# iLEAD Hybrid

## 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/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 Michelle Evenson, Director/Principal

⦿ Principal, iLEAD Hybrid

### About Our School

Welcome to iLEAD Hybrid! Through personalized, customizable instruction, iLEAD's mission is to inspire learners to become creative problem solvers, compassionate servant-leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. We are excited to partner with your family to provide a high level of care and service in our personalized learning model.

The following schoolwide learner outcomes are supported through our weekly newsletter, educational facilitators, and family events. Our learners have the opportunity to reflect on the importance of these outcomes in their academic and personal growth and success.

- Purpose
- Growth Mindset
- Gratitude
- Grit
- Self-Control
- Optimism
- Curiosity
- Social Intelligence
- College and Career Readiness

At iLEAD, we are excited about the many rigorous and engaging opportunities our learners and families have at their fingertips. Our rich learning environment provides a variety of innovative programs that seek to foster the passions and unique giftedness of each child. Success is demonstrated through leadership, self-direction, problem-solving skills, creativity, collaboration, innovation and service. We embrace stepping out of our comfort zone and value the joy and fun of knowing and caring for others. We work as a team to create a culture that shifts from a top-down model to a multi-point model, where leaders emerge throughout the class, school and environment. We guide learners to master content, rather than specific skills, through dynamic projects and engaging courses.

Welcome to the iLEAD family,

Your iLEAD Directors

### Contact

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

Phone: 661-609-1489
Email: info@ileadhybrid.org

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# About This School

## Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|---|---|
| **District Name** | Acton-Agua Dulce Unified |
| **Phone Number** | (661) 269-0750 |
| **Superintendent** | Lawrence King |
| **Email Address** | lking@aadusd.k12.ca.us |
| **Website** | http://www.aadusd.k12.ca.us |

| School Contact Information (School Year 2019—20) | |
|---|---|
| **School Name** | iLEAD Hybrid |
| **Street** | 3720 Sierra Hwy. Ste. A |
| **City, State, Zip** | Acton, Ca, 93510-0500 |
| **Phone Number** | 661-609-1489 |
| **Principal** | Dawn Michelle Evenson, Director/Principal |
| **Email Address** | info@ileadhybrid.org |
| **Website** | http://ileadhybrid.org/ |
| **County-District-School (CDS) Code** | 19753090131987 |

*Last updated: 1/30/2020*

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

iLEAD Hybrid, located in southern California, is an independent study, tuition-free public charter school serving grades TK-12. The school provides educational services through credentialed teacher oversight at both learning studios and/or in the home. The learning studios share Hybrid's mission and vision through common instructional philosophies, a dedication to educating the whole child, and collaboration between staff and other schools in the iLEAD network. Learners often choose iLEAD Hybrid because it offers flexibility for learners to dedicate time to their unique passions, explore personalized learning opportunities, and focus on their emotional and physical health. Through a variety of course delivery methods, students can match their educational goals to their learning style using online, classroom, self-study, small group, and one-on-one options. Through partnerships with multiple community colleges, high schoolers also have a wide array of rigorous academic options through dual enrollment.

The school's unique design reflects iLEAD Hybrid's beliefs about how learning best occurs. iLEAD Hybrid's educational design and philosophy are consistent with the school's vision, mission and target population. The school design begins with a solid research-based foundation that draws upon the following instructional theories and methods:

- Personalized Learning
- Constructivist Learning
- Project-Based Learning (PBL)
- Individualized Learning Plan (ILP)
- Technology Integration

Educational facilitators work together with families to develop the whole child with a focus on academic and social-emotional learning.

