

iLEAD Online Charter School

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.

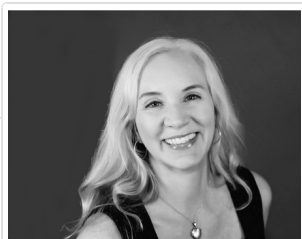
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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.



Erin Jones

Principal, iLEAD Online Charter School

About Our School

iLEAD Online is a personalized approach to online learning. We aim to emphasize a positive school culture, with responsive and engaging communication and positive relationships with our facilitators and staff.

Our Curriculum: All iLEAD Online courses are created, written, developed and managed by our own facilitators. iLEAD Online emphasizes instructor availability, communication and access to ensure success. Our courses are flexible, project based, and customizable to best fit the passions, interests and needs of the learner. We do not purchase pre-made courses. Our high school courses are UC/CSU a-g approved courses. We do not require real time class meetings, and learners do have access to iLEAD activities and workshops, tutoring, science labs and more!

Our Facilitators (Teachers): Our facilitators are Project Based Learning experts and place emphasis on tailoring courses to your learner's needs. They are happy to modify projects, assignments and courses to best fit the learning plan needed to support success. We use dedicated iLEAD facilitators only who work with your guides, advisors, school sites to support learners with flexible learning plans to best meet the needs of each individual learner. We strongly believe your learner will succeed when best supported by a personalized learning team. Because we focus on project based learning as opposed to computer based testing we ensure deeper, more authentic learning. Your learner will be held to a higher accountability measure than many online programs and be required to go beyond the typical computer based testing model.

Our Support: iLEAD Online learners have access to real time tutors, access to meet with course facilitators as needed, and are assigned a one-one academic coach. All iLEAD learners complete an onboarding orientation to master LMS navigation, as well as compete netiquette and digital citizenship training. These digital soft skills are essential in a quality online program.

Our Learners (Students) : Technology has revolutionized flexibility and options in education. Flexibility of school schedules is essential to meet the needs of a digital rather than an agricultural economy. iLEAD promotes the philosophy of learners as leaders, servers, problem-solvers, creators, collaborators and deep thinkers. iLEAD Online courses encourage all of those qualities and provides the flexibility of online learning.

Contact

*iLEAD Online Charter School
3720 Sierra Highway
Acton, CA 93510*

Phone: 661-441-6636

E-mail: erin.jones@leadschools.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-5999
Superintendent	Larry King
E-mail Address	king@aadusd.k12.ca.us
Web Site	http://www.aadusd.k12.ca.us/

School Contact Information (School Year 2017-18)	
School Name	iLEAD Online Charter School
Street	3720 Sierra Highway
City, State, Zip	Acton, Ca, 93510
Phone Number	661-441-6636
Principal	Erin Jones
E-mail Address	erin.jones@leadschools.org
Web Site	http://leadonline.org
County-District-School (CDS) Code	19753090136531

Last updated: 1/25/2018

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

iLEAD Online is a free public charter that supports learners to meet their individual goals through personalized learning. With clear and personalized guidance, learners determine their course of study and method of obtaining graduation requirements through online courses, community activities, internships with peer advisory support and one-on-one support. Learners realize their potential as confident, engaged learners, and active community members while working toward a high school diploma and gaining invaluable real-life experience.

The mission of iLEAD Online is to collaborate with learners in personalized learning, lifelong learning, college and career readiness, and community partnership. In doing so, learners become self-directed leaders, problem solvers, creators, collaborators, innovators, and active community members. We accomplish this through a rigorous, relevant, and attainable education program that blends online study, community experience, and one-on-one support based on the Common Core Standards. We celebrate and foster learners' individuality, and support them in discovering their highest potential in the environment that best suits their needs.

