SARC Home   »   iLEAD Hybrid

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Amanda Fischer, Executive Director

- 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: 661-904-2481
Email: info@ileadhybrid.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
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 2020–2021)	
School Name	iLEAD Hybrid
Street	3720 Sierra Hwy. Ste. A
City, State, Zip	Acton, Ca, 93510-0500
Phone Number	661-904-2481
Principal	Amanda Fischer, Executive Director
Email Address	info@ileadhybrid.org
Website	http://ileadhybrid.org/
County-District-School (CDS) Code	19753090131987

Last updated: 1/25/2021

School Description and Mission Statement (School Year 2020–2021)

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: 1/25/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	To
Number of Students	444	345	336	353	311	313	276	300	267	151	132	122	100	
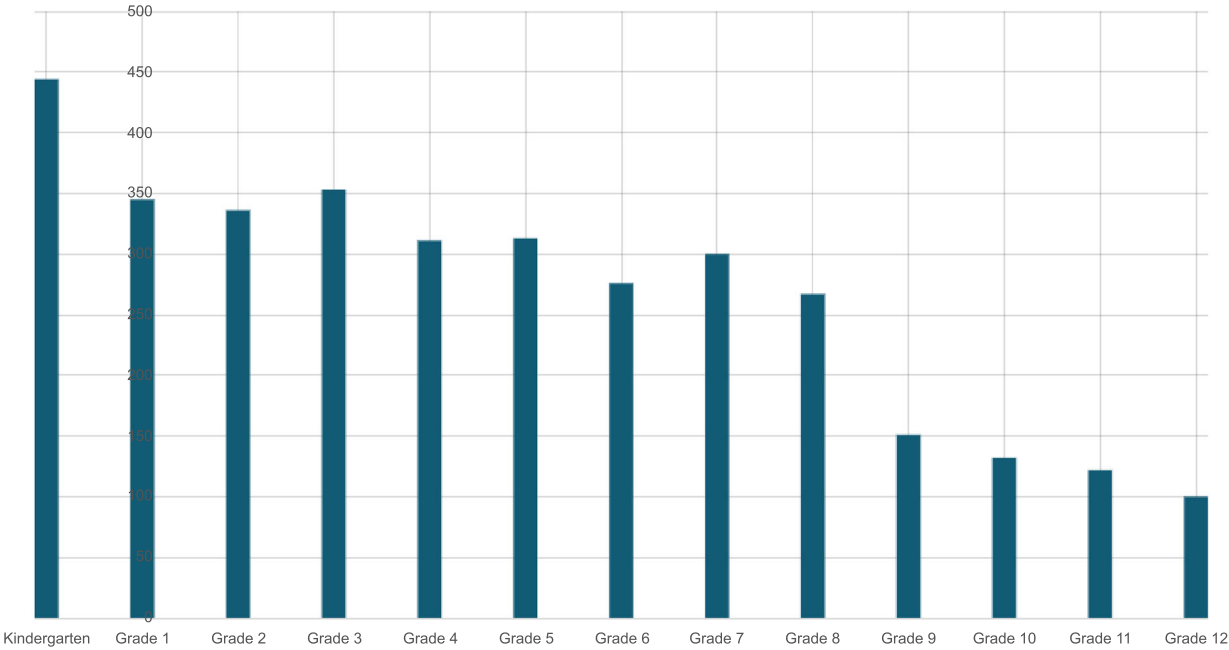
Last updated: 1/25/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	5.70 %	0.30 %	3.80 %	0.70 %	26.00 %	0.30 %

| Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	29.70 %	2.30 %	10.30 %	0.30 %	0.80 %

