

iLEAD Lancaster Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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.



Ms. Nykole Kent, Site Director

Principal, iLEAD Lancaster Charter

About Our School

Contact

iLEAD Lancaster Charter
254 East Avenue K-4
Lancaster, CA 93535-4500

Phone: 661-722-4287
E-mail: christy.monroe@ileadlancaster.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Lancaster Elementary
Phone Number	(661) 948-4661
Superintendent	Michele Bowers
E-mail Address	bowersm@lancsd.org
Web Site	http://www.lancsd.org

School Contact Information (School Year 2017-18)	
School Name	iLEAD Lancaster Charter
Street	254 East Avenue K-4
City, State, Zip	Lancaster, Ca, 93535-4500
Phone Number	661-722-4287
Principal	Ms. Nykole Kent, Site Director
E-mail Address	christy.monroe@leadlancaster.org
Web Site	http://leadcharterschool.org
County-District-School (CDS) Code	19646670125559

Last updated: 1/31/2018

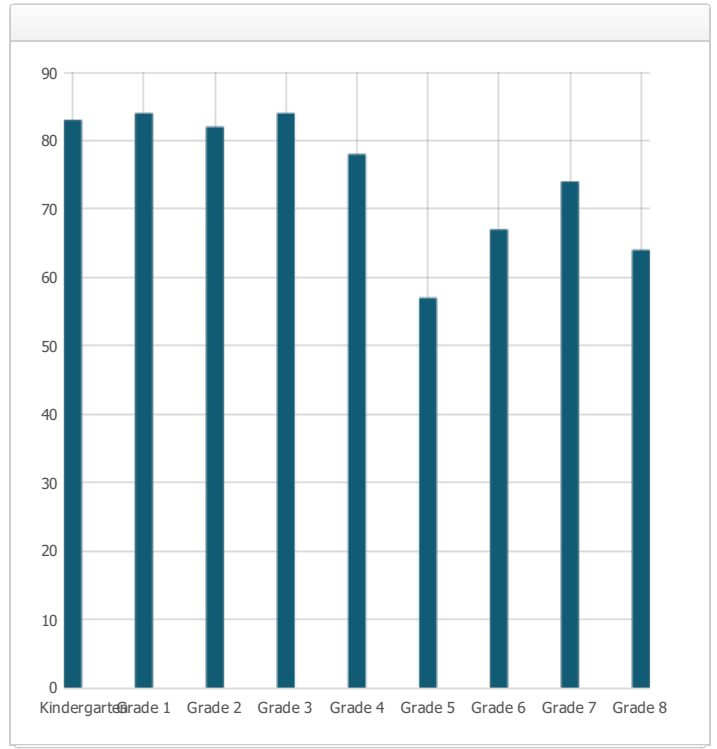
School Description and Mission Statement (School Year 2017-18)

<p>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.</p> <p>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.</p> <p>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.</p>
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Last updated: 1/31/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	83
Grade 1	84
Grade 2	82
Grade 3	84
Grade 4	78
Grade 5	57
Grade 6	67
Grade 7	74
Grade 8	64
Total Enrollment	673



Last updated: 1/31/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	18.9 %
American Indian or Alaska Native	0.1 %
Asian	0.1 %
Filipino	0.7 %
Hispanic or Latino	33.4 %
Native Hawaiian or Pacific Islander	0.1 %
White	31.4 %
Two or More Races	8.2 %
Other	7.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	55.9 %
English Learners	5.6 %
Students with Disabilities	13.5 %
Foster Youth	1.3 %

Last updated: 1/31/2018

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 Good Repair Status

Year and month of the most recent FIT report: August 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		

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/30/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	25%	22%	32%	30%	48%	48%
Mathematics (grades 3-8 and 11)	12%	9%	16%	17%	36%	37%

