

iLEAD Hybrid

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Acton-Agua Dulce Unified	School Name	iLEAD Hybrid
Phone Number	(661) 269-5999	Street	28050 Hasley Canyon Rd.
Superintendent	Brent Woodard	City, State, Zip	Castaic, Ca, 91384-4516
E-mail Address	bwoodard@aadusd.k12.ca.us	Phone Number	661-609-1489
Web Site	http://www.aadusd.k12.ca.us	Principal	Dawn Michelle Evenson, School Director/Principal
		E-mail Address	info@leadschools.org
		Web Site	http://leadschools.org/
		County-District-School (CDS) Code	19753090131987

School Description and Mission Statement (School Year 2016-17)

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

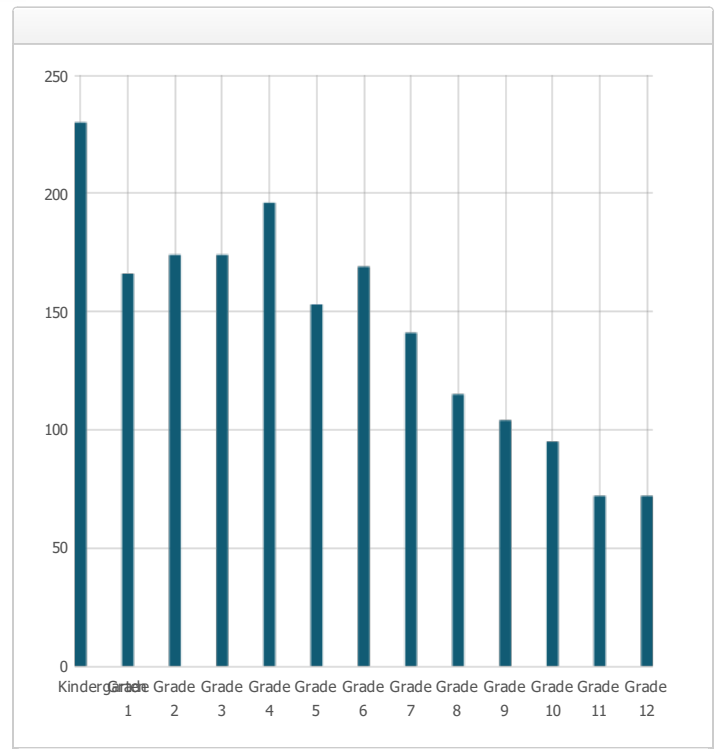
iLEAD provides a rigorous, relevant and attainable education program based on California's Common Core Standards in English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, California's Common Core Standards in Mathematics and the California Content Standards in History/Social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

iLEAD Hybrid includes several learning studios:

- iLEAD AV is located in West Lancaster, currently serving grades K-5.
- iLEAD Encino has two studio locations. The primary learning studio serves learners in grades TK-3, and the intermediate learning center serves learners in grades 4-8.
- iLEAD Exploration is a home study program that serves learners in grades TK-12.
- iLEAD North Hollywood serves learners in grades 9-12.
- iLEAD Pacoima serves learners in grades TK-8.
- iLEAD Innovation Studios is a personalized learning program offered to learners in grades 7-12.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	230
Grade 1	166
Grade 2	174
Grade 3	174
Grade 4	196
Grade 5	153
Grade 6	169
Grade 7	141
Grade 8	115
Grade 9	104
Grade 10	95
Grade 11	72
Grade 12	72
Total Enrollment	1861

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	4.4 %
American Indian or Alaska Native	0.5 %
Asian	2.5 %
Filipino	1.0 %
Hispanic or Latino	28.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	53.5 %
Two or More Races	7.4 %
Other	1.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.6 %
English Learners	6.3 %
Students with Disabilities	7.4 %
Foster Youth	0.9 %

