2019–2020 School Accountability Report Card

School Accountability Report Card
Reported Using Data from the 2019–2020 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/](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/fg/aa/lc/](https://www.cde.ca.gov/fg/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/](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).

California School Dashboard

The California School Dashboard (Dashboard) [https://www.caschooldashboard.org/](https://www.caschooldashboard.org/) reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Ms. Nykole Kent, Site Director

- Principal, iLEAD Lancaster Charter
About Our School

Principal's Comment

iLEAD Lancaster offers a student-centered approach to education that focuses on project-based and social-emotional learning principles. Its curriculum is designed to equip students with the critical thinking, problem-solving, and entrepreneurial skills necessary to succeed in a 21st-century world.

Contact

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

Phone: 661-722-4287  
Email: director@ileadlancaster.org

About This School

Contact Information (School Year 2020–2021)

<table>
<thead>
<tr>
<th>District Contact Information (School Year 2020–2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Name</strong></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
</tr>
<tr>
<td><strong>Superintendent</strong></td>
</tr>
<tr>
<td><strong>Email Address</strong></td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Contact Information (School Year 2020–2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name</strong></td>
</tr>
<tr>
<td><strong>Street</strong></td>
</tr>
<tr>
<td><strong>City, State, Zip</strong></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
</tr>
<tr>
<td><strong>Principal</strong></td>
</tr>
<tr>
<td><strong>Email Address</strong></td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
<tr>
<td><strong>County-District-School (CDS) Code</strong></td>
</tr>
</tbody>
</table>
School Description and Mission Statement (School Year 2020–2021)


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

Student Enrollment by Grade Level (School Year 2019–2020)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>76</td>
</tr>
<tr>
<td>Grade 1</td>
<td>79</td>
</tr>
<tr>
<td>Grade 2</td>
<td>81</td>
</tr>
<tr>
<td>Grade 3</td>
<td>86</td>
</tr>
<tr>
<td>Grade 4</td>
<td>80</td>
</tr>
<tr>
<td>Grade 5</td>
<td>95</td>
</tr>
<tr>
<td>Grade 6</td>
<td>87</td>
</tr>
<tr>
<td>Grade 7</td>
<td>85</td>
</tr>
<tr>
<td>Grade 8</td>
<td>65</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>734</td>
</tr>
</tbody>
</table>
### Student Enrollment by Student Group (School Year 2019–2020)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>26.40 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.10 %</td>
</tr>
<tr>
<td>Asian</td>
<td>0.30 %</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.50 %</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>44.30 %</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.30 %</td>
</tr>
<tr>
<td>White</td>
<td>19.60 %</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>7.40 %</td>
</tr>
<tr>
<td><strong>Student Group (Other)</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Last updated: 1/29/2021*
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

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

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

Year and month of the most recent FIT report: January 2021

Overall Rating: Exemplary

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts / Literacy (grades 3-8 and 11)</td>
<td>22.0%</td>
<td>N/A</td>
<td>31.0%</td>
<td>N/A</td>
<td>50%</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
<td>11.0%</td>
<td>N/A</td>
<td>18.0%</td>
<td>N/A</td>
<td>39%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/29/2021
## CAASPP Test Results in ELA by Student Group

**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Male</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Learners</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Homeless</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

_Last updated: 1/29/2021_
## CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019–2020)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Male</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Learners</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Homeless</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/29/2021
CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (grades 5, 8, and high school)</td>
<td>10</td>
<td>N/A</td>
<td>14</td>
<td>N/A</td>
<td>30</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Male</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Learners</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Last updated: 1/21/2021
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 2019–2020)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage of Students Meeting Four of Six Fitness Standards</th>
<th>Percentage of Students Meeting Five of Six Fitness Standards</th>
<th>Percentage of Students Meeting Six of Six Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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 2020–2021)

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
(data collected between July through June, each full school year respectively)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>1.50%</td>
<td>1.20%</td>
<td>6.10%</td>
<td>5.20%</td>
<td>3.50%</td>
<td>3.50%</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.20%</td>
<td>0.00%</td>
<td>0.10%</td>
<td>0.10%</td>
</tr>
</tbody>
</table>

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>0.07%</td>
<td>4.90%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.00%</td>
<td>0.05%</td>
<td>0.10%</td>
</tr>
</tbody>
</table>

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)
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 January 2021.

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 (2017–2018)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Class Size</th>
<th>Number of Classes *</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1-20</td>
</tr>
<tr>
<td>K</td>
<td>21.00</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>24.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>23.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>24.00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>26.00</td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td>21.00</td>
<td></td>
</tr>
</tbody>
</table>

* 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 (2018–2019)

Visit the official website for the latest and most detailed information.
### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

The ratio of pupils to academic counselor for the school year 2019–2020 is as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Class Size</th>
<th>Number of Classes * 1-20</th>
<th>Number of Classes * 21-32</th>
<th>Number of Classes * 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>24.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>24.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>24.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>25.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>24.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>25.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>27.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td>5.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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.
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.

**Student Support Services Staff (School Year 2019–2020)**

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE Assigned to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor (Academic, Social/Behavioral or Career Development)</td>
<td>1.00</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td></td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td>1.00</td>
</tr>
<tr>
<td>Social Worker</td>
<td>1.00</td>
</tr>
<tr>
<td>Nurse</td>
<td>1.00</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>1.00</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1.00</td>
</tr>
</tbody>
</table>

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 2018–2019)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Restricted)</th>
<th>Expenditures Per Pupil (Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$12408.56</td>
<td>$1325.36</td>
<td>$11083.20</td>
<td>$53087.04</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>$11083.20</td>
<td>$84183.00</td>
</tr>
<tr>
<td>Percent Difference – School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td>0.00%</td>
<td>84183.00%</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$7750.12</td>
<td>$84183.00</td>
</tr>
<tr>
<td>Percent Difference – School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td>69.92%</td>
<td>63.06%</td>
</tr>
</tbody>
</table>

### Teacher and Administrative Salaries (Fiscal Year 2018–2019)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$48,709</td>
<td>$51,004</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$78,875</td>
<td>$82,919</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$104,235</td>
<td>$104,604</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$132,972</td>
<td>$131,277</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$129,876</td>
<td>$136,163</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$128,660</td>
<td></td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$224,352</td>
<td>$230,860</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>34.00%</td>
<td>35.00%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>5.00%</td>
<td>5.00%</td>
</tr>
</tbody>
</table>

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at [https://www.cde.ca.gov/ds/fd/cs/](https://www.cde.ca.gov/ds/fd/cs/).
### Professional Development

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of school days dedicated to Staff Development and Continuous Improvement</td>
<td>54</td>
<td>61</td>
<td>61</td>
</tr>
</tbody>
</table>