

iLEAD Hybrid

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	3720 Sierra Hwy. Ste. A Acton, CA , 93510-0500	Principal:	Amanda Fischer, Executive Director
Phone:	(661) 904-2481	Grade Span:	K-12

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 and access to prior year reports, 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 the 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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Amanda Fischer, Executive Director

📍 Principal, iLEAD Hybrid

About Our School

Welcome to iLEAD Hybrid!

At the heart of the school is ensuring each child receives a personalized, high-quality education. iLEAD Hybrid, located in southern California, is a nonclassroom-based, WASC-accredited, public charter school serving TK-12 learners in the counties of Los Angeles, Orange, Kern, San Bernardino, and Ventura.

iLEAD Hybrid offers a learner-centered approach to education that focuses on personalized learning options, interdisciplinary project-based learning at its learning studios, and social-emotional learning principles while adhering to the Common Core Standards.

Through personalized learning environment options, It is iLEAD Hybrid's goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths to cultivate a love for learning.

Amanda Fischer, CEO

Contact

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

Phone: [\(661\) 904-2481](tel:6619042481)
Email: director@ileadhybrid.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-0750
Superintendent	Sahakian, Eric
Email Address	esahakian@aadusd.k12.ca.us
Website	www.aadusd.k12.ca.us

School Contact Information (School Year 2024–25)

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	director@ileadhybrid.org
Website	http://ileadhybrid.org/
Grade Span	K-12
County-District-School (CDS) Code	19753090131987

School Description and Mission Statement (School Year 2024–25)

The **mission** of iLEAD Hybrid is Free to Think. Inspired to Lead.

The **vision** of iLEAD Hybrid is that at iLEAD, we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers, we can create a better future for all.

?Within the school, multiple programs give families options to find the right fit for their individual needs.

Within the **iLEAD Hybrid Exploration** (TK-12) independent study program, each family is assigned a credentialed teacher (facilitator) who assigns and creates a customized, individualized learning plan

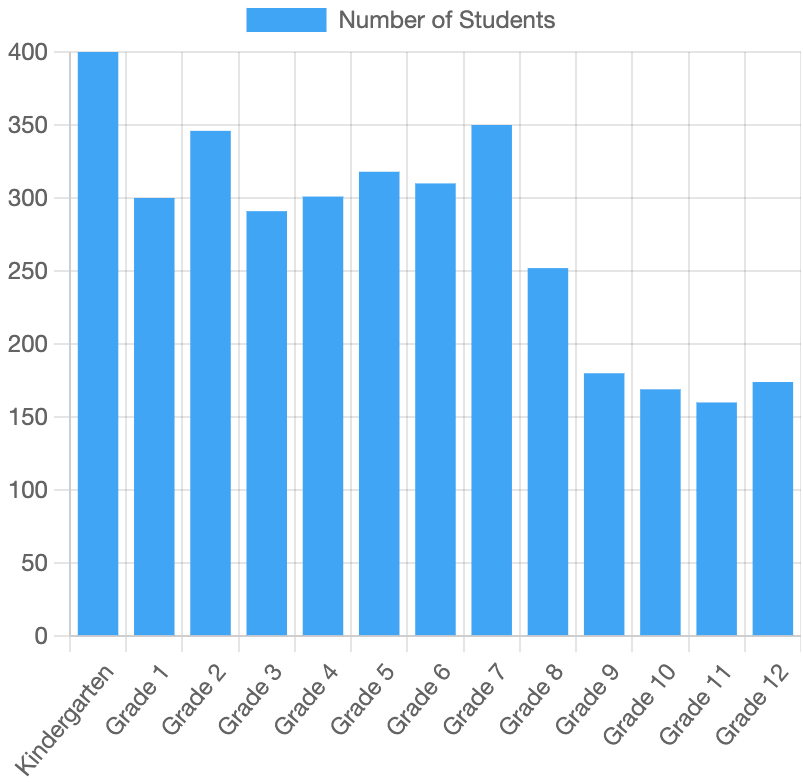
each year in conjunction with the learner and family, based on grade level standards and the learner's passions. Instructional funds are used to support and enhance each learner's individualized learning plan. iLEAD Hybrid Exploration also values community, providing opportunities to foster friendships through a variety of field studies, service projects, park days, webinars, school activities, and parent gatherings. The program also offers some in-person learning opportunities at the OC Studio located in Costa Mesa, CA.