*Last updated: 1/31/2020*

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

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 400 |
| Grade 1 | 252 |
| Grade 2 | 275 |
| Grade 3 | 263 |
| Grade 4 | 240 |
| Grade 5 | 259 |
| Grade 6 | 230 |
| Grade 7 | 233 |
| Grade 8 | 170 |
| Grade 9 | 127 |
| Grade 10 | 120 |
| Grade 11 | 96 |
| Grade 12 | 60 |
| Total Enrollment | 2725 |
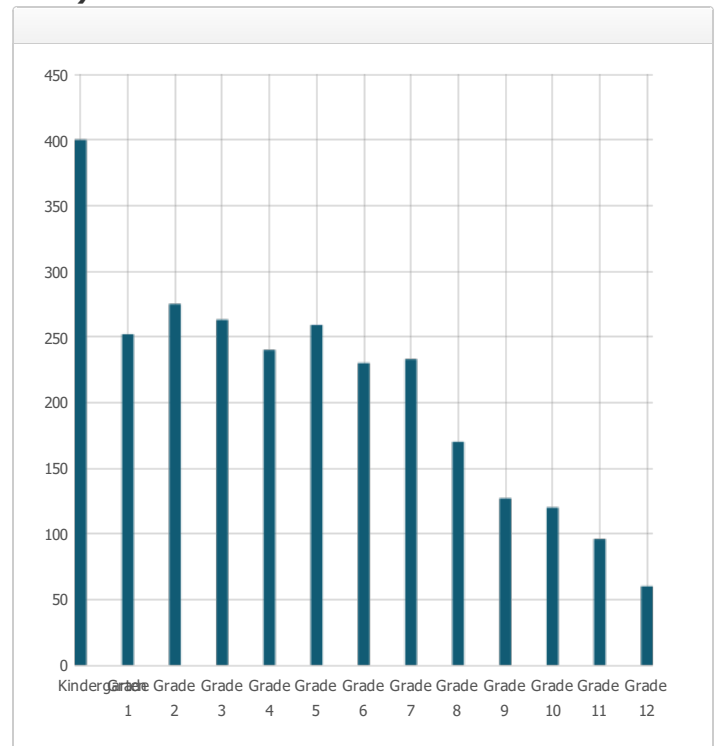


*Last updated: 1/21/2020*

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 7.40 % |
| American Indian or Alaska Native | 0.30 % |
| Asian | 3.70 % |
| Filipino | 0.70 % |
| Hispanic or Latino | 25.50 % |
| Native Hawaiian or Pacific Islander | 0.10 % |
| White | 49.20 % |
| Two or More Races | 9.20 % |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| Socioeconomically Disadvantaged | 28.60 % |
| English Learners | 1.70 % |
| Students with Disabilities | 10.50 % |
| Foster Youth | 0.40 % |
| Homeless | 0.50 % |

# 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 | 108 | 140 | 130 | |
| Without Full Credential | 6 | 10 | 7 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |
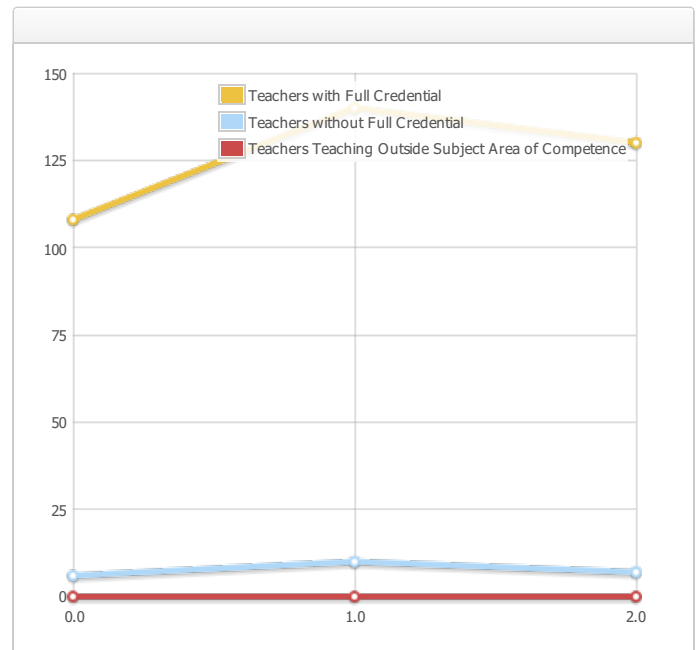


*Last updated: 1/31/2020*

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

Year and month in which the data were collected:

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | iLEAD Hybrid uses a variety of online, in-person and standards-based curriculum to meet California state standards. Learners have voice and choice in each content-area curriculum with the oversight of highly qualified teachers to determine a learning plan in each subject that meets both state standards and students' individual learning needs. | | 0.00 % |
| Mathematics | iLEAD Hybrid uses a variety of online, in-person and standards-based curriculum to meet California state standards. Learners have voice and choice in each content-area curriculum with the oversight of highly qualified teachers to determine a learning plan in each subject that meets both state standards and students' individual learning needs. | | 0.00 % |
| Science | iLEAD Hybrid uses a variety of online, in-person and standards-based curriculum to meet California state standards. Learners have voice and choice in each content-area curriculum with the oversight of highly qualified teachers to determine a learning plan in each subject that meets both state standards and students' individual learning needs. Science labs are offered by the school. | | 0.00 % |
| History-Social Science | iLEAD Hybrid uses a variety of online, in-person and standards-based curriculum to meet California state standards. Learners have voice and choice in each content-area curriculum with the oversight of highly qualified teachers to determine a learning plan in each subject that meets both state standards and students' individual learning needs. | | 0.00 % |
| Foreign Language | iLEAD Hybrid uses a variety of online, in-person and standards-based curriculum to meet California state standards. Learners have voice and choice in each content-area curriculum with the oversight of highly qualified teachers to determine a learning plan in each subject that meets both state standards and students' individual learning needs. | | 0.00 % |
| Health | iLEAD Hybrid uses a variety of online, in-person and standards-based curriculum to meet California state standards. Learners have voice and choice in each content-area curriculum with the oversight of highly qualified teachers to determine a learning plan in each subject that meets both state standards and students' individual learning needs. | | 0.00 % |
| Visual and Performing Arts | iLEAD Hybrid uses a variety of online, in-person and standards-based curriculum to meet California state standards. Learners have voice and choice in each content-area curriculum with the oversight of highly qualified teachers to determine a learning plan in each subject that meets both state standards and students' individual learning needs. | | 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: 1/27/2020*

