# iLEAD Hybrid

## 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/fg/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.

## Dawn Evenson, School Director/Principal

📍 Principal, iLEAD Hybrid

### About Our School

### Contact

*iLEAD Hybrid*
*3720 Sierra Hwy. Ste. A*
*Acton, CA 93510-0500*

*Phone: 800-925-1502*
*E-mail: info@ileadschools.org*

# About This School

## Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) | |
| --- | --- |
| **District Name** | Acton-Agua Dulce Unified |
| **Phone Number** | (661) 269-0750 |
| **Superintendent** | Lawrence King |
| **E-mail Address** | lking@aadusd.k12.ca.us |
| **Web Site** | http://www.aadusd.k12.ca.us |

| School Contact Information (School Year 2018—19) | |
| --- | --- |
| **School Name** | iLEAD Hybrid |
| **Street** | 3720 Sierra Hwy. Ste. A |
| **City, State, Zip** | Acton, Ca, 93510-0500 |
| **Phone Number** | 800-925-1502 |
| **Principal** | Dawn Evenson, School Director/Principal |
| **E-mail Address** | info@ileadschools.org |
| **Web Site** | http://ileadschools.org/ |
| **County-District-School (CDS) Code** | 19753090131987 |

*Last updated: 1/30/2019*

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

The mission of iLEAD is to empower students to become conscientious, compassionate, and responsible citizens of the world.  In the process, we inspire them to become creative thinkers and leaders, with a lifelong love of learning.  We accomplish this through individualized instruction, active learning methods, and opportunities for self-directed learning.  We celebrate and foster each child's individuality, and support them in discovering their highest potential.   We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st century.

iLEAD provides a rigorous, relevant and attainable education program based on California's Common Core Standards in English Language Arts and Literacy in the History/Social Studies, Science, and Technical Subjects, California's Common Core Standards in Mathematics and the California Content Standards in History/Social Science and Science.

iLEAD Hybrid includes:

- iLEAD AV - an independent study and learning studio that serves learners in  grades TK-8.

- iLEAD Exploration - a home study program that serves learners in grades TK-12

- iLEAD Innovation Studios - a personalized learning program that serves learners in grades 9-12.

*Last updated: 1/30/2019*

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

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 323 |
| Grade 1 | 252 |
| Grade 2 | 243 |
| Grade 3 | 232 |
| Grade 4 | 260 |
| Grade 5 | 254 |
| Grade 6 | 265 |
| Grade 7 | 227 |
| Grade 8 | 212 |
| Grade 9 | 180 |
| Grade 10 | 158 |
| Grade 11 | 151 |
| Grade 12 | 132 |
| Total Enrollment | 2889 |
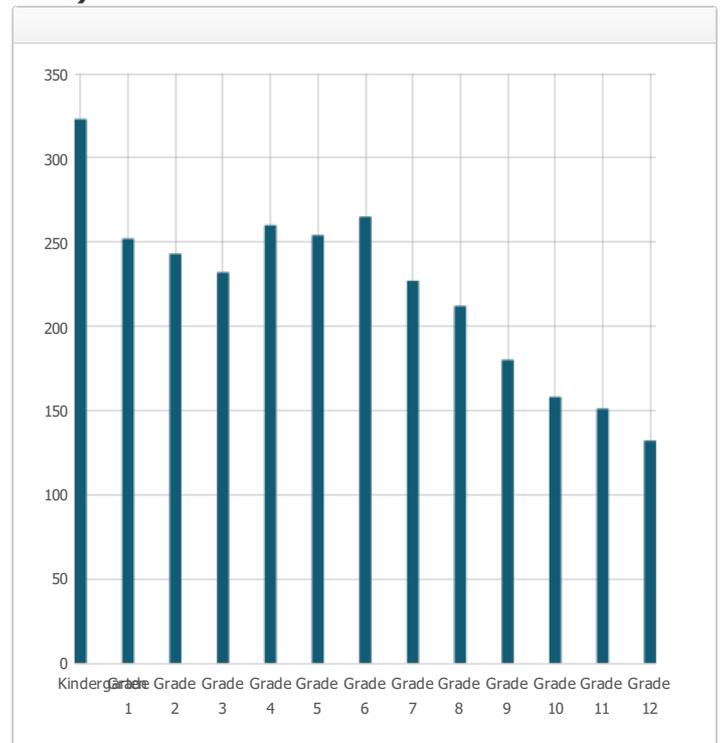