The **iLEAD Hybrid Antelope Valley Studio** (TK-8) independent study program provides learners and their families with some in-person learning opportunities at the Antelope Valley Studio to include project-based learning, technology, arts, electives and other engaging school activities. Facilitators guide learners to master content through dynamic projects and engaging courses. At the AV Studio, learners have the opportunity to receive in-person support for their independent study coursework.

iLEAD Hybrid Antelope Valley Exploration (TK-8) is working at the forefront of home study charter best practices to redefine the home study model of learning and pilot innovative methods of delivering quality project-based and social-emotional learning to homeschooling families. Learners have access to facilitator-developed projects and activities as well as a core curriculum. Because this program uses 1 curriculum, all credentialed staff have had the ability to become experts on the curriculum and deliver instruction and support. Instructional funds are used to support and enhance each learner's individualized learning plan with extracurriculars and enrichment classes. Weekly advisory meetings support social-emotional growth. A studio space allows for small group workshops, individual support, and social-emotional development through peer collaboration on projects and activities. Workshops are offered twice a week in the areas of art, physical education, STEAM, performing arts, yoga, mindfulness, thematic units incorporating language arts, math, science, and social studies, and remedial help in math and ELA. Workshops also focus on our Learner Outcomes on how to be a good leader, be an empathetic citizen and friend, authentic individual, and Design Thinker. Lastly, the cultivation of intentional community through Fall Festival, family events, and Presentations of Learning at the end of each project allows for homeschooling families to connect.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	400
Grade 1	300
Grade 2	346
Grade 3	291
Grade 4	301
Grade 5	318
Grade 6	310
Grade 7	350
Grade 8	252
Grade 9	180
Grade 10	169
Grade 11	160
Grade 12	174
Total Enrollment	3551



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	48.70%	English Learners	2.80%
Male	51.10%	Foster Youth	0.20%
Non-Binary	0.30%	Homeless	0.80%
American Indian or Alaska Native	0.40%	Migrant	0.00%
Asian	5.90%	Socioeconomically Disadvantaged	45.90%
Black or African American	6.10%	Students with Disabilities	15.80%
Filipino	1.40%		
Hispanic or Latino	40.40%		
Native Hawaiian or Pacific Islander	0.30%		
Two or More Races	10.50%		
White	34.10%		

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.00	30.39%	237.10	43.70%	228366.10	83.12%
Intern Credential Holders Properly Assigned	4.00	2.17%	9.20	1.70%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.20	2.82%	18.60	3.44%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	117.90	63.94%	268.90	49.57%	12115.80	4.41%
Unknown/Incomplete/NA	1.20	0.68%	8.50	1.58%	18854.30	6.86%
Total Teaching Positions	184.40	100.00%	542.60	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.70	29.50%	271.40	43.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.00	0.90%	5.00	0.80%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.10	2.75%	19.70	3.16%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	147.80	66.32%	318.60	50.92%	11953.10	4.28%
Unknown/Incomplete/NA	1.10	0.53%	10.90	1.74%	15831.90	5.67%
Total Teaching Positions	222.90	100.00%	625.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.20	29.81%	252.80	42.16%	231142.40	100.00%
Intern Credential Holders Properly Assigned	4.90	2.43%	11.90	1.99%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.20	1.08%	29.60	4.93%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	129.90	63.27%	292.20	48.71%	11746.90	4.23%
Unknown/Incomplete/NA	7.00	3.41%	13.20	2.21%	14303.80	5.15%
Total Teaching Positions	205.40	100.00%	599.80	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	2.00	1.00	0
Misassignments	3.20	5.10	2.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	5.20	6.10	2.2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	117.90	147.80	129.9
Total Out-of-Field Teachers	117.90	147.80	129.9