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	126	247	254	
Without Full Credential	8	5	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
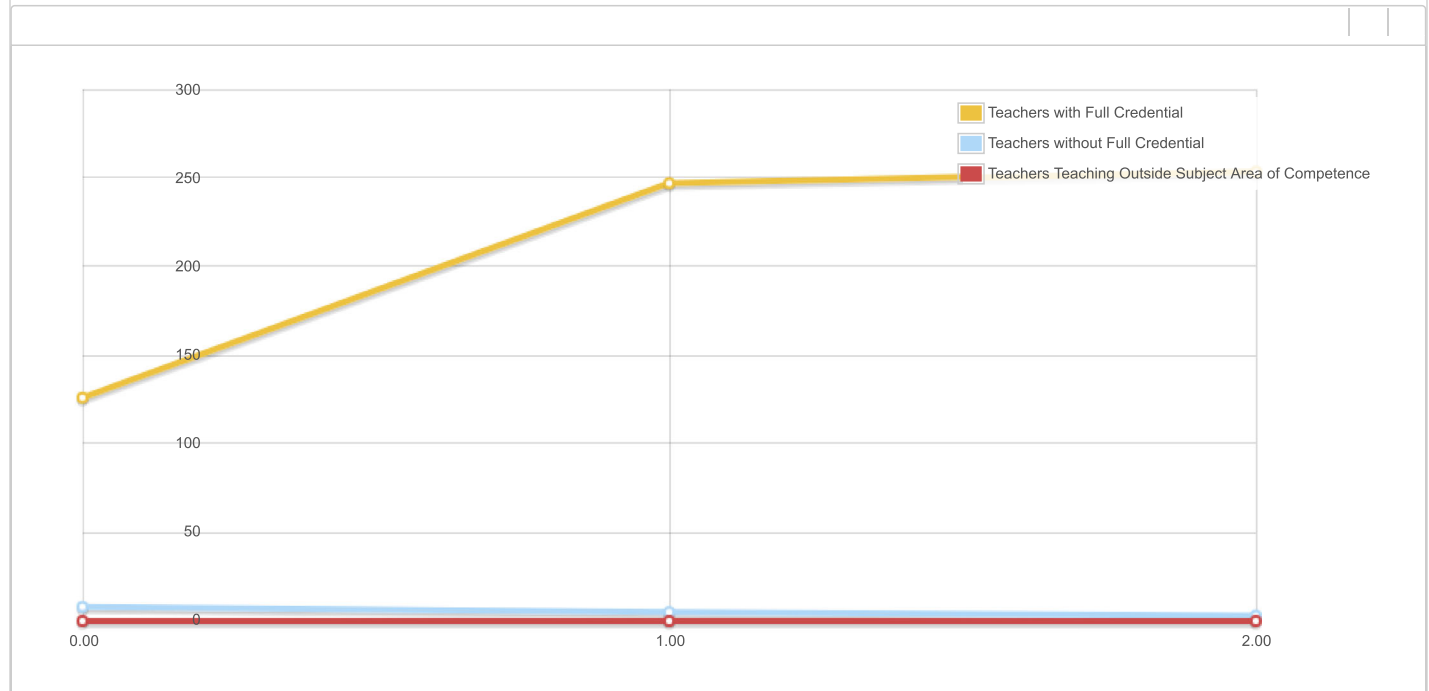
Last updated: 1/26/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	12	16	18
Total Teacher Misassignments*	12	16	18
Vacant Teacher Positions	0	0	0
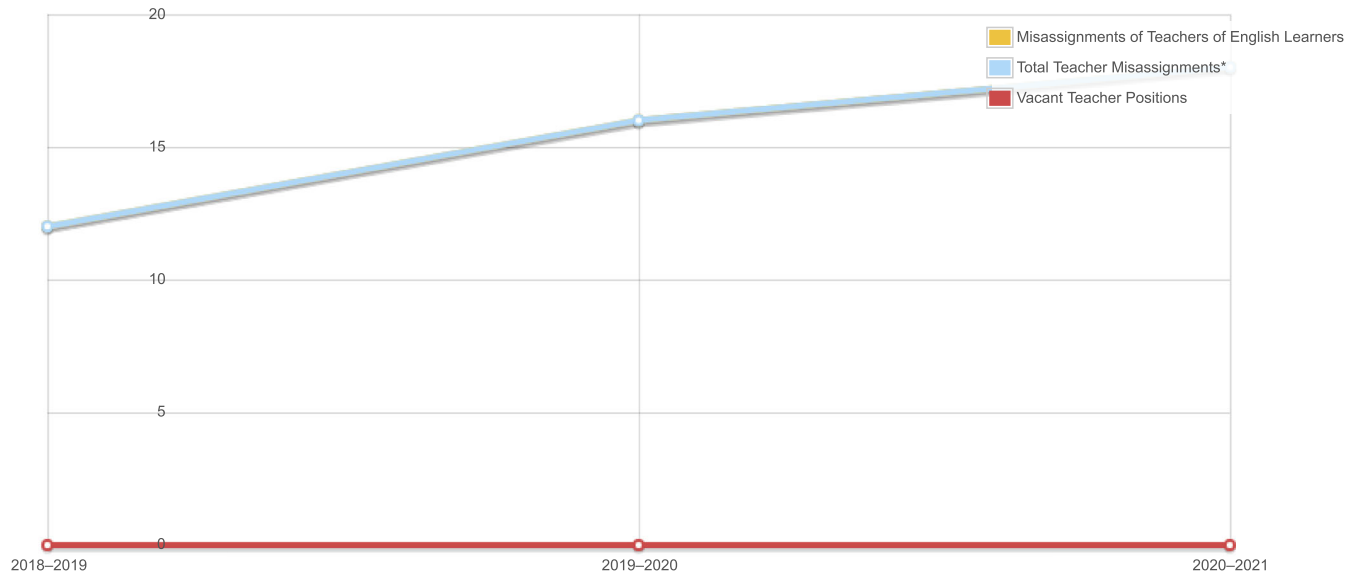
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/26/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

