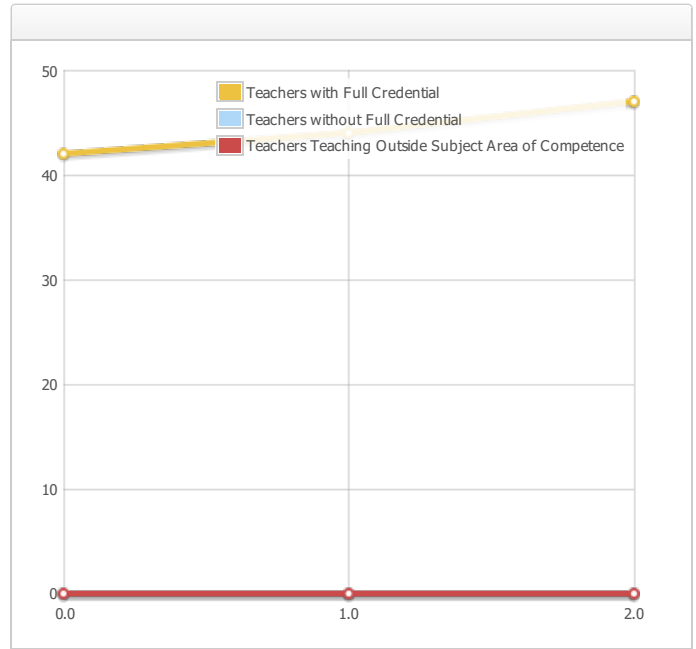
### State Priority: Basic

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

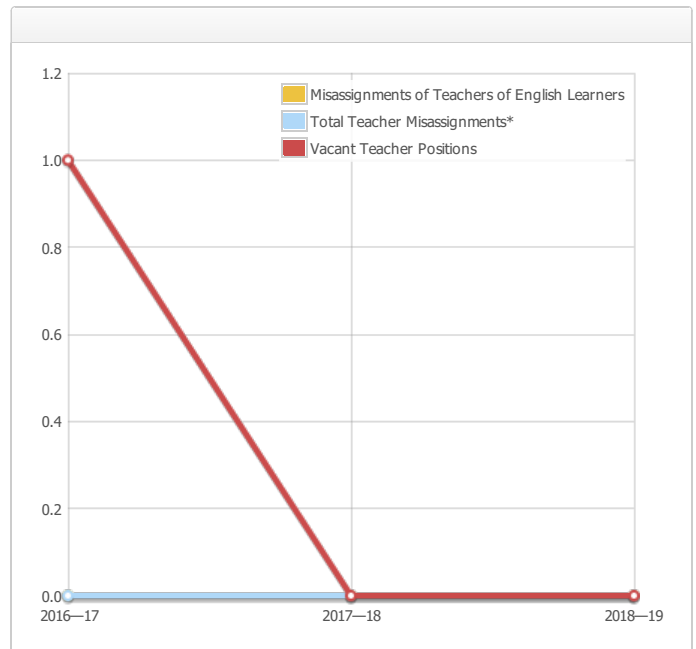
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	42	44	47	47
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/27/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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: 12/27/2018

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Ready Gen: (K-6) Pearson/ Prentice Hall: (7-8)	Yes	0.0 %
Mathematics	Pearson Envision Math: (K-7) Prentice Hall: (8)	Yes	0.0 %
Science	STEMscopes: (K-8)	Yes	0.0 %
History-Social Science	Houghton Mifflin: (K-5) Discovery Education: (6-8)	Yes	0.0 %
Foreign Language	Risas y Sonrisas: (K-2) Comprehensible and/or TPRs: (3-8)	Yes	0.0 %
Health	Dairy Council Curriculum	Yes	0.0 %
Visual and Performing Arts	Meet the Masters	Yes	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: 12/28/2018

## 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. 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 at the California Street Campus consisting of landscaping of common areas, adding additional fences to enhance security and student space, and security system enhancement by increasing video surveillance coverage. The field areas that suffered damage from gophers and other pests have been treated and repaired. At the Bryant Street Campus, a new field was constructed to allow for additional space for PE and recess programs. Restrooms were remodeled and energy efficient AC/heater units were installed in the TK and Kinder buildings. Finally, the parking lot was repaved.