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.90%	7.2%	5.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.20%	4.6%	1.8%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

School Facility Conditions and Planned Improvements

iLEAD Hybrid puts great effort into ensuring that its facilities are clean, safe, and functional. To assist in this effort, iLEAD Hybrid uses a facility survey instrument developed by the State of California OPSC. The results of this survey can be accessed at each studio office or by emailing info@ileadhybrid.org. Using the Facility Inspection Tool (FIT), the school's overall condition was rated as good in November 2024. The school's systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural systems, and playground were rated as good.

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: November 2024

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: November 2024

Overall Rating	Good
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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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	49%	50%	39%	39%	46%	47%
Mathematics (grades 3-8 and 11)	33%	34%	21%	22%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2074	1813	87.42%	12.58%	49.94%
Female	1037	918	88.52%	11.48%	54.68%
Male	1034	893	86.36%	13.64%	45.06%
American Indian or Alaska Native	--	--	--	--	--
Asian	120	108	90.00%	10.00%	82.41%
Black or African American	126	105	83.33%	16.67%	28.57%
Filipino	28	26	92.86%	7.14%	65.38%
Hispanic or Latino	793	711	89.66%	10.34%	39.58%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	249	222	89.16%	10.84%	56.36%
White	743	626	84.25%	15.75%	57.19%
English Learners	51	46	90.20%	9.80%	2.22%
Foster Youth	0	0	0%	0%	0%
Homeless	33	27	81.82%	18.18%	44.44%
Military	29	22	75.86%	24.14%	45.45%
Socioeconomically Disadvantaged	828	729	88.04%	11.96%	35.85%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	414	313	75.60%	24.40%	24.44%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2074	1811	87.32%	12.68%	33.54%
Female	1037	915	88.24%	11.76%	32.39%
Male	1034	894	86.46%	13.54%	34.79%
American Indian or Alaska Native	--	--	--	--	--
Asian	120	108	90.00%	10.00%	71.30%
Black or African American	126	106	84.13%	15.87%	15.09%
Filipino	28	26	92.86%	7.14%	46.15%
Hispanic or Latino	793	705	88.90%	11.10%	24.40%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	249	224	89.96%	10.04%	34.53%
White	743	627	84.39%	15.61%	40.19%
English Learners	51	46	90.20%	9.80%	8.70%
Foster Youth	0	0	0%	0%	0%
Homeless	33	27	81.82%	18.18%	22.22%
Military	29	21	72.41%	27.59%	38.10%
Socioeconomically Disadvantaged	828	728	87.92%	12.08%	21.02%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	414	312	75.36%	24.64%	14.10%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	41.27%	40.79%	19.47%	13.50%	30.29%	30.73%

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 in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	896	771	86.05%	13.95%	40.39%
Female	470	410	87.23%	12.77%	38.14%
Male	423	358	84.63%	15.37%	43.02%
American Indian or Alaska Native	--	--	--	--	--
Asian	41	34	82.93%	17.07%	76.47%
Black or African American	60	54	90.00%	10.00%	24.07%
Filipino	15	15	100.00%	0.00%	60.00%
Hispanic or Latino	337	289	85.76%	14.24%	29.51%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	108	98	90.74%	9.26%	48.98%
White	330	276	83.64%	16.36%	46.74%
English Learners	19	14	73.68%	26.32%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	15	14	93.33%	6.67%	14.29%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	382	331	86.65%	13.35%	30.61%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	172	124	72.09%	27.91%	18.55%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

iLEAD Hybrid offered eight CTE pathways during the 2023-24 school year. CTE programs were offered through vendors and local community college partnerships. Each CTE pathway contains at a minimum a concentrator and capstone course totaling a minimum of 300 hours of coursework. Capstone courses offer work-based learning/internship opportunities.

