

# iLEAD Lancaster Charter

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 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).

### 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 2018—19)

| District Contact Information (School Year 2018—19) |  |
|--|--|
| <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 2018—19) |  |
|--|--|
| <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. Nykole Kent, Site Director   |
| <b>E-mail Address</b>                            | <a href="mailto:nykole.kent@leadschools.org">nykole.kent@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: 2/1/2019*

### School Description and Mission Statement (School Year 2018—19)

iLEAD Lancaster Charter School opened its doors in September 2012, serving learners from transitional Kindergarten through fifth 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.

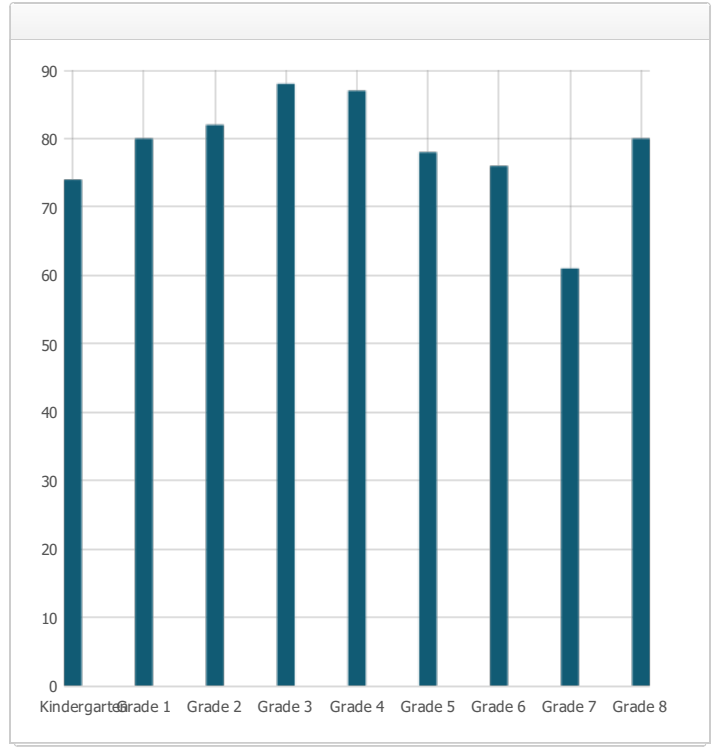
The mission of iLEAD Lancaster Charter School is to empower students to become conscientious, compassionate, and responsible citizens of the world. In this process we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through individualized instruction, 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: 2/1/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 74                 |
| Grade 1                 | 80                 |
| Grade 2                 | 82                 |
| Grade 3                 | 88                 |
| Grade 4                 | 87                 |
| Grade 5                 | 78                 |
| Grade 6                 | 76                 |
| Grade 7                 | 61                 |
| Grade 8                 | 80                 |
| <b>Total Enrollment</b> | <b>706</b>         |



Last updated: 2/1/2019

### Student Enrollment by Student Group (School Year 2017–18)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 22.0 %                      |
| American Indian or Alaska Native    | 0.1 %                       |
| Asian                               | 0.1 %                       |
| Filipino                            | 0.8 %                       |
| Hispanic or Latino                  | 36.3 %                      |
| Native Hawaiian or Pacific Islander | 0.6 %                       |
| White                               | 27.3 %                      |
| Two or More Races                   | 9.9 %                       |
| Other                               | 2.9 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 60.8 %                      |
| English Learners                    | 5.5 %                       |
| Students with Disabilities          | 14.0 %                      |
| Foster Youth                        | 1.8 %                       |

## 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 2018

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

#### Overall Facility Rate

Year and month of the most recent FIT report: August 2018

|                |           |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

*Last updated: 2/1/2019*

## 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 Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School<br>2016—17 | School<br>2017—18 | District<br>2016—17 | District<br>2017—18 | State<br>2016—17 | State<br>2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 22.0%             | 19.0%             | 30.0%               | 32.0%               | 48.0%            | 50.0%            |
| Mathematics (grades 3-8 and 11)                      | 9.0%              | 9.0%              | 17.0%               | 17.0%               | 37.0%            | 38.0%            |

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 2/1/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 493              | 447           | 90.67%         | 18.65%                  |
| Male  | 247              | 226           | 91.50%         | 16.96%                  |
| Female  | 246              | 221           | 89.84%         | 20.36%                  |
| Black or African American                     | 116              | 106           | 91.38%         | 13.21%                  |
| American Indian or Alaska Native              |                  |               |                |                         |
| Asian   | --               | --            | --             |                         |
| Filipino                                      | --               | --            | --             |                         |
| Hispanic or Latino                            | 180              | 163           | 90.56%         | 16.56%                  |
| Native Hawaiian or Pacific Islander           |                  |               |                |                         |
| White   | 125              | 114           | 91.20%         | 26.32%                  |
| Two or More Races                             | 57               | 50            | 87.72%         | 18.37%                  |
| Socioeconomically Disadvantaged               | 314              | 282           | 89.81%         | 11.74%                  |
| English Learners                              | 42               | 40            | 95.24%         | 2.50%                   |
| Students with Disabilities                    | 88               | 78            | 88.64%         | 3.90%                   |
| Students Receiving Migrant Education Services |                  |               |                |                         |
| Foster Youth                                  | 11               | 11            | 100.00%        | 9.09%                   |