ILCS is currently exploring other facility improvements at the California Street Campus such as the replacement of modular buildings with permanent buildings, remodeling of all restrooms, and transforming the field spaces into quality sports fields while reconfiguring playground space. Improved 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: 1/21/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	Pest/Vermin infestation in regards to ground squierals, gophers, skunks, and insects. Measures have been taken to address these issues.
<b>Electrical:</b> Electrical	Fair	Panels for electrical in CUM file closet are missing. These will be replaced.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Water fountains have leaks; these leaks will be addressed and fixed. Remodeling of student restroom facility planned for 2019-2020 school year.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Although much improvement from the end of last school year, ground squirrels and gophers have caused damage to fields. Extermination/removal companies are currently addressing the issue while holes have been fixed.

## Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Fair
----------------	------

*Last updated: 1/24/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	66.0%	72.0%	51.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	65.0%	73.0%	39.0%	39.0%	37.0%	38.0%

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: 12/28/2018*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	610	593	97.21%	72.01%
Male	335	329	98.21%	66.87%
Female	275	264	96.00%	78.41%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	156	151	96.79%	62.91%
Native Hawaiian or Pacific Islander	--	--	--	
White	433	421	97.23%	74.58%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	223	217	97.31%	58.53%
English Learners	42	42	100.00%	38.10%
Students with Disabilities	68	66	97.06%	24.24%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 1/24/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	610	590	96.72%	72.67%
Male	335	327	97.61%	72.48%
Female	275	263	95.64%	72.90%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	156	151	96.79%	64.90%
Native Hawaiian or Pacific Islander	--	--	--	
White	433	418	96.54%	75.06%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	223	215	96.41%	61.40%
English Learners	42	42	100.00%	50.00%
Students with Disabilities	68	65	95.59%	36.92%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 12/28/2018

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 12/28/2018*

# 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 2017—18)

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	11.1%	21.3%	55.6%
7	16.5%	14.6%	52.4%

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.

*Last updated: 12/28/2018*

## 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 2018—19)

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. 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. It is not uncommon to observe 2-3 parents at a time ruining the library or assisting in a classroom.

Parents are provided with various events and 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

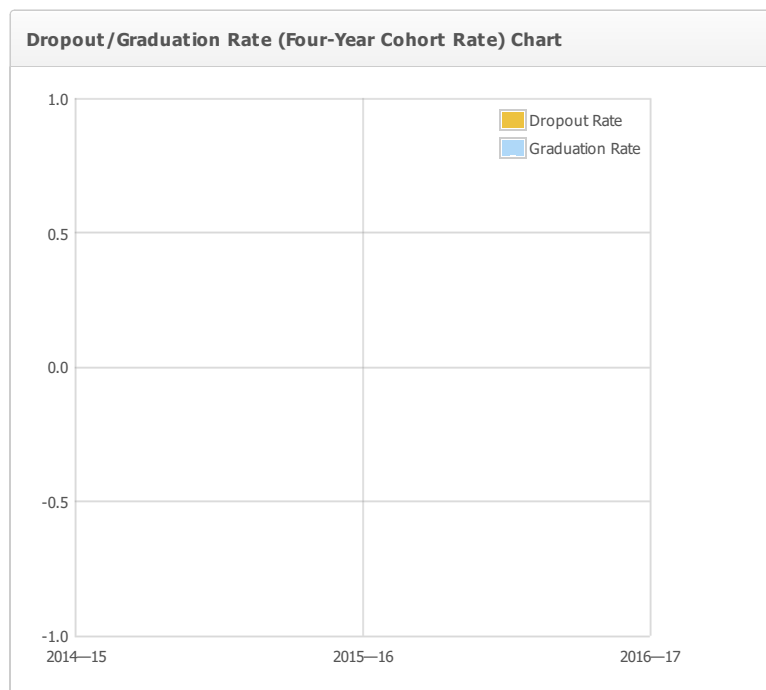
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	6.9%	6.9%	10.7%	9.7%
Graduation Rate	--	--	90.3%	90.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.2%	9.1%
Graduation Rate	--	90.8%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/28/2018