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 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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: 1/25/2021

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 January 2021. Using the Facility Inspection Tool (FIT), the school's overall condition was rated as good in January 2021.

Last updated: 1/25/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

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	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Good

Last updated: 1/25/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	51.6%	N/A	41.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	28.6%	N/A	20.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
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: 1/25/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/25/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/25/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	29	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/25/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/25/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

Career & Technical Education is a program of study that involves a multi-year sequence of courses covering technical and occupational knowledge. The goal is to provide learners with a pathway to postsecondary education and/or career. You can think of this as a way for learners to "major" while in high school and focus on elective courses of specific occupational interest. iLEAD Hybrid is offering the following career pathways:

- Nursing Assistant

- Entreprenuership

- Performing Arts (Acting)

- Medical Lab Technician

- Marketing and Sales

- TK-12 Education

- Emergency Medical Technician

- Entertainment Marketing

- Early Childhood Development

CTE pathway offerings for iLEAD Hybrid learners began in August 2019, so learners have not had the opportunity to complete a full 3 year CTE program.

Last updated: 1/25/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	143
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: 1/25/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	41.19%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	22.03%

State Priority: Other Pupil Outcomes

Last updated: 1/25/2021

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 2019–2020)

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: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/25/2021

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 2020–2021)

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 studies, aiding in recruitment, and offering workshops in their area of expertise. Parents also have the opportunity to participate in field studies, 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. In March 2020, activities and meetings and shifted to a virtual platform during the COVID-19 pandemic.

