

# iLEAD Lancaster Charter

## 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)	
<b>District Name</b>	Lancaster Elementary
<b>Phone Number</b>	(661) 948-4661
<b>Superintendent</b>	Michele Bowers
<b>E-mail Address</b>	<a href="mailto:bowersm@lancsd.org">bowersm@lancsd.org</a>
<b>Web Site</b>	<a href="http://www.lancsd.org">http://www.lancsd.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	iLEAD Lancaster Charter
<b>Street</b>	254 East Avenue K-4
<b>City, State, Zip</b>	Lancaster, Ca, 93535-4500
<b>Phone Number</b>	661-722-4287
<b>Principal</b>	Ms. Kimberly Etter, School Director
<b>E-mail Address</b>	<a href="mailto:dawn.evenson@leadschools.org">dawn.evenson@leadschools.org</a>
<b>Web Site</b>	<a href="http://leadcharterschool.org">http://leadcharterschool.org</a>
<b>County-District-School (CDS) Code</b>	19646670125559

*Last updated: 1/26/2017*

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

iLEAD Lancaster Charter School opened its doors in September 2012, serving learners from transitional Kindergarten through eighth grade. iLEAD added 6th grade in the 2013-2014 school year, 7th grade in the 2014-2015 school year, and 8th grade in the 2015-2016 school year.

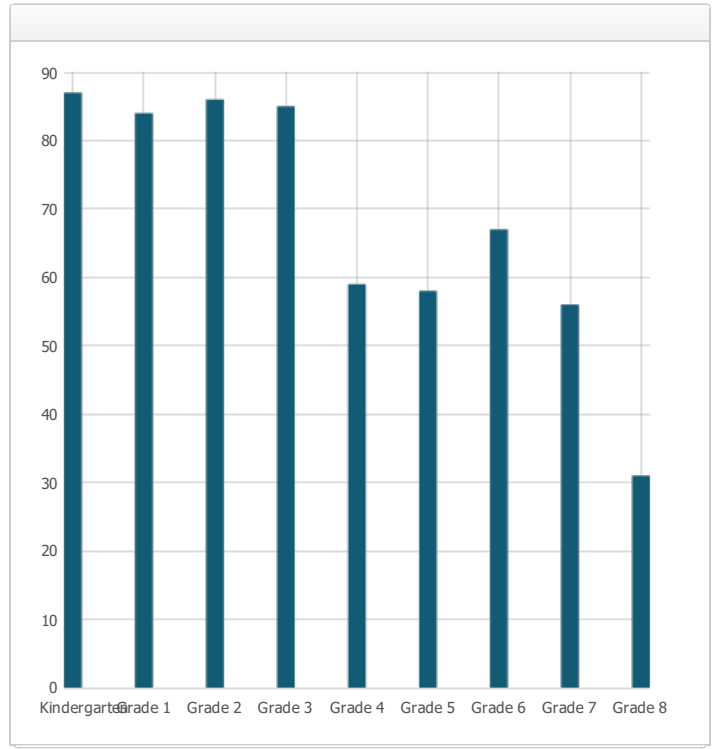
The mission of iLEAD Lancaster Charter School is to empower students to become conscientious, compassionate, and responsible citizens of the world. In this process we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through individualized instruction, 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 & 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.

*Last updated: 1/26/2017*

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	84
Grade 2	86
Grade 3	85
Grade 4	59
Grade 5	58
Grade 6	67
Grade 7	56
Grade 8	31
<b>Total Enrollment</b>	<b>613</b>



Last updated: 1/26/2017

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

Student Group	Percent of Total Enrollment
Black or African American	10.3 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.5 %
Hispanic or Latino	34.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	39.0 %
Two or More Races	10.4 %
Other	5.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	39.3 %
English Learners	6.9 %
Students with Disabilities	13.7 %
Foster Youth	0.7 %

Last updated: 1/26/2017

## **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

### School Facility Conditions and Planned Improvements

Measures are taken to prepare learners and staff for emergencies. Learners are aware of our iLEAD community expectations. Learners, staff, and parents are encouraged to maintain a positive appearance of our facility. Staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At iLEAD Lancaster we encourage a safe, secure, and clean learning environment for all of our learners. It is our intention to give all of our learners the best opportunity to learn in a comfortable and safe space. Our site has the ability to adequately serve all learners' needs and we attempt to provide the most efficient use of space to facilitate learning geared to each individual. We are continually moving forward to insure the facility is in the best repair possible and any and all repairs or concerns are being addressed in a timely manner. iLEAD Lancaster has Fire and Emergency protocol in place and participates in mandatory State mandated drills and safety inspections monthly. The director works daily with the custodial staff to develop cleaning schedules and to ensure a clean and safe school.

