

iLEAD Lancaster Charter

School Accountability Report Card Reported Using Data from the 2018—19 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 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Lancaster Elementary
Phone Number	(661) 948-4661
Superintendent	Michele Bowers
Email Address	bowersm@lancsd.org
Website	http://www.lancsd.org

School Contact Information (School Year 2019—20)	
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
Email Address	info@leadlancaster.org
Website	http://leadcharterschool.org
County-District-School (CDS) Code	19646670125559

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

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.

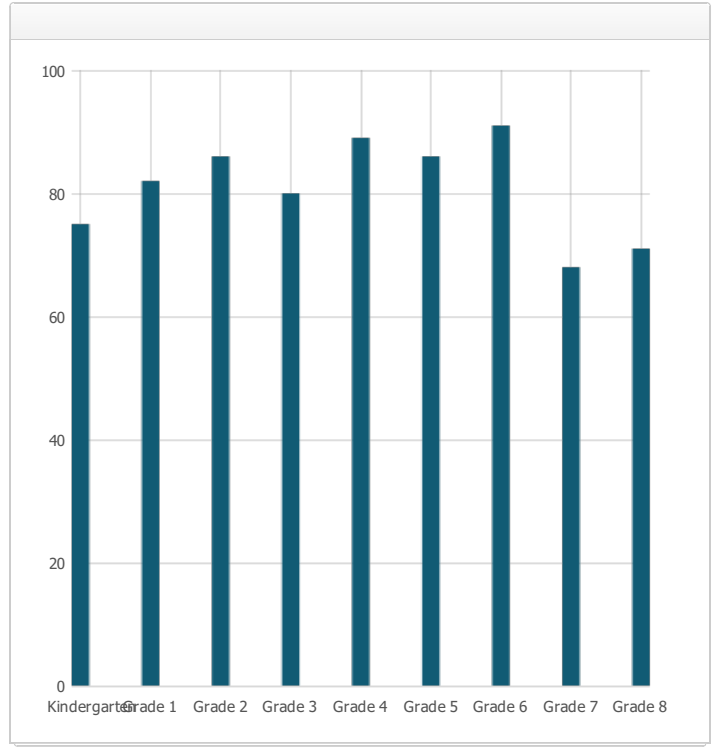
The mission of iLEAD Lancaster Charter School is to empower students to become conscientious, compassionate, and responsible citizens of the world. In this process we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through individualized instruction, 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: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	75
Grade 1	82
Grade 2	86
Grade 3	80
Grade 4	89
Grade 5	86
Grade 6	91
Grade 7	68
Grade 8	71
Total Enrollment	728



Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	25.50 %
American Indian or Alaska Native	%
Asian	0.30 %
Filipino	0.80 %
Hispanic or Latino	38.30 %
Native Hawaiian or Pacific Islander	0.80 %
White	22.00 %
Two or More Races	9.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.50 %
English Learners	6.50 %
Students with Disabilities	12.10 %
Foster Youth	1.20 %
Homeless	0.70 %

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 2019

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: August 2019

Overall Rating	Exemplary
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Last updated: 1/31/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	19.0%	22.0%	32.0%	31.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	9.0%	11.0%	17.0%	18.0%	38.0%	39.0%

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: 1/30/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	488	453	92.83%	7.17%	21.95%
Male	248	223	89.92%	10.08%	18.47%
Female	240	230	95.83%	4.17%	25.33%
Black or African American	126	113	89.68%	10.32%	17.70%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	200	195	97.50%	2.50%	20.62%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	111	99	89.19%	10.81%	27.55%
Two or More Races	40	35	87.50%	12.50%	11.43%
Socioeconomically Disadvantaged	352	332	94.32%	5.68%	19.09%
English Learners	45	44	97.78%	2.22%	11.63%
Students with Disabilities	81	68	83.95%	16.05%	5.88%
Students Receiving Migrant Education Services					
Foster Youth	11	10	90.91%	9.09%	20.00%
Homeless					

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: 1/30/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	488	444	90.98%	9.02%	11.29%
Male	248	220	88.71%	11.29%	12.33%
Female	240	224	93.33%	6.67%	10.27%
Black or African American	126	111	88.10%	11.90%	7.21%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	200	189	94.50%	5.50%	10.64%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	111	98	88.29%	11.71%	17.35%
Two or More Races	40	35	87.50%	12.50%	2.86%
Socioeconomically Disadvantaged	352	326	92.61%	7.39%	8.31%
English Learners	45	43	95.56%	4.44%	0.00%
Students with Disabilities	81	65	80.25%	19.75%	7.69%
Students Receiving Migrant Education Services					
Foster Youth	11	9	81.82%	18.18%	0.00%
Homeless					

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: 1/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

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 2018—19)

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	21.70%	14.50%	8.40%
7	9.50%	15.90%	6.30%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/30/2020

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 2019—20)

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: 1/30/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.30%	1.50%	1.20%	8.10%	6.10%	5.20%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.30%	0.20%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

It is the vision of iLEAD Lancaster to provide a safe learning environment for all of our learners, staff and families. It is our goal to provide a safe learning space, where families feel comfortable leaving their learners for the day, knowing they will be protected and kept safe. It is a place where learners feel welcomed and comfortable. A place where learning is the focus and safety is not a concern.