1. Patient Care
2. Entrepreneurship and Business
3. Game Design
4. Photography
5. Animation
6. Criminal Justice
7. Child Development
8. Theater Arts

All CTE courses are taught by credentialed CTE facilitators with relevant industry experience. CTE pathways meet the basic requirements of high-quality CTE programs as defined by CTEIG.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	99
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	64.77%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	27.54%

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 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	96%	96%	96%	96%	96%
7	97%	96%	96%	96%	96%
9	96%	97%	97%	96%	97%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

iLEAD Hybrid values the authentic engagement of its families including strategic planning and the overall vision of the school community. As families enroll, they must understand the components of the program model. iLEAD Hybrid's facilitators make accommodations to meet the unique schedules of parents/guardians to ensure every opportunity for them to attend an orientation and/or facilitator meeting where they can have questions answered and/or connect with other families who have learners already enrolled in the program.

Families have the opportunity to be elected to or attend the School Site Council, ELAC, join iSUPPORT, provide feedback on the annual LCAP, and attend public board meetings.

Parents/guardians are regularly informed about school events, volunteering opportunities, special committees, parent meetings, and other pertinent information through the Monday Message, a weekly publication that is sent out to all families. Facilitators also communicate with their families regularly through newsletters and other forms of communication (emails, phone calls, Parent Square, etc.). Parent/Educator Universities are offered to help familiarize parents/guardians with iLEAD methodologies, such as Project Based Learning, Love and Logic, Schoolwide Learner Outcomes, and the 7 Habits. Though not required as a prerequisite of enrollment at iLEAD Hybrid, parents/guardians are also encouraged to contribute their time and talent each year by volunteering at school events, attending learning period meetings and/or showcases of learning, participating in social-emotional learning surveys, serving on school committees such as iSUPPORT and the School Site Council, and participating in other academic/social gatherings such as craft fairs, the winter production, the multi-cultural feast, talent shows, and/or end of the year celebrations. Parents also provide valuable feedback through parent surveys and communication with their educational facilitator.

For more information on how to be involved, please email info@iLEADhybrid.org.

State Priority: Pupil Engagement

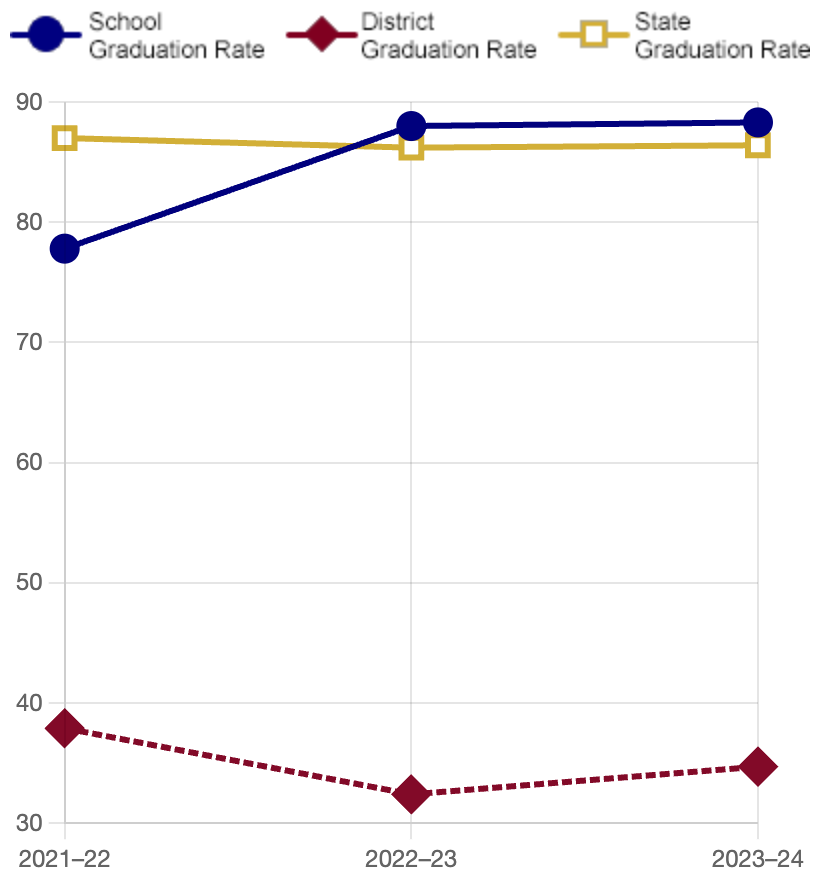
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