Last updated: 1/25/2018

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

Grade Level	Number of Students
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Last updated: 1/25/2018

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	%
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Other	100.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%
Foster Youth	%

Last updated: 1/25/2018

A. Conditions of Learning

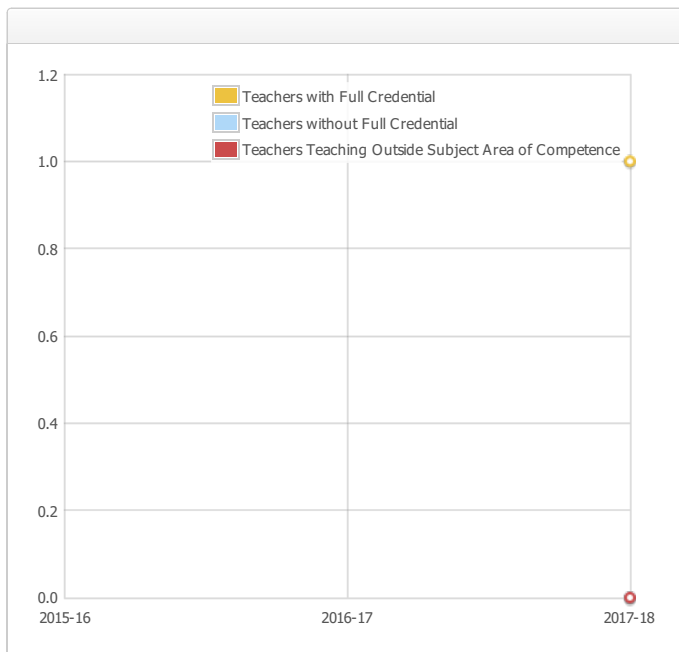
State Priority: Basic

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

Teacher Credentials

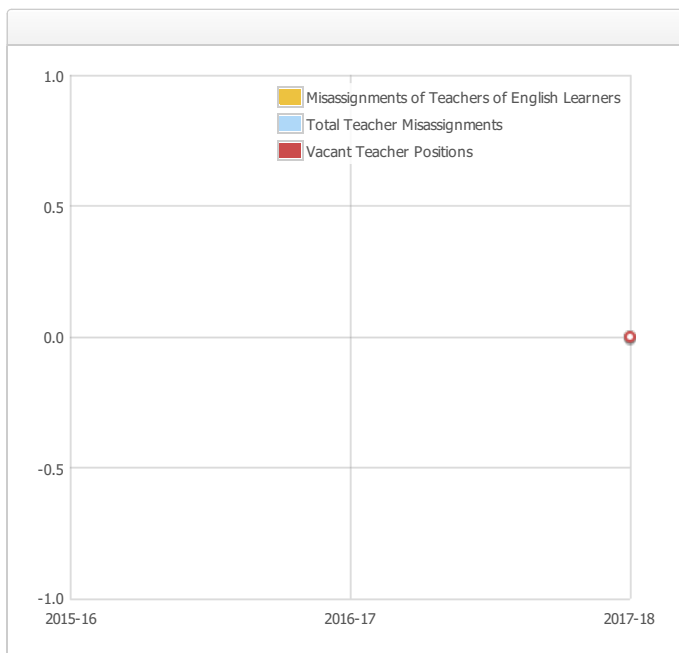
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential			1	1
Without Full Credential			0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	0



Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/25/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: July 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	iLEAD Online uses online content created by highly qualified teachers as well as a variety of opensource that meet state iNOCAL standards for academic content. Learners have voice and choice in each content area curriculum. With the help of highly qualified teachers to determine a learning plan in each subject that both meets state standards and students' individual learning needs.	Yes	0.0 %
Mathematics	iLEAD Online uses online content created by highly qualified teachers as well as a variety of opensource that meet state iNOCAL standards for academic content. Learners have voice and choice in each content area curriculum. With the help of highly qualified teachers to determine a learning plan in each subject that both meets state standards and students' individual learning needs.	Yes	0.0 %
Science	iLEAD Online uses online content created by highly qualified teachers as well as a variety of opensource that meet state iNOCAL standards for academic content. Learners have voice and choice in each content area curriculum. With the help of highly qualified teachers to determine a learning plan in each subject that both meets state standards and students' individual learning needs. In addition, learners attend onsite science labs to complete the lab portion of science courses. Lab supplies and kits come from a variety of vendors such as Flynn Scientific.	Yes	0.0 %
History-Social Science	iLEAD Online uses online content created by highly qualified teachers as well as a variety of opensource that meet state iNOCAL standards for academic content. Learners have voice and choice in each content area curriculum. With the help of highly qualified teachers to determine a learning plan in each subject that both meets state standards and students' individual learning needs.	Yes	0.0 %
Foreign Language	iLEAD Online uses online content created by highly qualified teachers as well as a variety of opensource that meet state iNOCAL standards for academic content. Learners have voice and choice in each content area curriculum. With the help of highly qualified teachers to determine a learning plan in each subject that both meets state standards and students' individual learning needs.	Yes	0.0 %
Health	iLEAD Online uses online content created by highly qualified teachers as well as a variety of opensource that meet state iNOCAL standards for academic content. Learners have voice and choice in each content area curriculum. With the help of highly qualified teachers to determine a learning plan in each subject that both meets state standards and students' individual learning needs.	Yes	0.0 %
Visual and Performing Arts	iLEAD Online uses online content created by highly qualified teachers as well as a variety of opensource that meet state iNOCAL standards for academic content. Learners have voice and choice in each content area curriculum. With the help of highly qualified teachers to determine a learning plan in each subject that both meets state standards and students' individual learning needs.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/25/2018