A. Conditions of Learning

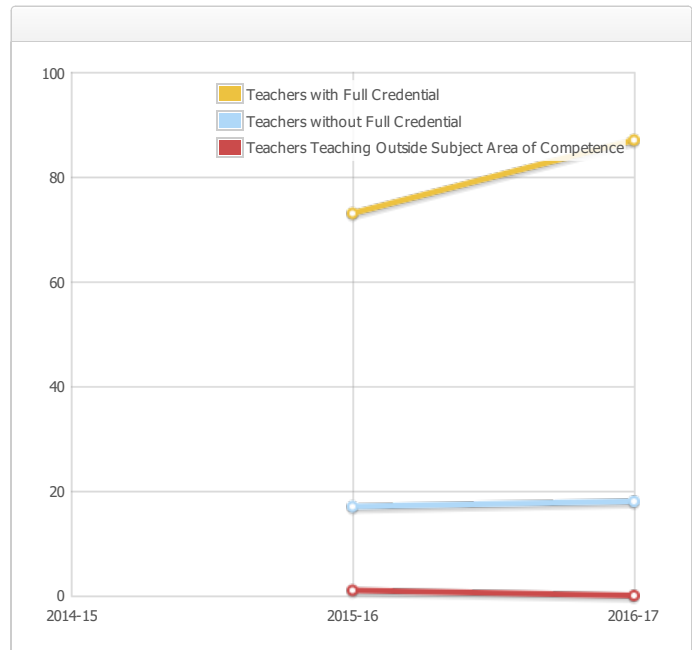
State Priority: Basic

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		District	
	2014-15	2015-16	2016-17	2016-17
With Full Credential		73	87	
Without Full Credential		17	18	
Teachers Teaching Outside Subject Area of Competence (with full credential)		1	0	



Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	79.0%	21.0%
All Schools in District	94.0%	6.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	91.0%	9.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %

Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

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

Numerous improvements such as painting, upgrading doors in accordance with fire code, upgrading locks, general safety improvements, and purchase of new furniture have been made.

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	--	45.0%	--	45.0%	--	48.0%
Mathematics (grades 3-8 and 11)	--	27.0%	--	29.0%	--	36.0%

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.

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	200	135	67.5%	30.4%
Male	103	71	68.9%	27.3%
Female	97	64	66.0%	33.9%
Black or African American	14	8	57.1%	12.5%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	42	87.5%	7.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	105	66	62.9%	45.0%
Two or More Races	16	10	62.5%	30.0%
Socioeconomically Disadvantaged	66	58	87.9%	8.8%
English Learners	17	16	94.1%	--
Students with Disabilities	16	11	68.8%	27.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	203	148	72.9%	39.6%
Male	104	77	74.0%	39.7%
Female	99	71	71.7%	39.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	42	85.7%	4.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	108	75	69.4%	54.4%
Two or More Races	22	15	68.2%	58.3%
Socioeconomically Disadvantaged	55	45	81.8%	7.3%
English Learners	23	17	73.9%	--
Students with Disabilities	14	7	50.0%	14.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	158	119	75.3%	55.0%
Male	80	56	70.0%	48.0%
Female	78	63	80.8%	60.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	27	73.0%	15.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	78	79.6%	68.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	27	79.4%	15.4%
English Learners	15	14	93.3%	--
Students with Disabilities	14	12	85.7%	8.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	166	121	72.9%	39.3%
Male	99	72	72.7%	33.8%
Female	67	49	73.1%	47.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	37	88.1%	17.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	67	70.5%	56.5%
Two or More Races	13	6	46.2%	--
Socioeconomically Disadvantaged	32	29	90.6%	17.9%
English Learners	12	11	91.7%	--
Students with Disabilities	17	17	100.0%	23.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	148	115	77.7%	49.6%
Male	86	67	77.9%	43.1%
Female	62	48	77.4%	58.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	45	83.3%	29.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	69	52	75.4%	64.7%
Two or More Races	12	9	75.0%	66.7%
Socioeconomically Disadvantaged	46	40	87.0%	20.5%
English Learners	13	12	92.3%	--
Students with Disabilities	21	14	66.7%	21.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	81	64.3%	46.1%
Male	65	47	72.3%	40.9%
Female	61	34	55.7%	53.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	32	80.0%	26.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	37	57.8%	65.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	26	74.3%	12.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	61	78.2%	73.8%
Male	38	31	81.6%	74.2%
Female	40	30	75.0%	73.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	15	93.8%	73.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	36	73.5%	72.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	199	132	66.3%	24.0%
Male	103	69	67.0%	25.0%
Female	96	63	65.6%	23.0%
Black or African American	14	9	64.3%	12.5%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	40	85.1%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	105	64	61.0%	37.3%
Two or More Races	16	10	62.5%	40.0%
Socioeconomically Disadvantaged	66	58	87.9%	7.1%
English Learners	17	16	94.1%	--
Students with Disabilities	16	11	68.8%	9.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	203	149	73.4%	24.8%
Male	104	76	73.1%	27.8%
Female	99	73	73.7%	21.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	42	85.7%	7.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	108	76	70.4%	33.8%
Two or More Races	22	16	72.7%	23.1%
Socioeconomically Disadvantaged	55	46	83.6%	14.3%
English Learners	23	16	69.6%	--
Students with Disabilities	14	7	50.0%	28.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	158	120	76.0%	27.0%
Male	80	57	71.3%	31.4%
Female	78	63	80.8%	23.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	28	75.7%	3.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	77	78.6%	36.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	28	82.4%	3.9%
English Learners	15	14	93.3%	--
Students with Disabilities	14	12	85.7%	9.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	166	121	72.9%	21.3%
Male	99	72	72.7%	20.9%
Female	67	49	73.1%	22.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	37	88.1%	2.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	67	70.5%	32.8%
Two or More Races	13	6	46.2%	--
Socioeconomically Disadvantaged	32	29	90.6%	3.6%
English Learners	12	11	91.7%	--
Students with Disabilities	17	17	100.0%	11.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	148	116	78.4%	33.3%
Male	86	70	81.4%	32.8%
Female	62	46	74.2%	34.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	46	85.2%	15.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	69	52	75.4%	50.0%
Two or More Races	12	9	75.0%	33.3%
Socioeconomically Disadvantaged	46	40	87.0%	5.4%
English Learners	13	12	92.3%	--
Students with Disabilities	21	14	66.7%	21.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	80	63.5%	27.4%
Male	65	47	72.3%	31.0%
Female	61	33	54.1%	22.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	32	80.0%	13.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	38	59.4%	34.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	26	74.3%	8.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	61	78.2%	39.0%
Male	38	31	81.6%	45.2%
Female	40	30	75.0%	32.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	14	87.5%	46.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	37	75.5%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	0.0%	55.0%	0.0%	0.0%	50.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	400	288	72.0%	54.9%
Male	195	142	72.8%	51.4%
Female	205	146	71.2%	58.2%
Black or African American	13	8	61.5%	25.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	103	77	74.8%	32.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	237	178	75.1%	65.7%
Two or More Races	22	12	54.6%	50.0%
Socioeconomically Disadvantaged	96	76	79.2%	26.3%
English Learners	23	20	87.0%	10.0%
Students with Disabilities	30	25	83.3%	20.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure**Percent**