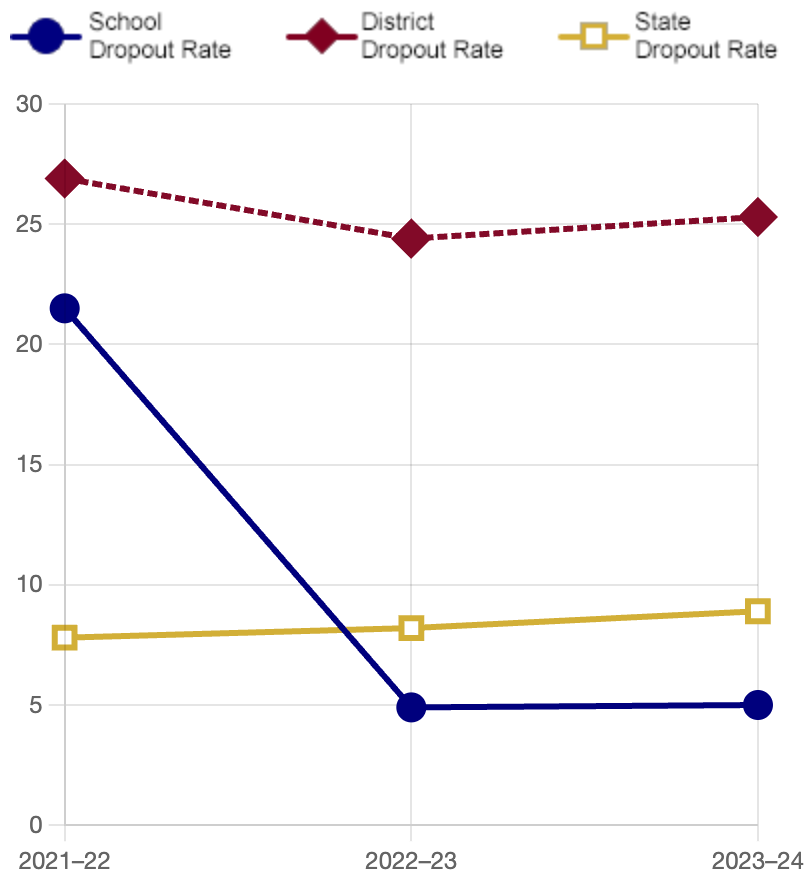
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	77.8%	88.0%	88.3%	37.9%	32.4%	34.7%	87%	86.2%	86.4%
Dropout Rate	21.5%	4.9%	5.0%	26.9%	24.4%	25.3%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	179	158	88.3%
Female	101	93	92.1%
Male	75	62	82.7%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	73	67	91.8%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	20	17	85.0%
White	68	58	85.3%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	98	88	89.8%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	29	23	79.3%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3952	3873	224	5.8%
Female	1941	1898	90	4.7%
Male	2002	1966	133	6.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	18	18	4	22.2%
Asian	223	222	2	0.9%
Black or African American	256	248	42	16.9%
Filipino	54	54	2	3.7%
Hispanic or Latino	1598	1565	106	6.8%
Native Hawaiian or Pacific Islander	13	13	0	0.0%
Two or More Races	416	412	23	5.6%
White	1361	1329	45	3.4%
English Learners	122	119	17	14.3%
Foster Youth	13	13	3	23.1%
Homeless	70	67	22	32.8%
Socioeconomically Disadvantaged	1914	1862	174	9.3%
Students Receiving Migrant Education Services	--	--	--	--