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)						
Mathematics (grades 3-8 and 11)						

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: 1/25/2018

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				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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: 1/25/2018

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				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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.

Last updated: 1/25/2018

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)					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: 1/25/2018

Career Technical Education Programs (School Year 2016-17)

iLEAD Online offers several classes that provide pre-technical opportunities, such as Criminal Justice, Photography, Digital Animation, and Psychology.

All learners are encouraged to take a CTE course before graduation. These courses are designed solely for career exploration and preparation, including career research, resume and cover letter writing, interview practice, and a number of internship hours in the field. Our Criminal Justice and Mock Trial courses invited speakers from the Justice Project as part of their studies and workshops.

Learners are encouraged and supported in working with community mentors and experts in projects. This allows authentic learning and evaluation to occur between expert and learner. For example, our Criminal Justice CTE course regularly invites industry experts as guest speakers. Internship is one of the four cornerstones of the iLEAD Online Charter School program. iLEAD Online Charter School works with an outreach coordinator, contracted through iLEAD Schools, to promote community partnerships. Our CTE courses offer opportunities to learn from Industry Experts. In CTE, community experts are often partnered with students for student-created projects.

Capstone courses include opportunity for Photoshop certification, AP test, Criminal Justice college course completion

Last updated: 1/25/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/25/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

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: 1/25/2018

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)

We value the authentic engagement of families at iLEAD Online. The following are ways for parents/families to become involved in school activities:

Monday Message: All families receive a weekly email update. Updates include important information, upcoming events, and opportunities for engagement..

Semester ILPs: Each semester, learners and families meet with the primary teacher to create an Individual Learning Plan. This learning plan serves as a goal setting sheet for the upcoming semester.

Presentations of Learning and Learner Showcases: Both events are an opportunity for learners to present their projects and big work on our school website and courses.

Semester Surveys: Families receive a survey each semester to provide invaluable feedback on the program.

Learning Management System: Each family receives a parent log in to the school's learning management system to see grades, coursework, etc. and participate in Presentations of Learning and Learner Showcases.