2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.9%	26.4%	34.0%
7	21.4%	26.7%	21.4%
9	14.5%	22.4%	23.7%

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.

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents are strongly encouraged to contribute time and talent each academic year. Completion of volunteer hours, however, is not a prerequisite of enrollment at iLEAD Hybrid. Each Studio Director maintains a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the learning spaces/studio (including at-home assistance), tutoring, attending parent-teacher conferences, attendance at meetings of the Board of Directors (as member or observer), or any applicable Parent group functions, participation in the planning of, or attendance at, fundraising or Academic/Arts Events, or other activities. At iLEAD, parents play many important roles in the day-to-day operations of the studio, as well as the strategic planning and overall vision of the studio community. Parents play a vital role as mentioned in the education program of the charter. Before families enroll, they must fully understand the components of the program model. All parents must be fully aware of the type of program they are about to enroll their child in and how it works. This also gives parents an opportunity to have any questions answered and talk to other parents that already have students in the program. iLEAD makes accommodations to meet the unique schedules of parents to ensure every opportunity for parents to attend an orientation meeting. Parents are strongly encouraged to attend orientations and regular parent meetings designed to keep them informed of what is happening at iLEAD.

State Priority: Pupil Engagement

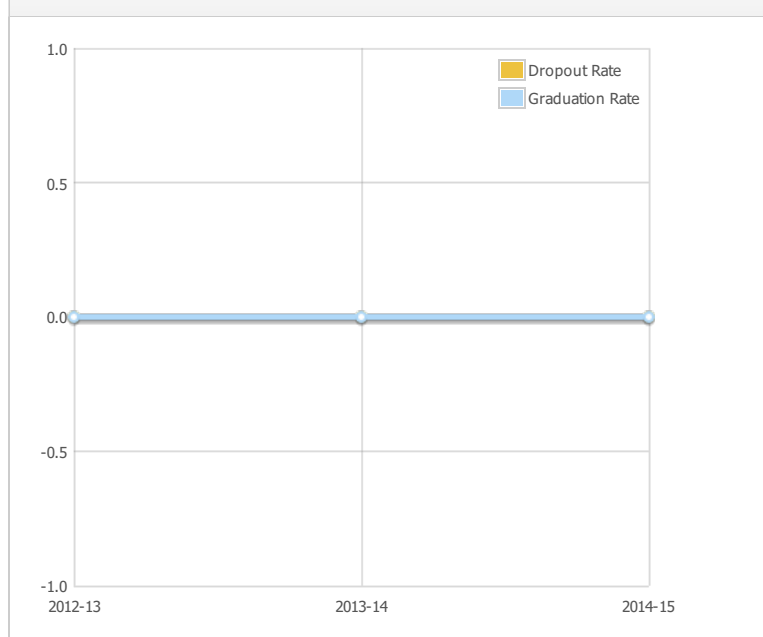
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	0.00	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	29	85
Black or African American	--	17	77
American Indian or Alaska Native	--	50	75
Asian	--	69	99
Filipino	--	50	97
Hispanic or Latino	--	21	84
Native Hawaiian or Pacific Islander	--	0	85
White	--	65	87
Two or More Races	--	100	91
Socioeconomically Disadvantaged	--	18	77
English Learners	--	11	51
Students with Disabilities	--	48	68
Foster Youth	--	--	--