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism Count	Chronic Absenteeism Rate
		Eligible Enrollment		
Students with Disabilities	704	693	49	7.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	0.00%	0.00%	0.37%	0.30%	0.38%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.01%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

It is the vision of iLEAD Hybrid to provide a safe learning environment for all of its learners, staff, and families. It is a place where learners feel welcomed and comfortable so learning is the central focus. A comprehensive Emergency Operations Plan helps to ensure a safe environment for each learner's academic and social-emotional learning to occur. Developing and maintaining the plan enables school staff to respond quickly and knowledgeably in the case of an incident or emergency. The plan identifies the roles of 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 earthquakes, fire, and active shooter scenarios. It also includes information on child abuse reporting, sexual harassment, and discipline. This plan provides parents and other community members with the assurance that iLEAD Hybrid 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. The Emergency Operations Plan:

1. Protects the safety and welfare of learners and staff.
2. Provides for a safe and coordinated response to emergency situations.
3. Protects facilities and property, allowing the school to restore normal conditions with minimal confusion in the shortest amount of time possible.
4. Provides for coordination between the school and local emergency services when necessary.

The Emergency Operations Plan was last reviewed and updated in fall of 2024 and is stored at the iLEAD OC and iLEAD AV Learning Studios.

Additionally, the school actively maintains and monitors its COVID-19 protocols for TK-12 schools through the guidelines that are routinely updated by the Los Angeles County Department of Public Health and/or the state of California. iLEAD Hybrid updates its COVID-19 Safety Plan and COVID-19 Prevention frequently as changes arise. This policy applies to all iLEAD Hybrid employees and contains general prevention best practices, as well as iLEAD Hybrid policies and procedures related to COVID-19 in the workplace. Both the Reopening Protocols for K-12 Schools and the COVID-19 Safety Plan and Prevention Program documents are located on the homepage of the school's website, iLEADhybrid.org.

Lastly, the school's digital safety is equally important. The Learner/Family Guidebook outlines the school's technology policies. The school works to keep current with digital safety best practices and provides frequent education to learners, families, and staff in this area.

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15177.49	\$3417.72	\$11759.77	\$66965.37
District	N/A	N/A	--	\$75132.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$78673.00
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 2023–24)