Last updated: 1/25/2021

## 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 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	6.30%	8.70%	28.60%	34.80%	27.20%	35.00%	9.10%	9.60%	9.00%
Graduation Rate	91.10%	86.00%	69.20%	32.30%	26.40%	22.60%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
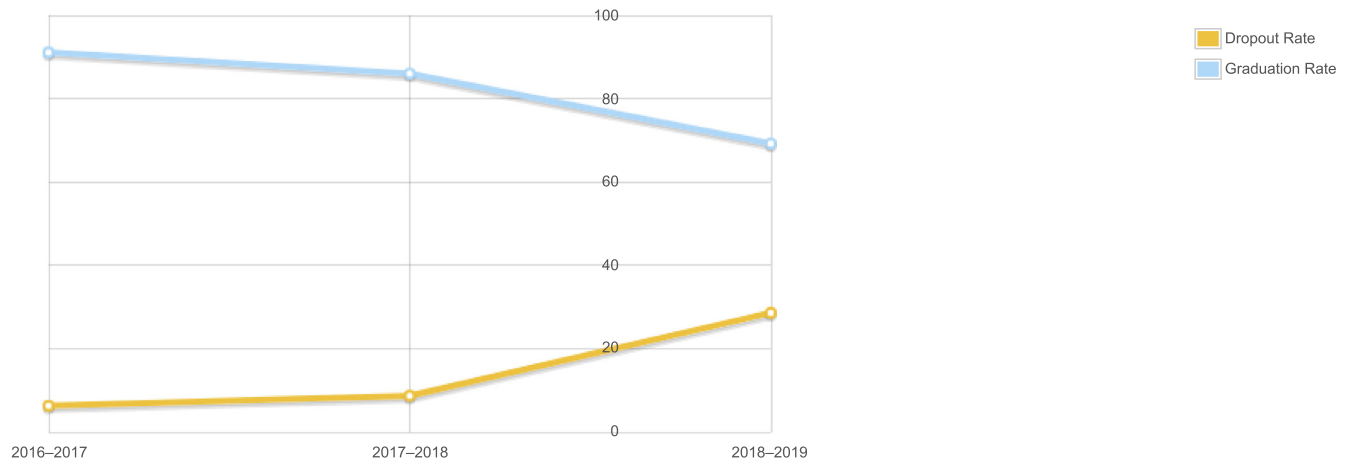
Last updated: 1/25/2021

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
(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.80%	0.00%
School 2018–2019	0.80%	0.00%
	0.30%	0.00%
District 2017–2018	0.40%	0.00%
District 2018–2019	3.50%	0.10%
	3.50%	0.10%
State 2017–2018		
State 2018–2019		

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	0.00%	0.00%
District 2019–2020	0.00%	0.00%
	2.50%	0.10%
State 2019–2020		

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/27/2021

School Safety Plan (School Year 2020–2021)

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 January 2021. Due to COVID-19, our two learning studios continued to serve students remotely.

Last updated: 1/28/2021

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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	13.00	10.00	10.00	9.00	10.00	10.00	10.00	
Number of Classes * 1-20								
Number of Classes * 21-32								
Number of Classes * 33+								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	14.00	15.00	14.00	13.00	14.00	13.00	
Number of Classes * 1-20								
Number of Classes * 21-32								
Number of Classes * 33+								

* 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 (2019–2020)

K	1	2	3	4	5	6	Other**
18.00	14.00	13.00	14.00	12.00	12.00	11.00	

Grade Level

Average Class Size

Number of Classes *
1-20

Number of Classes *
21-32

Number of Classes *
33+

* 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: 1/29/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	690.0

*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: 1/25/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	
Other	7.00

*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: 1/25/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11098.99	$853.01	$9080.14	$60570.24
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7750.12	$68990.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2019–2020)

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. To support learners social emotional health, the school provides lunch bunch and small group or 1:1 counseling opportunities. Many activities were moved to a virtual platform to continue supporting learners during the COVID-19 pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	$44,318
Mid-Range Teacher Salary	--	$67,053
Highest Teacher Salary	--	$90,163
Average Principal Salary (Elementary)	--	$106,389
Average Principal Salary (Middle)	--	$113,976
Average Principal Salary (High)	--	$114,214
Superintendent Salary	--	$141,066
Percent of Budget for Teacher Salaries	28.00%	29.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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

Teacher Salary Chart

Principal Salary Chart

	1.0	
	0.5	
	0.0	
	-0.5	
	-1.0	

| rage Principal Salary (Elementary) | Average Principal Salary (Middle) | Average Principal Salary (High) |

Last updated: 1/25/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 2.20%

Subject	Number of AP Courses Offered*
Computer Science	0
English	5
Fine and Performing Arts	1
Foreign Language	0
Mathematics	1
Science	0
Social Science	6
Total AP Courses Offered*	13

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

Last updated: 1/25/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	15	20	22

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