

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.



Erin Jones, Director

Principal, iLEAD Online

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
3720 Sierra Hwy.
Acton, CA 93510-0500

Phone: 661-441-6636

Email: online.classes@leadschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-0750
Superintendent	Lawrence King
Email Address	king@aadusd.k12.ca.us
Website	http://www.aadusd.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	iLEAD Online
Street	3720 Sierra Hwy.
City, State, Zip	Acton, Ca, 93510-0500
Phone Number	661-441-6636
Principal	Erin Jones, Director
Email Address	online.classes@leadschools.org
Website	https://leadonline.org/
County-District-School (CDS) Code	19753090136531

Last updated: 1/14/2020

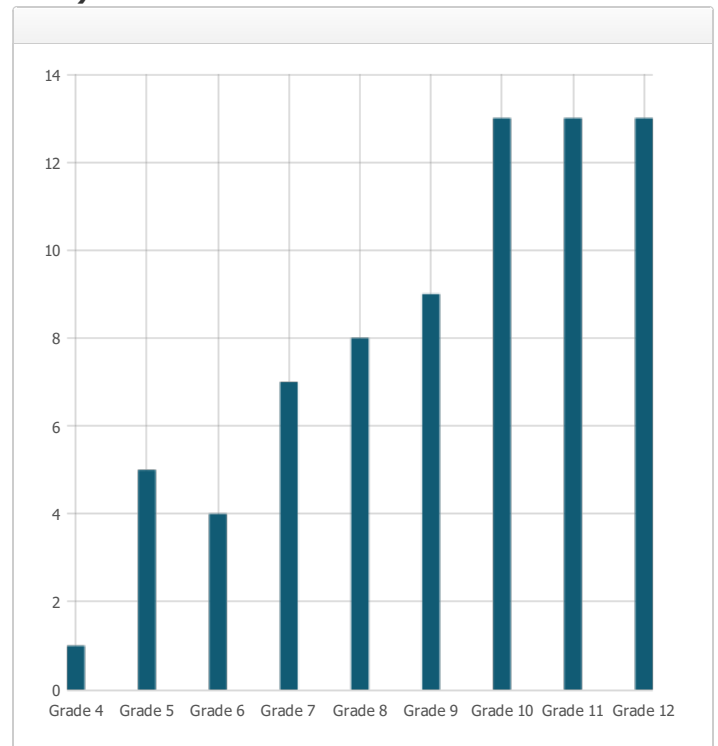
School Description and Mission Statement (School Year 2019—20)

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: 1/14/2020

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

Grade Level	Number of Students
Grade 4	1
Grade 5	5
Grade 6	4
Grade 7	7
Grade 8	8
Grade 9	9
Grade 10	13
Grade 11	13
Grade 12	13
Total Enrollment	73



Last updated: 1/23/2020

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

Student Group	Percent of Total Enrollment
Black or African American	15.10 %
American Indian or Alaska Native	0.00 %
Asian	2.70 %
Filipino	0.70 %
Hispanic or Latino	20.50 %
Native Hawaiian or Pacific Islander	0.00 %
White	56.20 %
Two or More Races	5.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	47.90 %
English Learners	0.00 %
Students with Disabilities	1.00 %
Foster Youth	0.00 %
Homeless	0.00 %