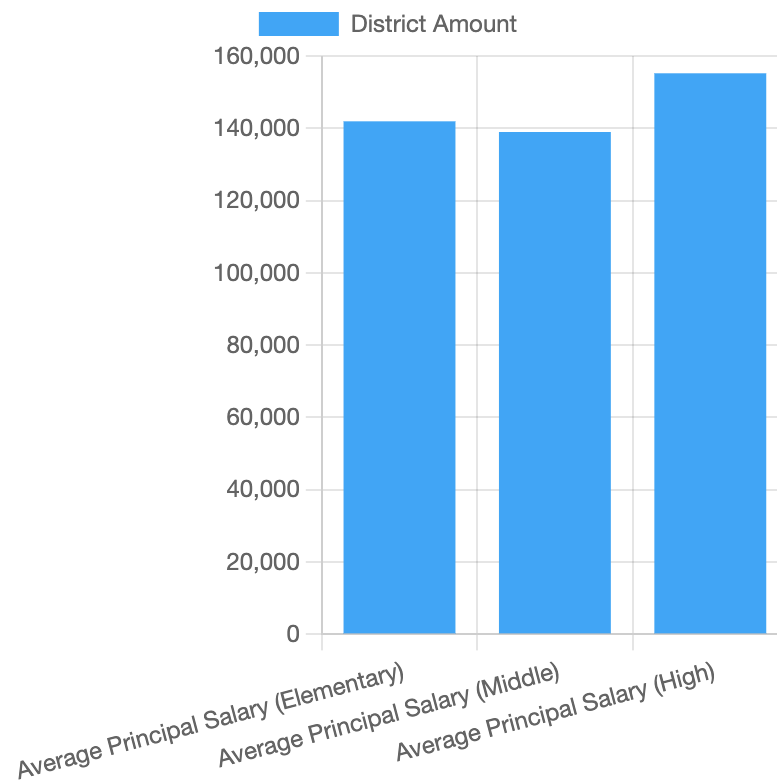
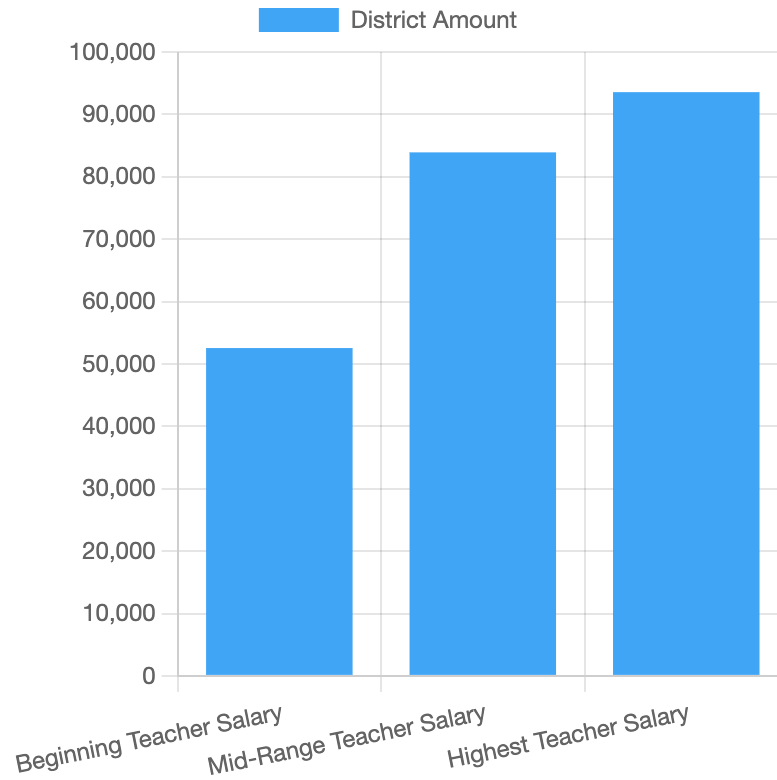
Local Control Funding Formula (LCFF) base and supplemental funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to ensure that all learners receive the basic, intervention/enrichment support, and services that are needed to help them become proficient in academic and social-emotional learning. The LCAP also details the actions associated with meeting the specific needs of English learners, foster and homeless youth, and low-income learners. State and federal categorical funding is used to support learners in special education with IEP needs and goals. Title I, II, and IV funding is used to provide targeted academic intervention, staff training, and promote well-rounded learning. Title funding is tied to school School Plans for Student Achievement (SPSAs). One-time funding sources are utilized to complement and add additional services to support at-risk learners, and interventions, and to prevent, prepare and/or respond to COVID-19 needs.

The school ensures all educational partners have the opportunity to provide input on the annual LCAP and SPSA to ensure that spending aligns with community needs.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52546.00	\$50757.32
Mid-Range Teacher Salary	\$83912.00	\$75692.82
Highest Teacher Salary	\$93564.00	\$105686.82
Average Principal Salary (Elementary)	\$141929.00	\$121443.25
Average Principal Salary (Middle)	\$138976.00	\$132508.80
Average Principal Salary (High)	\$155215.00	\$133106.36
Superintendent Salary	\$241768.00	\$167660.24
Percent of Budget for Teacher Salaries	0.25%	25.51%
Percent of Budget for Administrative Salaries	0.07%	5.93%

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



Advanced Placement (AP) Courses (School Year 2023–24)**Percent of Students in AP Courses** 5.6 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	18
Fine and Performing Arts	0
Foreign Language	3
Mathematics	11
Science	8
Social Science	25
Total AP Courses Offered*	66

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

Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9