*Last updated: 1/30/2019*

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 5.6 % |
| American Indian or Alaska Native | 0.2 % |
| Asian | 2.4 % |
| Filipino | 0.8 % |
| Hispanic or Latino | 26.1 % |
| Native Hawaiian or Pacific Islander | % |
| White | 52.8 % |
| Two or More Races | 8.9 % |
| Other | 3.2 % |
| **Student Group (Other)** | **Percent of Total Enrollment** |
| Socioeconomically Disadvantaged | 31.8 % |
| English Learners | 5.1 % |
| Students with Disabilities | 11.6 % |
| Foster Youth | 0.6 % |

# 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 | 103 | 113 | 114 | |
| Without Full Credential | 29 | 25 | 20 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |
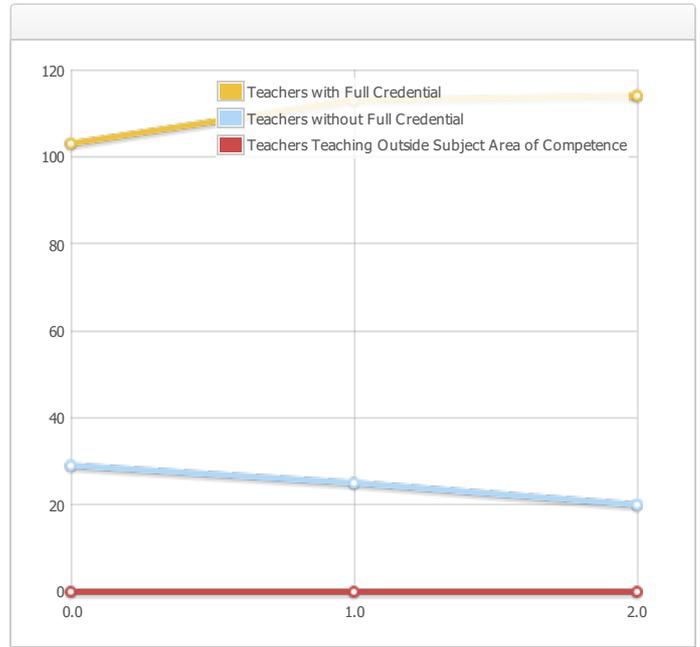


*Last updated: 1/30/2019*

## School Facility Conditions and Planned Improvements

Learners and parents feel safe at the iLEAD Studios. Measures are taken to prepare learners and staff for emergencies. Learners are aware of the iLEAD community expectations. Learners, staff, and parents are encouraged to maintain a positive appearance of the facilities. Staff ensures that the repairs necessary to keep the studios in good repair and working order are completed in a timely manner.

Numerous improvements such as painting, replacing carpet, bathroom refurbishment and general safety improvements have been made.

*Last updated: 1/30/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 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 | Good | |
| **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: January 2019

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

*Last updated: 1/30/2019*

## 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) | 45.0% | 47.0% | 44.0% | 42.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 25.0% | 29.0% | 28.0% | 25.0% | 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: 1/30/2019*

# 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 | 1761 | 1331 | 75.58% | 46.84% |
| Male | 929 | 709 | 76.32% | 43.22% |
| Female | 832 | 622 | 74.76% | 50.96% |
| Black or African American | 119 | 97 | 81.51% | 26.80% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | 38 | 32 | 84.21% | 62.50% |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 456 | 375 | 82.24% | 25.94% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 930 | 670 | 72.04% | 58.66% |
| Two or More Races | 144 | 119 | 82.64% | 57.98% |
| Socioeconomically Disadvantaged | 599 | 489 | 81.64% | 29.45% |
| English Learners | 147 | 136 | 92.52% | 18.52% |
| Students with Disabilities | 247 | 181 | 73.28% | 20.56% |
| 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: 1/30/2019*

## 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 | 1761 | 1311 | 74.45% | 29.29% |
| Male | 929 | 709 | 76.32% | 31.45% |
| Female | 832 | 602 | 72.36% | 26.74% |
| Black or African American | 119 | 100 | 84.03% | 9.00% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | 38 | 32 | 84.21% | 68.75% |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 456 | 369 | 80.92% | 8.94% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 930 | 652 | 70.11% | 41.10% |
| Two or More Races | 144 | 117 | 81.25% | 35.90% |
| Socioeconomically Disadvantaged | 599 | 492 | 82.14% | 15.65% |
| English Learners | 147 | 138 | 93.88% | 7.97% |
| Students with Disabilities | 247 | 177 | 71.66% | 13.56% |
| 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: 1/30/2019*

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

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| 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: 1/30/2019*

## Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---|
| 2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission | 18.2% |
| 2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission | 62.8% |

# 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

## 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)

Parents are regularly informed about events, volunteering opportunities, accomplishments of learners and facilitators, and other pertinent information through the Monday Message, a weekly electronic publication that is sent out to all families. Facilitators also communicate with their families on a regular basis.