*Last updated: 1/26/2017*

### 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	Fair	During the weeks of extended rain, small water leaks from the roof have been detected in several locations of the building. The owner of the building has been contacted for next steps in repair.
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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*Last updated: 1/26/2017*

## 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)	17.0%	25.0%	25.0%	32.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	8.0%	12.0%	13.0%	16.0%	34.0%	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.

*Last updated: 1/27/2017*

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents are strongly encouraged to contribute a minimum of 40 hours per family, per academic year to iLEAD Lancaster Charter School. Completion of volunteer hours, however, is not a prerequisite of enrollment at iLEAD Lancaster Charter School. The school director maintains a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent- teacher conferences; attendance at meetings of the Board of Directors, 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 school, as well as the strategic planning and overall vision of the school community. Parents play a vital role as mentioned in the educational 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 Lancaster Charter School 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 Lancaster Charter School.

### State Priority: Pupil Engagement

*Last updated: 1/26/2017*

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

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



# 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

## 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. The Plan was adopted by the iLEAD Lancaster Board of Directors in February 2013. This plan is implemented to protect the safety of learners and staff and to provide emergency preparedness and guidelines. The last review, update, and discussion with school staff and student representation of the safety plan was December 9, 2016. 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 school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school 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.

*Last updated: 1/27/2017*

## 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		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	95.0%

Note: Cells with NA values do not require data.

Last updated: 1/27/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	2	0	39.0	0	1	2	24.0	4	3	0
1	22.0	0	2	0	25.0	0	1	0	26.0	5	3	0
2	23.0	0	2	0	24.0	0	1	0	24.0	6	3	0
3	23.0	0	2	0	23.0	0	2	0	24.0	5	3	0
4	12.0	2	0	0	23.0	0	2	0	25.0	5	2	0
5	12.0	2	0	0	20.0	2	0	0	23.0	6	1	0
6	25.0	0	1	0	14.0	3	0	0	10.0	9	0	0
Other	0.0	0	0	0	21.0	0	1	0	9.0	19	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/28/2017

### 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	\$7964.1	\$865.8	\$7098.3	\$45480.0
District	N/A	N/A	\$4036.0	\$71577.0
Percent Difference – School Site and District	--	--	75.9%	-36.5%
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	25.0%	-39.5%

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

Last updated: 1/28/2017

**Types of Services Funded (Fiscal Year 2015-16)**

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School functions as a place of academics as well as a place for the students to enrich their lives in other ways. Enrichment workshops are offered that tap into a variety of learning modalities. Enrichment workshops are offered on a variety of topics including career development, entrepreneurship, theater basics, writer's workshop (creation, editing and publishing of authentic works), robotics, chorus, MineCraft, STEAM activities, sports, dance, chess, and SSEP preparation.

*Last updated: 1/28/2017*

## Professional Development

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iLEAD Lancaster 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 Lancaster. We believe this is a unique and critical part of keeping and advancing the vision of iLEAD Lancaster so that we continue to be on the cutting edge of education. Staff is also encouraged to take time to attend conferences, mentor each other, and 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 Learning, and Leadership Teams. Each month, grade level teams meet with the director for Data Protocol meetings to set academic and social emotional goals. Experts in various areas of education, known as the Maker Team, not only provide professional learning opportunities, but also support facilitators as they work with their learners. Each week, leaders meet with new facilitators in New Facilitator Onboarding to support and train in areas of assessments such as NWEA's Measures of Academic Progress (MAP) and the Fountas and Pinnell Benchmark Assessments to establish baselines for learner achievement and to establish individualized academic growth goals for learners. iLEAD offers Beginning Teacher Support and Assessment (BTSA) for preliminary credentialed facilitators. Assessments are conducted periodically and professional development is used to support the ability to assess the data measure growth and ensure learners are moving towards or achieving proficiency. This data helps guide future professional development plans to ensure that areas of student need are being identified and plans developed to meet those needs.

*Last updated: 1/31/2017*