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: 2/1/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 494              | 448           | 90.69%         | 8.72%                   |
| Male  | 248              | 225           | 90.73%         | 8.00%                   |
| Female  | 246              | 223           | 90.65%         | 9.46%                   |
| Black or African American                     | 117              | 105           | 89.74%         | 1.90%                   |
| American Indian or Alaska Native              |                  |               |                |                         |
| Asian   | --               | --            | --             |                         |
| Filipino                                      | --               | --            | --             |                         |
| Hispanic or Latino                            | 180              | 163           | 90.56%         | 8.02%                   |
| Native Hawaiian or Pacific Islander           |                  |               |                |                         |
| White   | 125              | 114           | 91.20%         | 17.54%                  |
| Two or More Races                             | 57               | 52            | 91.23%         | 5.77%                   |
| Socioeconomically Disadvantaged               | 315              | 283           | 89.84%         | 4.26%                   |
| English Learners                              | 42               | 40            | 95.24%         |                         |
| Students with Disabilities                    | 90               | 77            | 85.56%         | 2.60%                   |
| Students Receiving Migrant Education Services |                  |               |                |                         |
| Foster Youth                                  | 11               | 11            | 100.00%        | 9.09%                   |

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.

*Last updated: 2/1/2019*

# 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 2017—18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 21.6%  | 17.6%  | 14.9%   |
| 7           | 26.1%  | 6.5%   | 8.7%  |

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.

*Last updated: 2/1/2019*



## 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 school site

#### Opportunities for Parental Involvement (School Year 2018—19)

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

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

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

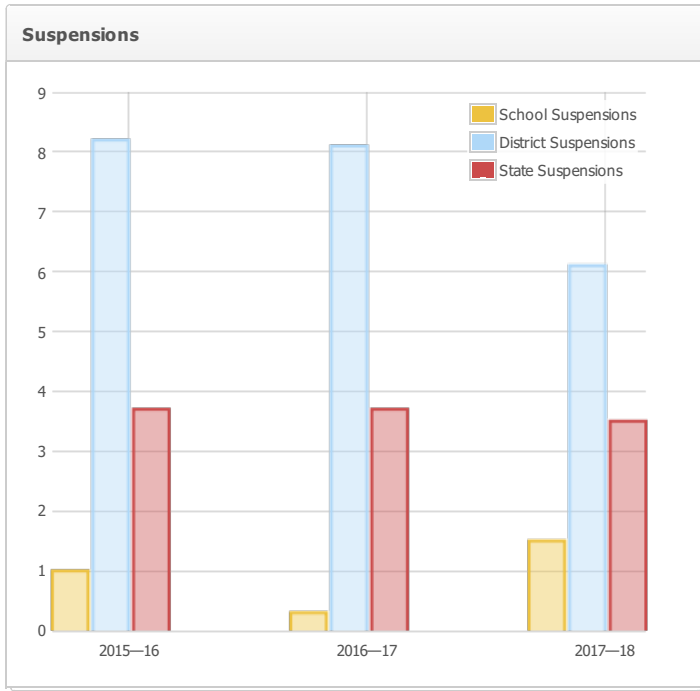
# State Priority: School Climate

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

|             | School  | School  | School  | District | District | District | State   | State   | State   |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate        | 2015—16 | 2016—17 | 2017—18 | 2015—16  | 2016—17  | 2017—18  | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 1.0%    | 0.3%    | 1.5%    | 8.2%     | 8.1%     | 6.1%     | 3.7%    | 3.7%    | 3.5%    |
| Expulsions  | 0.0%    | 0.0%    | 0.0%    | 0.2%     | 0.3%     | 0.2%     | 0.1%    | 0.1%    | 0.1%    |



Last updated: 2/1/2019

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 24.0               | 3                           | 3                            |                            |
| 1           | 24.0               |                             | 3                            |                            |
| 2           | 24.0               |                             | 3                            |                            |
| 3           | 25.0               |                             | 3                            |                            |
| 4           | 24.0               |                             | 3                            |                            |
| 5           | 25.0               |                             | 2                            |                            |
| 6           | 24.0               |                             | 2                            |                            |
| Other**     |                    |                             |                              |                            |

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 24.0               |                             | 3                            |                            |
| 1           | 24.0               |                             | 3                            |                            |
| 2           | 24.0               |                             | 3                            |                            |
| 3           | 25.0               |                             | 3                            |                            |
| 4           | 24.0               |                             | 3                            |                            |
| 5           | 25.0               |                             | 2                            |                            |
| 6           | 25.0               |                             | 2                            |                            |
| Other**     |                    |                             |                              |                            |

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 21.0               | 1                           | 2                            |                            |
| 1           | 24.0               |                             | 3                            |                            |
| 2           | 23.0               |                             | 3                            |                            |
| 3           | 25.0               |                             | 3                            |                            |
| 4           | 25.0               |                             | 3                            |                            |
| 5           | 24.0               |                             | 3                            |                            |
| 6           | 26.0               |                             | 2                            |                            |
| Other**     | 21.0               |                             | 4                            |                            |

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 2/1/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

| <b>Title</b>  | <b>Number of FTE* Assigned to School</b> | <b>Average Number of Students per Academic Counselor</b> |
|---|--|--|
| Academic Counselor                                  |  |  |
| Counselor (Social/Behavioral or Career Development) | 1.0                                      | 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.

*Last updated: 2/1/2019*

**Professional Development**

iLEAD Lancaster provides extensive professional development for its staff before the academic year begins and throughout the year. Ten days prior to the start of the school year is 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 Lancaster 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: 2/1/2019*