Parent Universities and Ed Talks are offered to help familiarize parents with iLEAD methodologies, such as Project Based Learning, Love and Logic, and the 7 Habits. They also serve as venues to hold discussions focused on how to best support learners. Ed Talks revolve around the presentation of an education "talk" or video followed by a discussion.

Parents are encouraged to actively participate by volunteering for events, field trips, aiding in recruitment, and offering workshops in their area of expertise. Parents also have the opportunity to participate in field trips, service projects, webinars, workshops and other academic/social gatherings such as craft fairs, talent shows and/or end of the year celebrations.

Parents provide valuable feedback through parent surveys..

Parents are encouraged to contribute time and talent each academic year. However, volunteering is not a prerequisite of enrollment at iLEAD Hybrid..

# 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 | -- | 7.5% | 4.4% | 9.0% | 10.7% | 9.7% |
| Graduation Rate | -- | 91.0% | 94.4% | 91.0% | 82.3% | 83.8% |

| Indicator | School 2016—17 | District 2016—17 | State 2016—17 |
|---|---|---|---|
| Dropout Rate | 6.3% | 34.8% | 9.1% |
| Graduation Rate | 91.1% | 32.3% | 82.7% |



Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
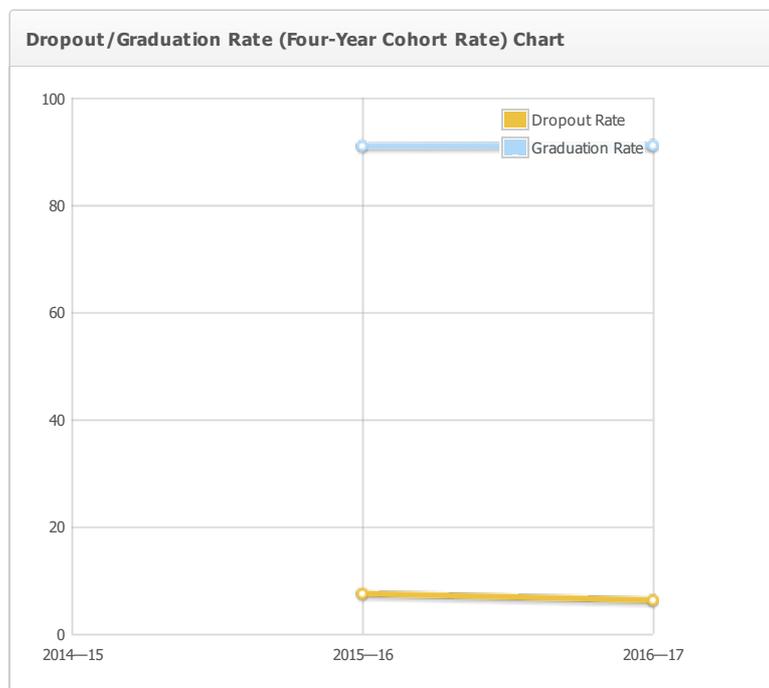
For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

*Last updated: 1/30/2019*

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Student Group | School | District | State |
|---|---|---|---|
| All Students | 91.8% | 68.3% | 88.7% |
| Black or African American | 100.0% | 91.0% | 82.2% |
| American Indian or Alaska Native | 0.0% | 100.0% | 82.8% |
| Asian | 100.0% | 66.7% | 94.9% |
| Filipino | 75.0% | 83.3% | 93.5% |
| Hispanic or Latino | 100.0% | 54.2% | 86.5% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 88.6% |
| White | 87.5% | 82.1% | 92.1% |
| Two or More Races | 100.0% | 68.4% | 91.2% |
| Socioeconomically Disadvantaged | 100.0% | 66.6% | 88.6% |
| English Learners | 0.0% | 44.4% | 56.7% |
| Students with Disabilities | 100.0% | 95.0% | 67.1% |
| Foster Youth | 0.0% | 100.0% | 74.1% |