## School Facility Conditions and Planned Improvements

It is the vision of iLEAD Hybrid to provide a safe learning environment for all of learners, staff and families. The school provides a learning environment where learners feel safe, welcome and comfortable.

iLEAD Hybrid has developed an Emergency Operation Plan (EOP) to identify and respond to incidents by outlining responsibilities and duties of all iLEAD Schools and its employees.

The developed guidelines and procedures for supporting existing and potential learner safety and school incidents are defined in the plan. Developing, maintaining and exercising the plan enables employees to respond quickly and knowledgeably in the case of an incident or an emergency. The plan identifies roles for all staff, faculty, learners, and other key stakeholders including their respective responsibilities before, during, and after an incident. This plan provides parents and other community members with assurance that iLEAD Schools has established guidelines and procedures to respond to an incident or a hazard in an effective way. Monthly safety trainings are provided to all on-site staff and practiced with learners. The safety plan was last reviewed in November 2019.

Using the Facility Inspection Tool (FIT), the school's overall condition was rated as good in January 2020.

*Last updated: 1/31/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

| 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 | Fair | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Fair | |
| **External**: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

## Overall Facility Rate

Year and month of the most recent FIT report: January 2020

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

*Last updated: 1/31/2020*

## 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) | 49.3% | 51.6% | 42.0% | 41.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 31.7% | 28.6% | 25.0% | 20.0% | 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: 1/27/2020*

**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 | 1573 | 1181 | 75.08% | 24.92% | 48.01% |
| Male | 764 | 571 | 74.74% | 25.26% | 41.33% |
| Female | 809 | 610 | 75.40% | 24.60% | 54.26% |
| Black or African American | 126 | 106 | 84.13% | 15.87% | 25.47% |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | 60 | 54 | 90.00% | 10.00% | 75.93% |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 352 | 291 | 82.67% | 17.33% | 39.52% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 818 | 575 | 70.29% | 29.71% | 50.43% |
| Two or More Races | 159 | 124 | 77.99% | 22.01% | 62.90% |
| Socioeconomically Disadvantaged | 465 | 363 | 78.06% | 21.94% | 36.36% |
| English Learners | 54 | 46 | 85.19% | 14.81% | 32.61% |
| Students with Disabilities | 219 | 156 | 71.23% | 28.77% | 25.64% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

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: 1/27/2020*

**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 | 1573 | 1198 | 76.16% | 23.84% | 26.29% |
| Male | 764 | 582 | 76.18% | 23.82% | 27.15% |
| Female | 809 | 616 | 76.14% | 23.86% | 25.49% |
| Black or African American | 126 | 105 | 83.33% | 16.67% | 9.52% |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | 60 | 54 | 90.00% | 10.00% | 61.11% |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 352 | 293 | 83.24% | 16.76% | 13.65% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 818 | 588 | 71.88% | 28.12% | 30.27% |
| Two or More Races | 159 | 126 | 79.25% | 20.75% | 33.33% |
| Socioeconomically Disadvantaged | 465 | 369 | 79.35% | 20.65% | 13.82% |
| English Learners | 54 | 47 | 87.04% | 12.96% | 17.02% |
| Students with Disabilities | 219 | 156 | 71.23% | 28.77% | 12.82% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

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: 1/27/2020*

**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: 1/27/2020*

## Career Technical Education (CTE) Programs (School Year 2018—19)

During the 2018-19 school year, iLEAD Hybrid was developing a CTE program. This has been implemented for the 2019-20 school year.