A. Conditions of Learning

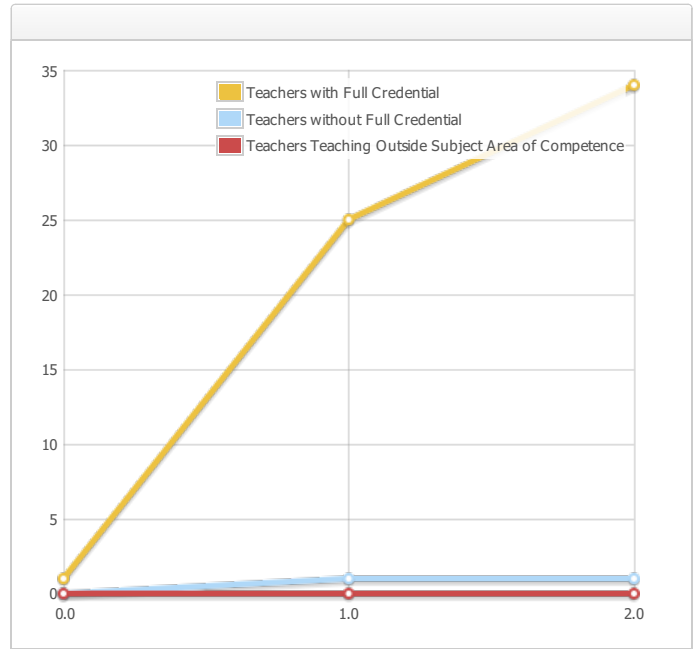
State Priority: Basic

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

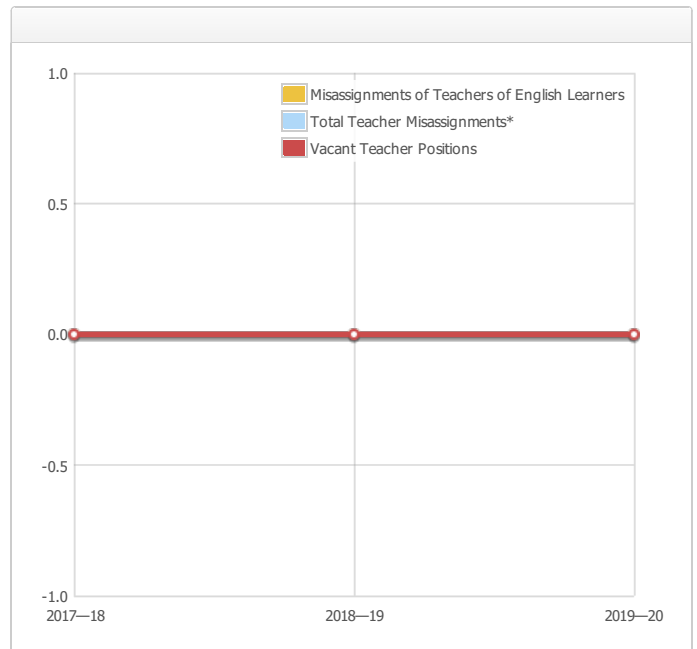
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	1	25	34	
Without Full Credential	0	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/14/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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: 1/14/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	iLEAD Online uses iLEAD Online Publisher UC approved courses as our approved curriculum 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	0.00 %
Mathematics	iLEAD Online uses iLEAD Online Publisher UC approved courses as our approved curriculum 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	0.00 %
Science	iLEAD Online uses iLEAD Online Publisher UC approved courses as our approved curriculum 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	0.00 %
History-Social Science	iLEAD Online uses iLEAD Online Publisher UC approved courses as our approved curriculum 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	0.00 %
Foreign Language	iLEAD Online uses iLEAD Online Publisher UC approved courses as our approved curriculum 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	0.00 %
Health	iLEAD Online uses iLEAD Online Publisher UC approved courses as our approved curriculum 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	0.00 %
Visual and Performing Arts	iLEAD Online uses iLEAD Online Publisher UC approved courses as our approved curriculum 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: 1/14/2020

School Facility Conditions and Planned Improvements

n/a

Last updated: 1/14/2020

School Facility Good Repair Status

Year and month of the most recent FIT report:

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

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating

Last updated: 1/14/2020

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)	25.0%	50.0%	42.0%	41.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	25.0%	18.0%	25.0%	20.0%	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: 1/14/2020

**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	52	22	42.31%	57.69%	50.00%
Male	19	9	47.37%	52.63%	22.22%
Female	33	13	39.39%	60.61%	69.23%
Black or African American	11	5	45.45%	54.55%	80.00%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	14	7	50.00%	50.00%	42.86%
Native Hawaiian or Pacific Islander					
White	22	8	36.36%	63.64%	50.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	25	11	44.00%	56.00%	45.45%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
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: 1/14/2020