# 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 2015—16 | School 2016—17 | School 2017—18 | District 2015—16 | District 2016—17 | District 2017—18 | State 2015—16 | State 2016—17 | State 2017—18 |
|------|------|------|------|------|------|------|------|------|------|
| Suspensions | 0.2% | 0.2% | 0.8% | 0.3% | 0.4% | 0.3% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
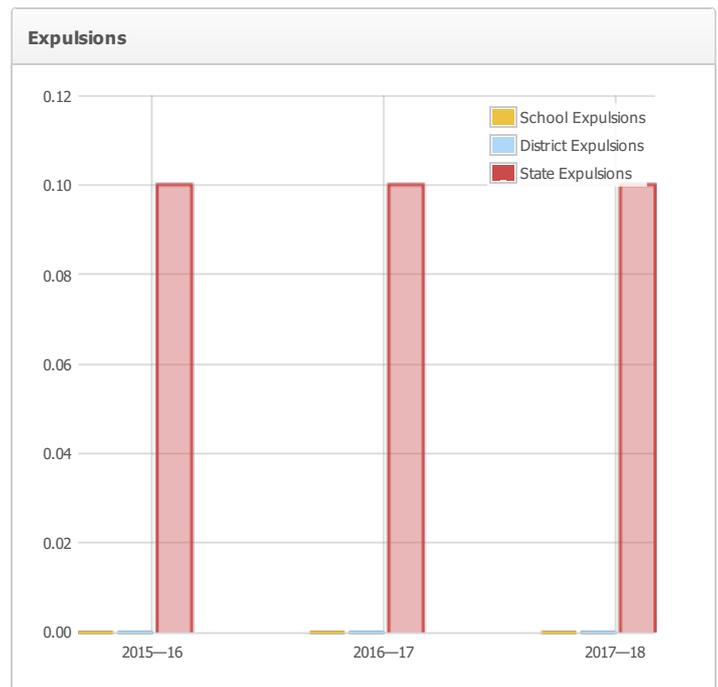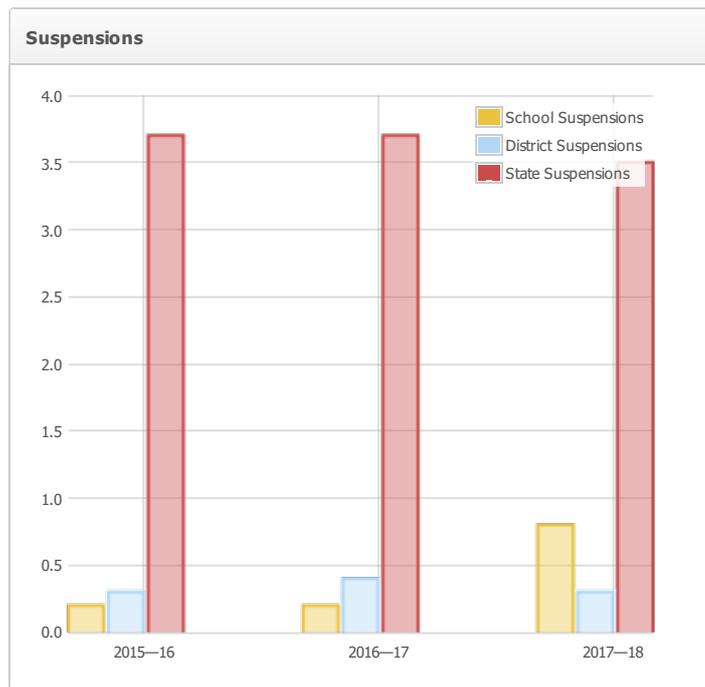
## School Safety Plan (School Year 2018—19)

iLEAD's mission it to provide all learners with the opportunity to engage in an enriched educational experience. A comprehensive Safety Plan (Emergency Operations Plan) helps to ensure a safe environment thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of learners and staff and to proved emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of learners and staff.

- Provide for a safe and coordinated response to emergency situations.

- Protect the studio's facilities and property.

- In the case of an emergency, allow the studio to restore normal conditions with minimal confusion in the shortest time possible.

- Provide for coordination between the studio and local emergency services when necessary.

The Safety Plan includes general Policies and Procedures for handling safety and specific emergency situations including earthquake, fire and active shooter. It also includes child abuse reporting, sexual harassment, and discipline.

Each studio has an Operations Leadership Team who meet on a regular basis to focus on ensuring the School Safety Plan meets the needs of the studio. The School Safety Plan (Emergency Operations Plan) was last reviewed and updated and discussed with faculty in October 2018.

# 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.

## 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 | 9 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 3 | N/A |
| Science | 3 | N/A |
| Social Science | 8 | N/A |
| All Courses | 23 | 5.7% |

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

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

*Last updated: 1/30/2019*

## Professional Development

**2016-17, 2017-18, 2018-19**

Professional Development is provided on an ongoing basis and is built into the school calendar.  At the iLEAD-wide level, facilitators and leadership participate in "Camp Make"  - a three week long professional learning experience that begins in the summer and then is spread out through the year.  The focus of this professional development is iLEAD Schools design principles, workshops in resarch-proven and performance driven topics such as project based learning (PBL), Love and Logic, Lieracy, special education, and content specific strategies.

Every week, staff partipates in professional development in a variety of areas including PBL, Data and Assessment, Social Emotional Skills, and Leadershp Teams. Staff also has opportunities to visit other schools and programs to advance their skills and undertandings.  New faciltator onboarding is provdied for facilitators new to iLEAD.

*Last updated: 1/30/2019*