State Priority: Pupil Engagement

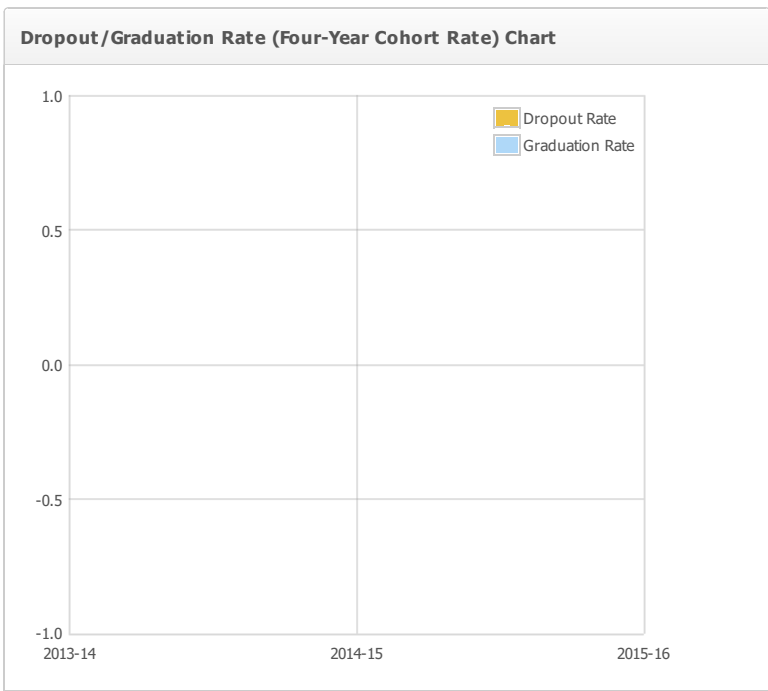
Last updated: 1/25/2018

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	--	--	--	--	--	--	--	--	--
Graduation Rate	--	--	--	86.7%	94.4%	91.0%	81.0%	82.3%	83.8%



Last updated: 1/25/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	39.4%	87.1%
Black or African American	--	19.1%	79.2%
American Indian or Alaska Native	--	11.1%	80.2%
Asian	--	46.7%	94.4%
Filipino	--	50.0%	93.8%
Hispanic or Latino	--	31.6%	84.6%
Native Hawaiian or Pacific Islander	--	28.6%	86.6%
White	--	69.0%	91.0%
Two or More Races	--	92.0%	90.6%
Socioeconomically Disadvantaged	--	29.2%	85.5%
English Learners	--	19.4%	55.4%
Students with Disabilities	--	56.0%	63.9%
Foster Youth	--	--	--

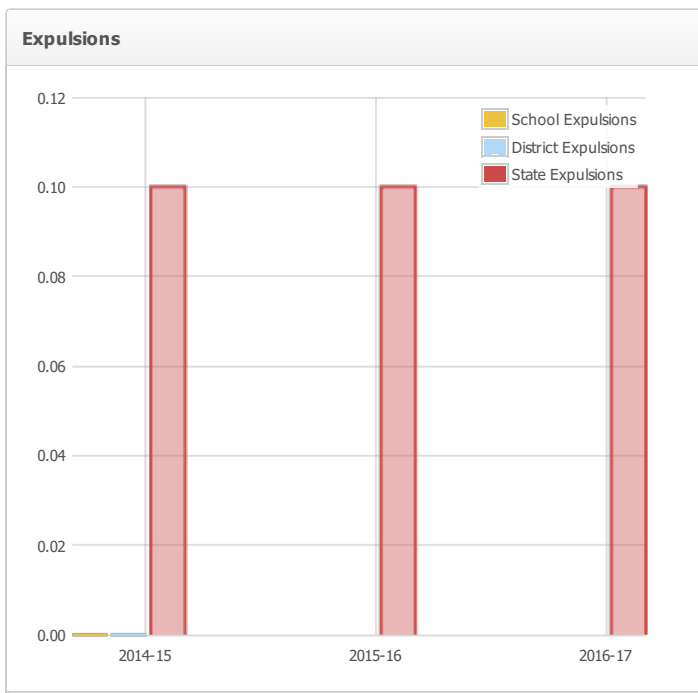
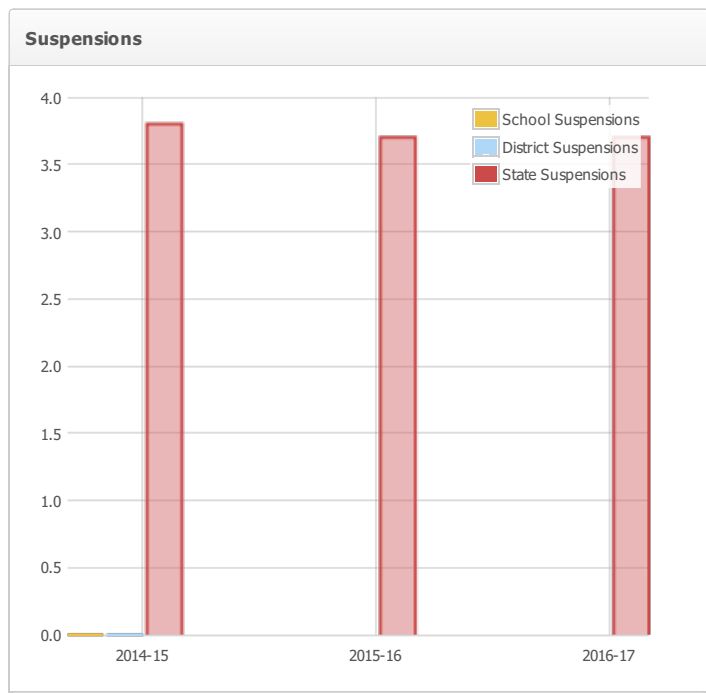
State Priority: School Climate