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: 1/30/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	443	409	92.33%	21.76%
Male	227	205	90.31%	26.34%
Female	216	204	94.44%	17.16%
Black or African American	92	86	93.48%	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino	--	--	--	--
Hispanic or Latino	155	145	93.55%	17.93%
Native Hawaiian or Pacific Islander				
White	135	126	93.33%	35.71%
Two or More Races	36	29	80.56%	20.69%
Socioeconomically Disadvantaged	261	242	92.72%	11.98%
English Learners	31	30	96.77%	
Students with Disabilities	85	78	91.76%	
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	443	411	92.78%	
Male	227	206	90.75%	12.14%
Female	216	205	94.91%	
Black or African American	92	86	93.48%	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	155	145	93.55%	
Native Hawaiian or Pacific Islander				
White	135	127	94.07%	14.17%
Two or More Races	36	30	83.33%	
Socioeconomically Disadvantaged	261	243	93.10%	
English Learners	31	30	96.77%	
Students with Disabilities	85	78	91.76%	
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	38.0%	27.0%	42.0%	40.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/30/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	18.6%	37.3%	8.5%
7	23.0%	20.3%	16.2%

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: 1/30/2018

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 2017-18)

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

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

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

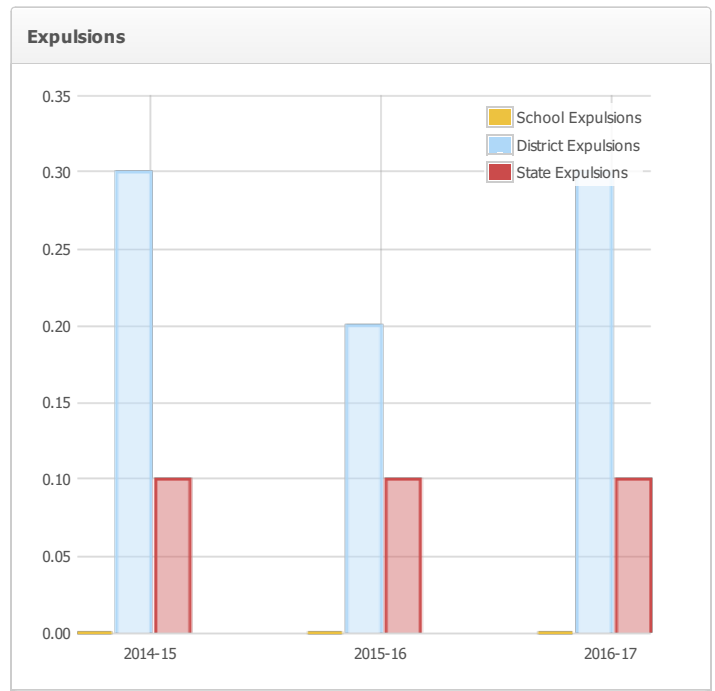
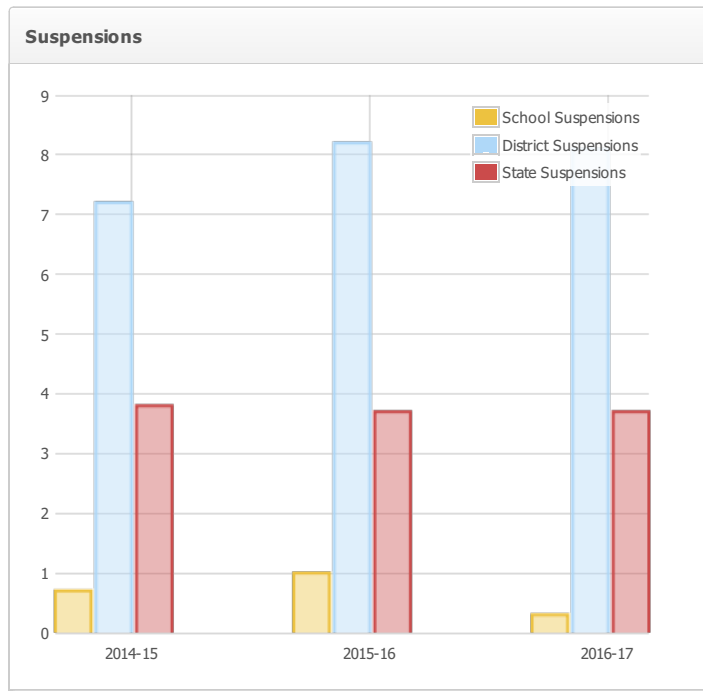
State Priority: School Climate

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.7%	1.0%	0.3%	7.2%	8.2%	8.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.3%	0.2%	0.3%	0.1%	0.1%	0.1%



Last updated: 1/30/2018

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 2017-18)