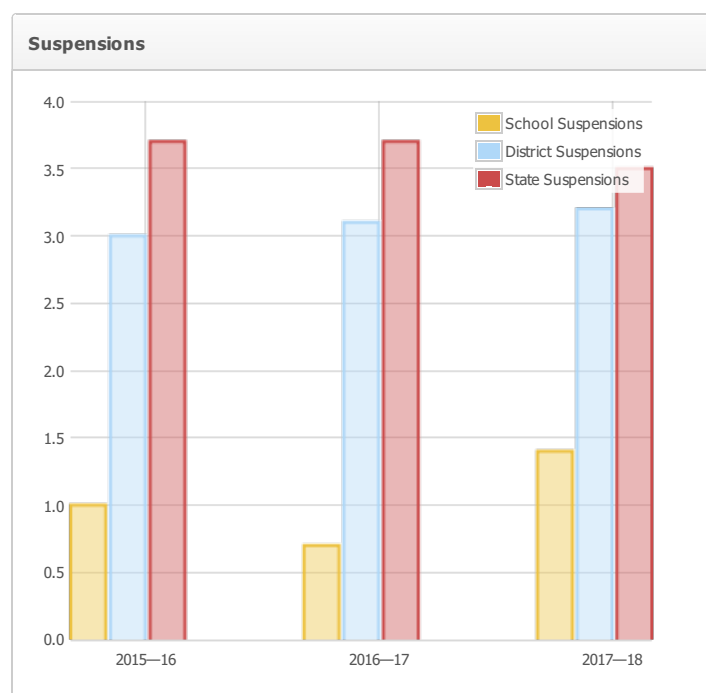
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.0%	0.7%	1.4%	3.0%	3.1%	3.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%



*Last updated: 12/28/2018*

## School Safety Plan (School Year 2018—19)

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 also incorporated twenty-four hour video surveillance, remote gate controls, and fire response systems. Moreover, ILCS remains a designated Red Cross Center for disaster response.

*Last updated: 1/24/2019*

## 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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	5	3	0
1	21.0	0	4	0
2	21.0	2	2	0
3	22.0	0	4	0
4	25.0	0	4	0
5	26.0	0	4	0
6	26.0	0	4	0
Other**	0.0	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	0	4	0
1	21.0	0	4	0
2	21.0	0	4	0
3	23.0	0	4	0
4	26.0	0	4	0
5	26.0	0	4	0
6	26.0	0	4	0
Other**	0.0	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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	0	4	0
1	21.0	0	4	0
2	23.0	0	4	0
3	23.0	0	4	0
4	26.0	0	4	0
5	26.0	0	4	0
6	26.0	0	4	0
Other**	0.0	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.

Last updated: 1/11/2019



**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	0	2	0
Mathematics	26.0	0	2	0
Science	26.0	0	2	0
Social Science	26.0	0	2	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 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	0	2	0
Mathematics	26.0	0	2	0
Science	26.0	0	2	0
Social Science	26.0	0	2	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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	0	2	0
Mathematics	26.0	0	2	0
Science	26.0	0	2	0
Social Science	26.0	0	2	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: 1/11/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.7	N/A
Library Media Teacher (Librarian)	0.4	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	N/A

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

\*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: 12/28/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7304.9	\$886.9	\$6417.9	\$58672.5
District	N/A	N/A	\$6417.9	\$58672.5
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	10.0%	23.0%

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

*Last updated: 1/11/2019*

## Types of Services Funded (Fiscal Year 2017—18)

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), bullying, and charter school 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 practices 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 2017-2018 school year some of the programs included the following:

- Pearson curriculum-math and ELA
- 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.

