

Inland Leaders Charter
School Accountability Report Card
Reported Using Data from 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Inland Leaders Charter	District Name	Yucaipa-Calimesa Joint Unified
Street	12375 California St.	Phone Number	(909) 797-0174
City, State, Zip	Yucaipa, CA 92399-4403	Web Site	www.inlandleaders.com
Phone Number	(909) 446-1100	Superintendent	Sherry Kendrick
Principal	Mr. Michael Dean Gordon, Executive Director	E-mail Address	sherry_kendrick@ycjUSD.k12.ca.us
E-mail Address	mikegordonvp@yahoo.com	CDS Code	36679590114256

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs, and its goals.

Inland Leaders is an independent charter school authorized through the Yucaipa-Calimesa Joint Unified School District. ILCS is dedicated to creating 21st century leaders through the use of innovative instruction and character education. The school offers a myriad of specialized programs to support and educate all learners in a high-quality environment. Students have the opportunity in all grade levels to take foreign language, the arts, music, computers, sports, and a variety of other programs. ILCS uses an acceleration model to move students through the standards at an individual's pace. Therefore students move through the grade levels as they master the standards rather than after a set period of time. ILCS offers special education, ELL and acceleration (PACE) programs for students with unique needs.

Opportunities for Parental Involvement (School Year 2010-11)

ILCS is proud of its parental involvement and partners with a dynamic Parent- Teacher Organization (PTO). The school was designed to foster a close connection between families and the school setting. 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 expected to volunteer their time to support the school in a number of ways. Parents and guardians volunteer numerous hours a year in classrooms and various events. Volunteers are used to not only support teacher needs but the needs of students as well. Volunteers have been trained to implement programs such as "Book Bridges" which is an entirely parent run program to get leveled reading books into the hands of students each week. Parents are also used to support student learning in the classes as well by using them to read with students, tutor them, and help with their questions. 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 in a class at a time or a volunteer running the library.



Grade Level	Number of Students
Kindergarten	83
Grade 1	85
Grade 2	64
Grade 3	44
Grade 4	51
Grade 5	54
Grade 6	53
Grade 7	49
Grade 8	0
Total Enrollment	483

Student Enrollment by Subgroup (School Year 2010-11)

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	3.0	White	76.0
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	2.0	Socioeconomically Disadvantaged	25.0
Filipino	1.0	English Learners	0.0
Hispanic or Latino	18.0	Students with Disabilities	4.0
Native Hawaiian/Pacific Islander	0.0		



Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classes *			Avg. Class Size	Number of Classes *			Avg. Class Size	Number of Classes *		
		1 - 20	21 - 32	33+		1 - 20	21 - 32	33+		1 - 20	21 - 32	33+
K	21.5	0	2	0	20.0	4	0	0	20.5	4	0	0
1	21.0	0	2	0	20.0	2	0	0	20.8	4	0	0
2	21.0	0	2	0	20.0	2	0	0	20.3	3	0	0
3	21.0	0	1	0	20.0	2	0	0	21.0	2	0	0
4	26.0	0	1	0	26.0	0	1	0	25.5	0	2	0
5	25.0	0	2	0	26.0	0	1	0	25.5	0	2	0
6	25.0	0	1	0	25.0	0	2	0	25.5	0	2	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0	0	0	0	0	0	0	0	25	0	1	0
Mathematics	0	0	0	0	0	0	0	0	25	0	1	0
Science	0	0	0	0	0	0	0	0	25	0	1	0
Social Science	0	0	0	0	0	0	0	0	25	0	1	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.

III. School Climate

School Safety Plan (School Year 2010-11)
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 which meets on a quarterly basis. The site performs monthly 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, intruders and bullying.
Date of Last Review/Update: 11-17-11 Date Last Reviewed with Staff: 12-12-11

Suspensions and Expulsions

Rate *	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.01	0.00	0.00	11.68	15.54	10.90
Expulsions	0.00	0.00	0.00	0.32	0.62	0.30

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
Inland Leaders Charter School work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school personnel. 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. With the acquisition of an older campus from the local district the school was able to provide numerous improvements to the facility in terms of painting, grounds-keeping, and overall maintenance. Planned facility improvements includes new flooring in the first grade building, and a better lock/security system in the K-1 classes.

School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			none
Interior: Interior Surfaces			X		none
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			none
Electrical: Electrical		X			none
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			none
Safety: Fire Safety, Hazardous Materials		X			none
Structural: Structural Damage, Roofs			X		Small leak at Bryant Street Campus McKay building/landlord to repair
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			none
Overall Rating		X			

Note: Cells shaded in black do not require data.