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	90.5%

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	39.0	0	1	2	82.0	3	5	1	24.0	0	3	0
1	25.0	0	1	0	24.0	0	3	0	24.0	0	3	0
2	24.0	0	1	0	24.0	0	3	0	24.0	0	3	0
3	23.0	0	2	0	25.0	0	3	0	25.0	0	3	0
4	23.0	0	2	0	24.0	0	2	0	24.0	0	3	0
5	20.0	2	0	0	25.0	0	2	0	25.0	0	2	0
6	14.0	3	0	0	2.0	1	0	0	27.0	0	2	0
Other	21.0	0	1	0	0.0	0	0	0	5.0	1	0	0

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

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Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8679.9	\$954.3	\$7725.6	--
District	N/A	N/A	\$0.0	\$78340.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$78363.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

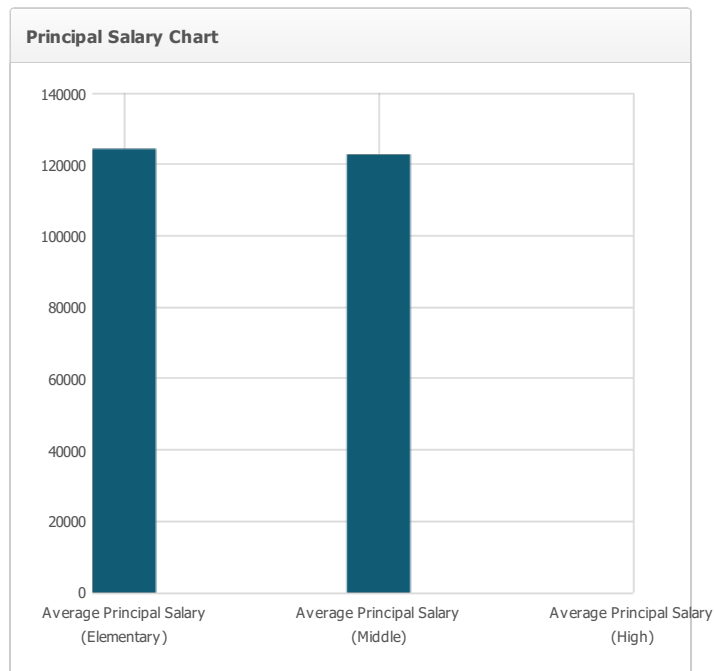
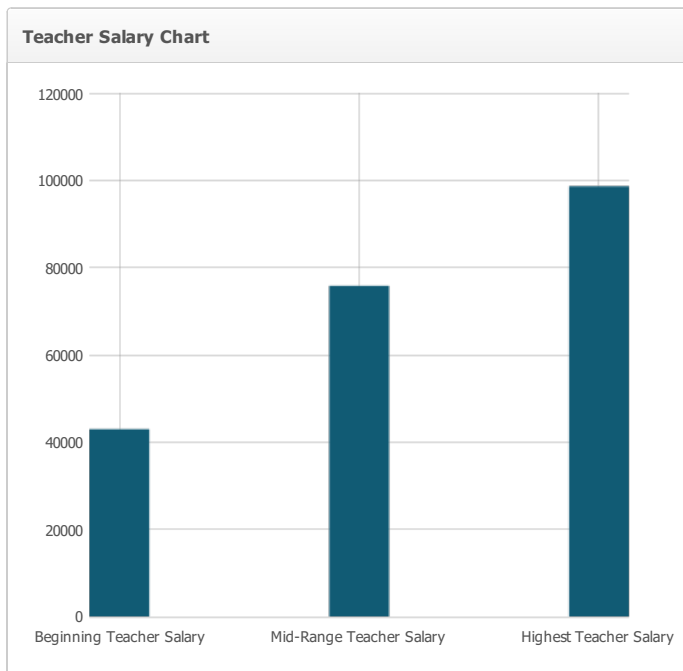
Last updated: 1/31/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,951	\$48,678

Mid-Range Teacher Salary	\$75,803	\$78,254
Highest Teacher Salary	\$98,637	\$96,372
Average Principal Salary (Elementary)	\$124,365	\$122,364
Average Principal Salary (Middle)	\$122,802	\$125,958
Average Principal Salary (High)	\$	\$126,758
Superintendent Salary	\$187,542	\$212,818
Percent of Budget for Teacher Salaries	36.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/31/2018

Professional Development

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.

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