**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	52	22	42.31%	57.69%	18.18%
Male	19	9	47.37%	52.63%	0.00%
Female	33	13	39.39%	60.61%	30.77%
Black or African American	11	5	45.45%	54.55%	20.00%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	14	7	50.00%	50.00%	14.29%
Native Hawaiian or Pacific Islander					
White	22	8	36.36%	63.64%	25.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	25	11	44.00%	56.00%	9.09%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
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: 1/14/2020

**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: 1/14/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

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: 1/14/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	23
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/14/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	30.00%

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	--	--	--
7	--	--	--
9	--	--	--

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: 1/21/2020

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)

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 monitor account to communicate and monitor their student's learning

State Priority: Pupil Engagement

Last updated: 1/14/2020

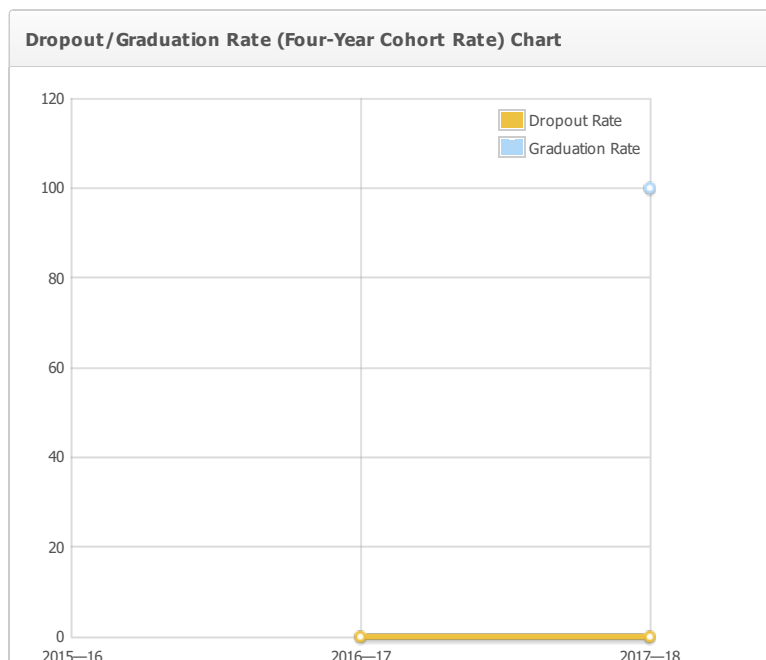
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	9.00%	9.70%
Graduation Rate	--	91.00%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	0.00%	0.00%	34.80%	27.20%	9.10%	9.60%
Graduation Rate	--	100.00%	32.30%	26.40%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/23/2020

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	--	0.00%	0.00%	0.40%	0.30%	0.40%	3.60%	3.50%	3.50%
Expulsions	--	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/14/2020

School Safety Plan (School Year 2019—20)

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: 1/14/2020

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				
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).

** "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		0	0	0
1		0	0	0
2		0	0	0
3		0	0	0
4		0	0	0
5		0	0	0
6		0	0	0
Other**	10.00	8	0	0

* 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	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	11.00	9	0	0

* 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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English		4		
Mathematics		5		
Science		5		
Social Science		3		

* 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.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English		4		
Mathematics		5		
Science		5		
Social Science		3		

* 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.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	7.00	9		
Mathematics	5.00	11		
Science	5.00	10		
Social Science	6.00	13		

* 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: 1/14/2020

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

Title	Ratio**
Counselors*	1.0

*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: 1/14/2020

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	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	1.00
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: 1/14/2020

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	\$7270.00	\$593.00	\$6677.00	\$57000.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	1.10%	0.89%

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

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

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.