*Last updated: 1/27/2020*

## Career Technical Education (CTE) Participation (School Year 2018—19)

| Measure | CTE Program Participation |
|---|---|
| Number of Pupils Participating in CTE | 0 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0.00% |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0.00% |

*Last updated: 1/27/2020*

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission | 8.37% |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | 52.99% |

# 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 |
| --- | --- | --- | --- |

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: 1/27/2020

## 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)

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

*Last updated: 1/27/2020*

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

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

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

| Indicator | School 2015—16 | District 2015—16 | State 2015—16 |
|---|---|---|---|
| Dropout Rate | 7.50% | 9.00% | 9.70% |
| Graduation Rate | 91.00% | 91.00% | 83.80% |

| Indicator | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|---|---|---|---|---|---|---|
| Dropout Rate | 6.30% | 8.70% | 34.80% | 27.20% | 9.10% | 9.60% |
| Graduation Rate | 91.10% | 86.00% | 32.30% | 26.40% | 82.70% | 83.00% |

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**
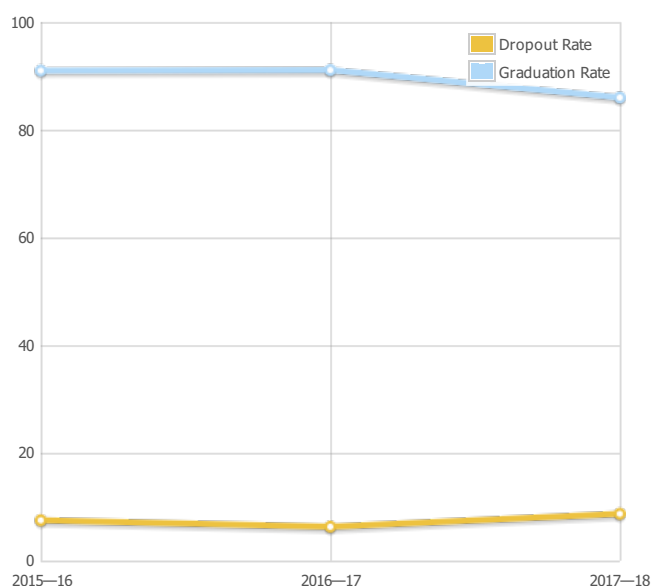
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

*Last updated: 1/27/2020*

# 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 | 0.20% | 0.80% | 0.80% | 0.40% | 0.30% | 0.40% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

Last updated: 1/27/2020

## School Safety Plan (School Year 2019—20)

It is the vision of iLEAD Hybrid to provide a safe learning environment for all of our learners, staff and families. A comprehensive safety plan (Emergency Operations Plan) helps to ensure a safe environment thereby enhancing the learning experience and improving student academic achievement. Developing, maintaining and exercising the plan empowers employees to respond quickly and knowledgeably in the case of an incident or an emergency. The plan identifies the roles for all staff, faculty, learners, and other key stakeholders including their respective responsibilities before, during, and after an incident. 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. This plan provides parents and other community members with assurance that iLEAD Schools has developed and established guidelines and procedures to respond to an incident or a hazard in an organized, systematic method to prevent, prepare for, respond to, and recover from an incident including:

1. Protects the safety and welfare of learners and staff.

2. Provides for a safe and coordinated response to emergency situations.

3. Protects the studio's facilities and property. In the case of an emergency, allows the studio to restore normal conditions with minimal confusion in the shortest time possible.

4. Provides for coordination between the studio and local emergency services when necessary.

The school safety plan (Emergency Operations Plan) was last reviewed and updated and discussed with faculty in October 2019.

Last updated: 1/27/2020

# 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.

## Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|---|---|
| Counselors* | 908.30 |

*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.
**Average Number of Pupils per Counselor

Last updated: 1/30/2020

## Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 3.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 3.00 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | 10.50 |
| Other | 1.00 |

*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: 1/30/2020

## 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 | $8597.00 | $458.00 | $8139.00 | -- |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | $7506.64 | $64732.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/31/2020

## Types of Services Funded (Fiscal Year 2018—19)

The school provides programs and services supporting EL, low income and special education learners. Additionally, all learners have access to counseling, tutoring, and schoolwide activities such as science fairs, National Honor Society, ASB, talent shows, volunteer activities, and community/schoolwide events. Technology and online complimentary subscriptions are also made available to learners.

Last updated: 1/31/2020

## Advanced Placement (AP) Courses (School Year 2018—19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---------|-------------------------------|-----------------------------------|
| Computer Science | 2 | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 1 | N/A |
| Science | 1 | N/A |
| Social Science | 2 | N/A |
| All Courses | 9 | 0.30% |

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

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

Last updated: 1/30/2020

## Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 15 | 15 | 20 |