V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	12	18	23	0
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School *	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist	.1	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	.1	
Resource Specialist (non-teaching)	.25	
Other		

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks & Instructional Materials (2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	ILCS has adopted state-aligned materials	Open Court - 2007 Pearson-2010	0.00%
Mathematics	ILCS has adopted state-aligned materials	Saxon Math-2007 Pearson-2010	0.00%
Science	ILCS has adopted state-aligned materials	Harcourt-2007 Pearson-2010	0.00%
History-Social Science	ILCS has adopted state-aligned materials	Houghton Mifflin-2007 Pearson-2010	0.00%
Foreign Language	ILCS has adopted state-aligned materials	Viva Espanol-2007 Prentice Hall-2010	0.00%
Health			0.00%
Visual and Performing Arts	Arts Attach is used in kinder through sixth grades	Arts Attack-2007	0.00%
Science Laboratory Equipment (grades 9-12)			0.00%

Curriculum and Instructional Materials (School Year 2010-11)

List of curriculum books.

Open Court
 Pearson Reading Street
 Harcourt Science
 Houghton Mifflin Social Studies
 Pearson Middle School Math, Science, Social Studies, English

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 5,510.00	\$ 17.16	\$ 5,492.84	\$ 50,000.00
District			\$ 0.00	\$ 72,979.00
Percent Difference - School Site and District				-31%
State			\$ 5,455.00	\$ 66,511.00
Percent Difference - School Site and State			1%	-25%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (School Year 2010-11)

Inland Leaders provides a range of services during and after-school hours. ILCS provides special education contracted through the local school district. ILCS also provides a full tutoring program after school for students as well as specialized reading support during the school day for students in the primary grades. In addition, ILCS provides a day room for parent volunteers who need supervision for younger children. Much of ILCS supplemental monies are spent to support the after-school enrichment classes that include the arts, sports, technology and foreign languages. Over 40 enrichment classes are offered each week to students in kindergarten through eighth grade. Counseling and health services are provided through local consultants on an as needs basis.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 41,304.00	\$ 41,284.00
Mid-Range Teacher Salary	\$ 69,414.00	\$ 65,173.00
Highest Teacher Salary	\$ 88,617.00	\$ 83,460.00
Average Principal Salary (Elementary)	\$ 109,453.00	\$ 102,834.00
Average Principal Salary (Middle)	\$ 115,471.00	\$ 108,953.00
Average Principal Salary (High)	\$ 119,055.00	\$ 118,384.00
Superintendent Salary	\$ 157,227.00	\$ 179,397.00
Percent of Budget for Teacher Salaries	42.00 %	40.00 %
Percent of Budget for Administrative Salaries	5.00 %	6.00 %

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	67	68	75	50	52	54	49	52	54
Math	66	74	78	40	45	48	46	48	50
Science	47	89	76	60	62	65	50	54	57
History-Social Science	0	0	0	46	48	51	41	44	48

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	48	65	51
All Students at the School	75	78	76	0
Male	66	79	77	0
Female	83	77	75	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	74	71	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	75	79	76	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	76	70	0	0
English Learners	0	0	0	
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	15.2	23.9	45.7

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	9
Similar Schools	2	1	8

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	18	26	17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	28		
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	310	896	6,748	788	4,683,676	778
Black or African American	5		105	754	317,856	696
American Indian or Alaska Native	0		54	734	33,774	733
Asian	5		96	889	398,869	898
Filipino	1		58	879	123,245	859
Hispanic or Latino	62	874	2,457	745	2,406,749	729
Native Hawaiian/Pacific Islander	0		20	688	26,953	764
White	236	902	3,906	813	1,258,831	845
Two or More Races	0		50	807	76,766	836
Socioeconomically Disadvantaged	54	884	3,282	739	2,731,843	726
English Learners	3		949	685	1,521,844	707
Students with Disabilities	12	769	758	583	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5.0
Percent of Schools Currently in Program Improvement		33.3

Note: Cells shaded black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

ILCS is committed to on-going staff development that is imbedded into the instructional culture of the school. Teachers receive staff development on a monthly basis as well as participate in collaboration meetings within grade levels to determine best practices in content areas and leadership curriculum. ILCS teachers are given 12 days of professional development which was dedicated in the 09/10 school year to differentiation of classroom instruction. Professional development is chosen through the analysis of data on local and state assessments and staff is provided the opportunity to discuss what themes would address the needs of the student population and specifically their achievement.

The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of 4/4/12.

Revived Images

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