The Purpose of the iLEAD Lancaster Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of all iLEAD Schools and its employees. Developing, maintaining and exercising the plan empowers employees to respond quickly and knowledgeably in the case of an incident or an emergency. The plan identifies the roles for all staff, faculty, learners, and other key stakeholders including their respective responsibilities before, during, and after an incident. This plan provides parents and other community members with the assurance that iLEAD Schools have developed and established guidelines and procedures to respond to an incident or a hazard in an effective way.

The developed guideline and procedures for dealing with existing and potential learners and school incidents are defined in the plan. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to prevent, prepare for, respond to, and recover for an incident.

The safety plan was last reviewed in November 2019.

Last updated: 1/30/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		3	
1	24.00		3	
2	24.00		3	
3	25.00		3	
4	24.00		3	
5	25.00		2	
6	27.00		2	
Other**	5.00	1		

* 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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	2	
1	24.00		3	
2	23.00		3	
3	25.00		3	
4	25.00		3	
5	24.00		3	
6	26.00		2	
Other**	21.00		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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00	3		
1	24.00	3	3	
2	24.00	3	3	
3	24.00	3	3	
4	24.00	3	3	
5	24.00	3	3	
6	24.00	3	3	
Other**	1.00		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: 1/31/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	1.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	3.00
Other	

*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: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10495.00	\$749.00	\$9749.00	--
District	N/A	N/A	--	\$82064.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82663.00
Percent Difference – School Site and State	N/A	N/A	--	--

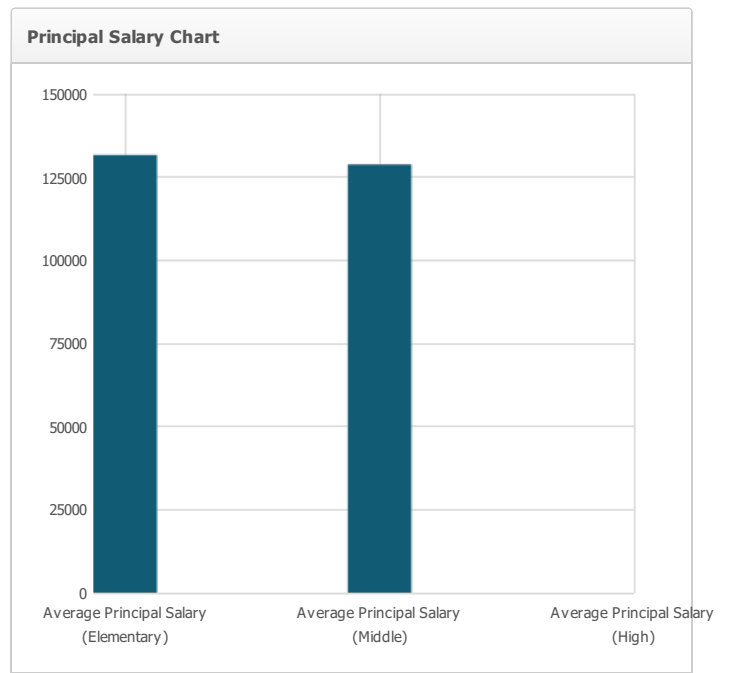
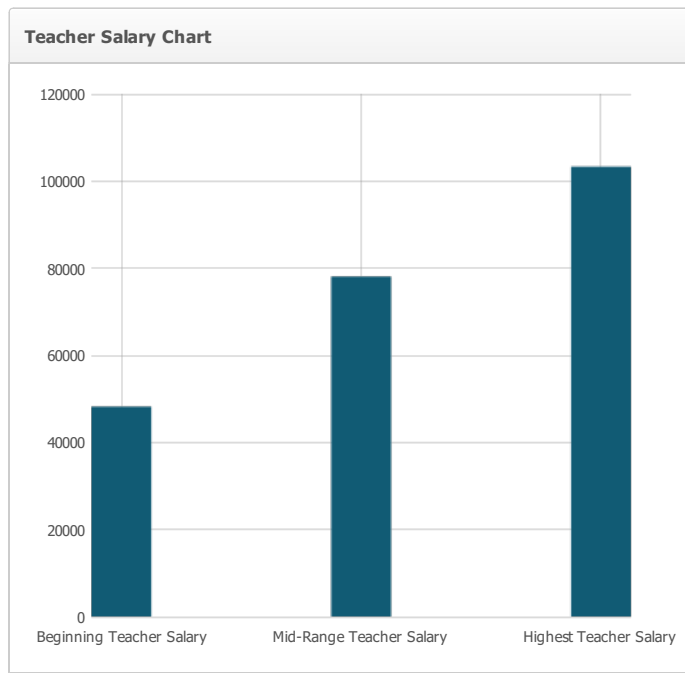
Note: Cells with N/A values do not require data.

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,227	\$45,741
Mid-Range Teacher Salary	\$78,094	\$81,840
Highest Teacher Salary	\$103,314	\$102,065
Average Principal Salary (Elementary)	\$131,661	\$129,221
Average Principal Salary (Middle)	\$128,788	\$132,874
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$219,000	\$224,581
Percent of Budget for Teacher Salaries	37.00%	36.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/30/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	54	54	61