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	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/25/2018

School Safety Plan (School Year 2017-18)

iLEAD Online defines school safety as a safe online community for learning.

iLEAD Online Charter School does not have any sites. When needed we utilize the existing iLEAD schools sites. Our LMS is our school community responsible for setting the tone of the school. We advocate learner choice in course projects, collaboration, discussions, and participation in POLs. We require an onboarding Orientation process that allows learners to learn navigation, digital citizenship skills and how to evaluate sources and discern what is a reputable and quality website for information. Digital Citizenship is an essential element in our school. Digital Citizenship involves responsibilities such as how to be an upstander, how to prevent cyberbullying, how to safely and responsibly use social media and support an inclusive, safe online learning environment.

Last updated: 1/25/2018

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		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 1/25/2018

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												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		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: 1/25/2018

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	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	--	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/25/2018

Types of Services Funded (Fiscal Year 2016-17)

Advisory/ Coach relationship and regular communication as well as Orientation process shown as an opportunity to develop parent buy in and family support.

ILP: During the orientation process, learner, family, and coach will meet to create their Individual Learning Plan. The learning plan is based on orientation activities, such as MAP assessment scores, identifying passions and interests, and examining graduation requirements.

1:1 Meetings: These meetings between coach and learner allow for small or large changes in the ILP throughout the semester/year. Coaches also meet regularly with parent/family to maintain learner support and refine plan as needed.

Think tank staff weekly meetings have proven to be an essential communication tool for goal setting and refinement of operations

The Student Support Team provides the support and accommodations learners need within the classroom setting. Facilitators work with the Education Specialists and Counselors from the Student Support Team so that they know what type of accommodations work with each learner in order for them to provide effective support on a daily basis when the Education Specialist is not in the classroom providing specialized academic instruction (SAI) services directly. We have a very collaborative model. Everyone works together to support learners with or without IEPs. The Student Support Team is contracted through iLEAD Schools to ensure iLEAD Online Charter School remains compliant with El Dorado SELPA and state mandates. iLEAD Online Charter School also contracts with iLEAD to utilize a CELDT coordinator to ensure best practices and compliance for English Language Program mandates.

Learner ILPs, Meetings, Advisory, portfolio, and presentation are processes that hold learners and facilitators accountable for meeting graduation requirements. As many learners come from packet-based credit recovery charters, the shift to projects can be difficult. iLEAD Online Charter School is continuing to listen to learner informal feedback to create systems that help learners to “detox” from past systems of learning and feel confident in meeting requirements. For example, a graduation roadmap was created for learners to keep track of progress. iLEAD Online also offers an eight week elective on the college planning and essay writing process. By the end of the course, students will be able to have a portfolio ready to use for their college applications.

A tutor also provides support daily for all learners in all subjects.

Safety - The entire organization strives to ensure staff and learners feel physically and psychologically safe.

Trustworthiness and transparency - Organizational operations and decisions are conducted with transparency and the goal of building and maintaining trust among staff, learners, and family members of those receiving services.

Peer support and mutual self-help - These are integral to the organizational and service delivery approach and are understood as a key vehicle for building trust, establishing safety, and empowerment.

Collaboration and mutuality - There is true partnering and leveling of power differences between staff and learners. There is recognition that healing and learning happens in relationships and in the meaningful sharing of power and decision-making. The organization recognizes that everyone has a role to play.
 Empowerment, voice, and choice - Throughout the organization and among learners, individuals' strengths are recognized, built on, and validated and new skills developed as necessary. The organization aims to strengthen the staff's, learners', and family members' experience of choice and recognize that every person's experience is unique and requires an individualized approach. This includes a belief in resilience and in the ability of individuals, organizations, and communities to heal and promote learning. This builds on what learners, staff, and communities have to offer, rather than responding to perceived deficits.
 Cultural, historical, and gender issues - The organization actively moves past cultural stereotypes and biases (e.g., based on race, ethnicity, sexual orientation, age, geography), offers gender responsive services, leverages the healing value of traditional cultural connections, and recognizes and addresses historical trauma.