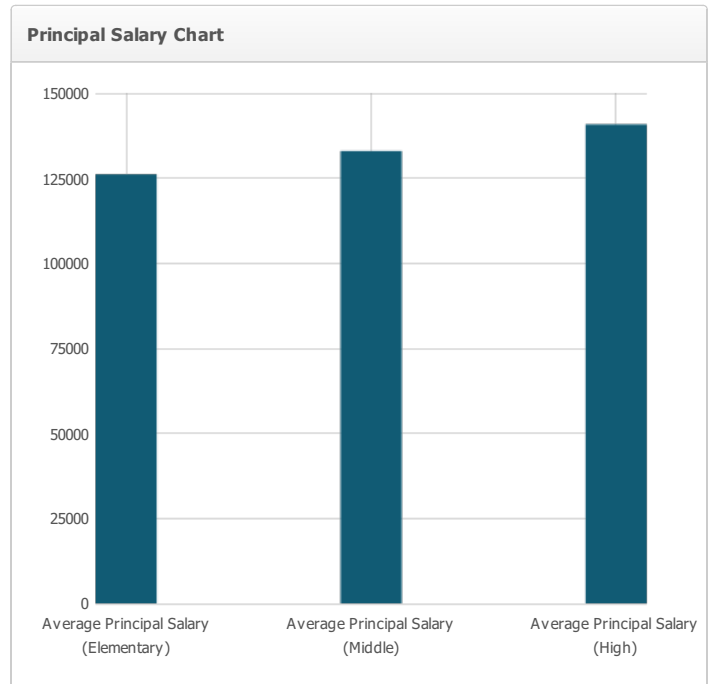
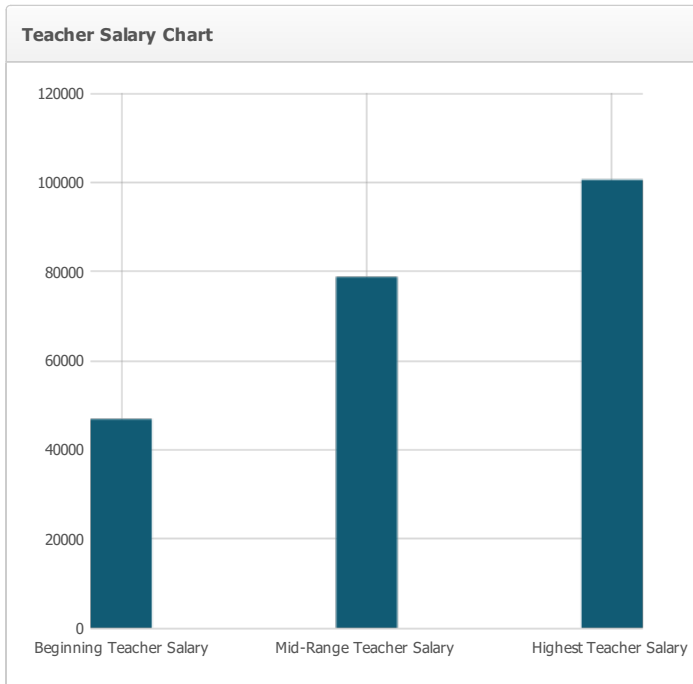
*Last updated: 1/24/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,870	\$47,547
Mid-Range Teacher Salary	\$78,769	\$74,775

Highest Teacher Salary	\$100,560	\$93,651
Average Principal Salary (Elementary)	\$126,169	\$116,377
Average Principal Salary (Middle)	\$132,989	\$122,978
Average Principal Salary (High)	\$140,827	\$135,565
Superintendent Salary	\$209,609	\$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

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



*Last updated: 1/10/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/10/2019*

**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 for the 2016-2017 school year, ILCS teachers reviewed and analyzed evidenced-based practices found in text entitled *\*Visible Learning Theory* (Fisher, Frey, & Hattie, 2016). Teachers collaborated and refined their practice by using strategies and research found in the text. Furthermore, author Doug Fisher came to the school to conduct a presentation that further articulated best practices and research that support optimal student learning. 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.

*Last updated: 1/24/2019*