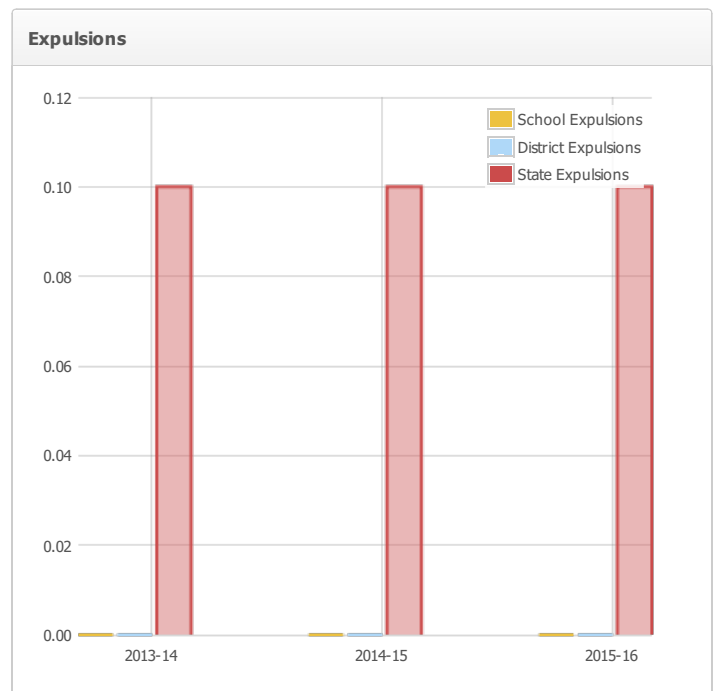
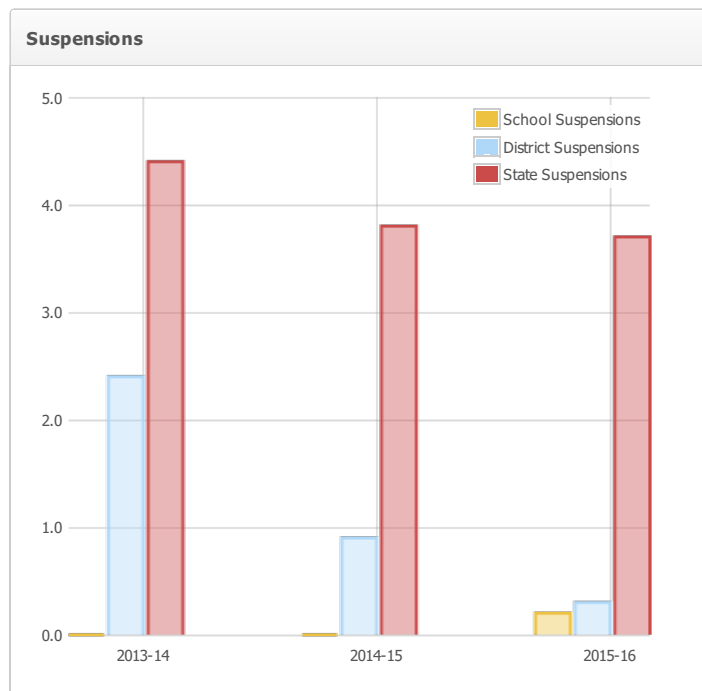
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.2	2.4	0.9	0.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



School Safety Plan (School Year 2016-17)

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

- Protect the safety and welfare of learners and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the studio's facilities and property.
- In the case of an emergency, allow the studio to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the studio and local emergency services when necessary.

This Safety Plan includes General Policies and Procedures for Handling Safety and Specific Emergency Situations, Child Abuse Reporting, Sexual Harassment, and Discipline.

Each studio has an Operations Leadership Team who meet on a regular basis to focus on ensuring the School Safety Plan meets the needs of the studio.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	328.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	--	--	--	--

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

Professional Development

iLEAD provides extensive professional development for its staff before the academic year begins and throughout the year. Ten days before the start of school each year are dedicated to professional development. In addition, every week the staff meets for TED Talks. TED Talks are part of the professional development that focuses on the "Big Ideas" or the "Why" of what we do at iLEAD. We believe this is a unique and critical part of keeping and advancing the vision of iLEAD so that we continue to be on the cutting edge of education. Staff is also provided and encouraged to take time to visit other schools and programs to advance their skills and understandings. Every Friday afternoon, staff participates in professional development in a variety of areas including Project Based Learning, Data and Assessment, Social Emotional Skills and Leadership Teams.