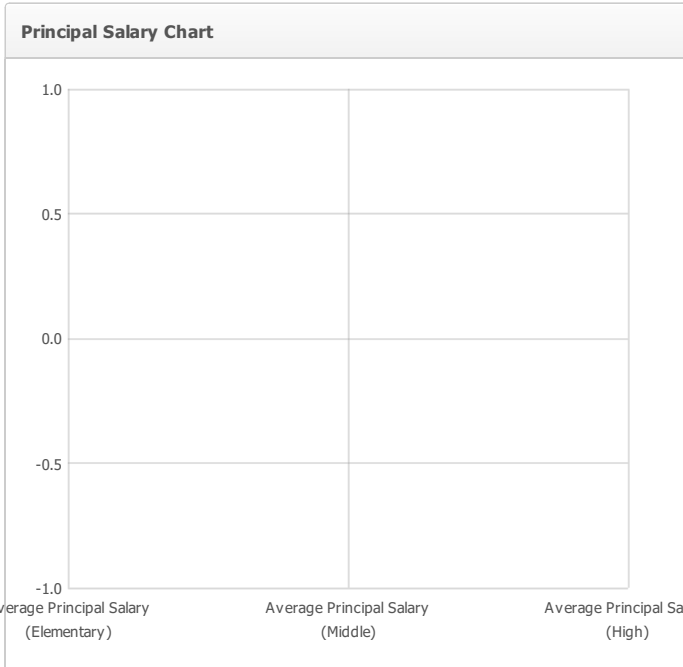
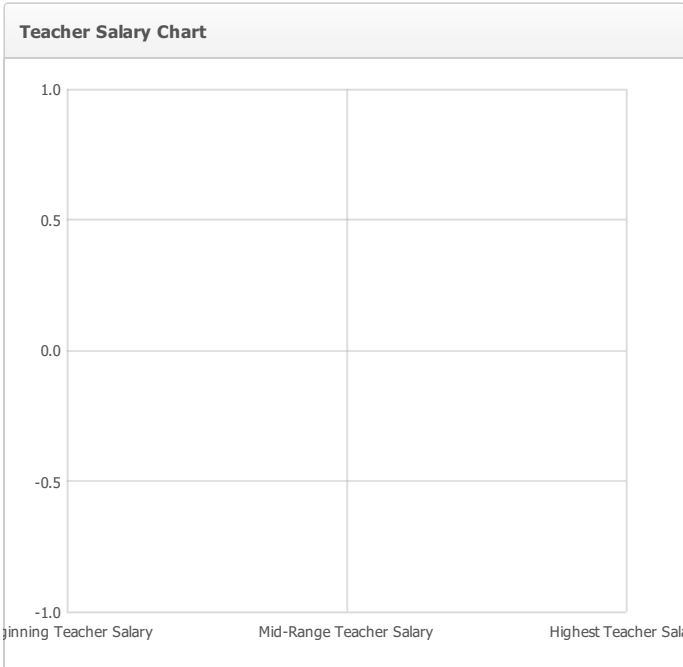
Last updated: 1/25/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--

Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



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Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments of at least one student.

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Professional Development

Currently, there are a number of systems in place to review learner needs and make decisions that focus on improving attainment of standards and the Areas of Knowledge. School leadership encourages and empowers the staff to participate in these processes and values their suggestions. Ultimately, the actions of the school leadership are based upon the achievement and needs of the learners, both academic and personal.

Weekly Professional Development

Weekly PD topics focus on facilitator leadership in being partners for learner success. Topics are introduced and discussed as to how to best improve/implement existing and new strategies for learner success. Because the school is small, professional development is highly flexible and inclusive of all voices in decision making. Think Tank Friday meeting. This meeting is a protected time scheduled every week where participants meet to discuss a variety of issues that are impacting the school and/or organization and coming up with solutions. The Think Tank functions effectively because there is trust, collaboration, equity, and the belief that we can come up with effective solutions. Think Tank is composed of the Director, Lead Facilitator, Academic Coach, Office Manager and Registrar Support.