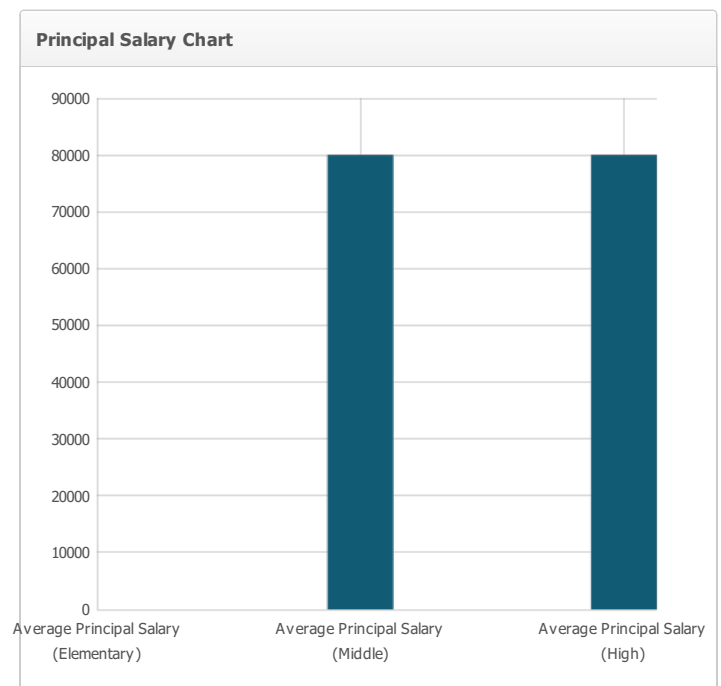
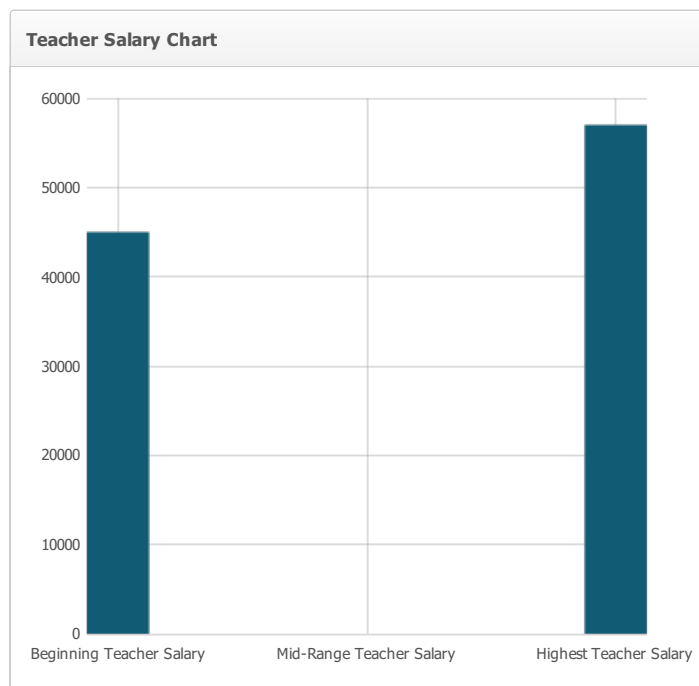
Cultural, historical, and gender issues - The organization actively moves past cultural stereotypes and biases (e.g., based on race, ethnicity, sexual orientation, age, geography), offers gender responsive services, leverages the healing value of traditional cultural connections, and recognizes and addresses historical trauma.

Last updated: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,000	\$43,574
Mid-Range Teacher Salary	--	\$63,243
Highest Teacher Salary	\$57,000	\$86,896
Average Principal Salary (Elementary)	--	\$103,506
Average Principal Salary (Middle)	\$80,000	\$108,961
Average Principal Salary (High)	\$80,000	\$108,954
Superintendent Salary	--	\$136,125
Percent of Budget for Teacher Salaries	29.00%	30.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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



Last updated: 1/31/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	9	10.00%

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

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

Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15