Leadership Teams will be implemented in coming years as we grow (we currently do not have the staff capacity to do so now). Currently, The Program Coordinator receives the needed support and collaborates with both the CA Regional Director and Local Director Support as well as leadership collaboration with California based iLEAD Directors and Program Coordinators in a monthly collab. Leadership teams are designed to celebrate and cultivate the leadership of every member of the school community, including staff members. Staff and learners are encouraged to design school programs and participate in school problem-solving and decision making to increase student learning and success. Each month, time will be set aside intentionally for staff to participate in Leadership Team. These teams, led completely by staff, will take a deep look at various aspects of the school and work on designing solutions that promote and meet the needs of the learners. Teams will include: Curriculum and Instruction; Student Support; Culture; and Operations.

Data Protocol

Lastly, Facilitators engage in data protocol processes monthly. This process allows Facilitators to look at learner achievement data and make specific plans of action to improve identified areas of need. Data Protocol is assessed and reflected on at the closure of each semester.

Currently, iLEAD Online Charter School utilizes a variety of processes for communication, planning, and resolution.

Weekly Staff Email: The Director sends a weekly staff email to communicate the upcoming week's schedule, highlights, focuses, etc. This is also an opportunity for the Director to infuse school culture and development to staff through videos, quotes, and skills to use. All staff and learners receive a Google Business email.

Google Apps: iLEAD Online Charter School utilizes Google Apps for planning, communication, and documentation with both staff and learners.

Monthly Professional Development: iLEAD Online Charter School works with the iLEAD Maker Team to identify and address planning and development needs. This process is implemented by the Lead Facilitator.

Restorative Practices: iLEAD Online Charter School uses Restorative Principles and Practices in communication and resolution. By implementing this with staff, learners, and stakeholders, consistency and modeling help to make this process most effective.

iLEAD Online Charter School is effective in their internal planning process through weekly email updates, staff collaboration and planning time, Think Tanks, and planned Leadership Teams. School leadership works with the iLEAD CMO through monthly new business meetings, Director Collabs, monthly meetings with the Maker Team, and regular communication with the Back Office Operational Support team.

There is regular and ongoing professional learning to support new facilitators' development, as well as expand the practice of veteran staff. All staff attend a 1 week summer professional development, a 2-day staff retreat, weekly collaboration and PD, and 2 weeks of PD during the school year. BTSA costs for both facilitators and support providers are built into the budget and will be adjusted based on the need to make sure that all teachers are able to complete their Professional Clear Credential and satisfy ongoing professional learning requirements.

The staff evaluation process at iLEAD Online Charter School mirrors the Individual Learning Plan (ILP) process with learners. Each staff member, in collaboration with administration, sets four goals for professional growth with one specifically focusing on deeper learning, a second on assessment of learner growth, a third on leadership in and out of the classroom, and a fourth developed in an area of growth specifically identified with the California Standards of the Teaching Practice rubric.

Reflective Supervision

As part of the reflective supervision process, teachers/staff are required to participate in reflective supervision that they use to document growth towards their professional goals. The process includes the following:

My Goals (This is for the teacher's own ILP-individual learning plan form). As part of their goals, teachers identify 2-3 subdomains on the CSTP rubric to focus discussions and provide a framework to identify areas of growth.

My Learning (This section is for reflections and reflection forms completed throughout the academic year)

My Contributions (documentation of how the individual teacher contributed to the school through the year)

My Celebrations (what the teachers are most proud of, notes/cards, memorable events).

Each staff member will be presenting their process at the Staff Showcase of Learning in late Spring. Throughout the year, there are periodic individual check-in

meetings with administrators and other facilitators to discuss the progress facilitators have made toward achieving their goals and reflection completion. Administration works to ensure that staff receives the support they require to meet their professional goals. They conduct regular observation and provide teachers constructive feedback. Fellow teachers will serve as accountability partners for the teacher to help provide support in accomplishing the various steps required in the evaluation process. Teachers are coached through the year to help them overcome any challenges. Reflection is a key component of the process to ensure teacher growth and development. At the end of the year, facilitators meet with administration individually for a final evaluation of growth.

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