

iLEAD Online Charter

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	3720 Sierra Hwy. Acton, CA , 93510-0500	Principal:	Kate Wolfe, Director
Phone:	(661) 441-6636	Grade Span:	K-12

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <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/> 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/> 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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Kate Wolfe, Director

📍 Principal, iLEAD Online Charter

About Our School

Welcome to iLEAD Online!

iLEAD Online is a tuition-free, public charter that educates learners in grades TK-12. Through a wide variety of subject areas, our school offers a personalized approach to online learning that focuses on project-based learning, social-emotional learning, and individualized learning methodologies that adheres to the Common Core Standards. All iLEAD Online courses are created, written, developed, and managed by our instructional staff. Our learners have access to real-time tutors and are assigned an academic coach. iLEAD Online provides for CTE, Advanced Placement coursework, hands-on aerospace opportunities, A-G, and NCAA-approved coursework.

iLEAD Online's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on academic and social-emotional learning. These include Lifelong Learner, Empathetic Citizen, Authentic Individual, and Design Thinker.

Through a positive school culture and responsive, positive relationships between our staff and learners, it is our goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths and love of learning.

Kate Wolfe, School Director

Contact

iLEAD Online Charter
3720 Sierra Hwy.
Acton, CA 93510-0500

Phone: (661) 441-6636
Email: director@ileadonline.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-0750
Superintendent	Sahakian, Eric
Email Address	esahakian@aadusd.k12.ca.us
Website	www.aadusd.k12.ca.us

School Contact Information (School Year 2024–25)

School Name	iLEAD Online Charter
Street	3720 Sierra Hwy.
City, State, Zip	Acton, CA , 93510-0500
Phone Number	(661) 441-6636
Principal	Kate Wolfe, Director
Email Address	director@ileadonline.org
Website	https://ileadonline.org/
Grade Span	K-12
County-District-School (CDS) Code	19753090136531

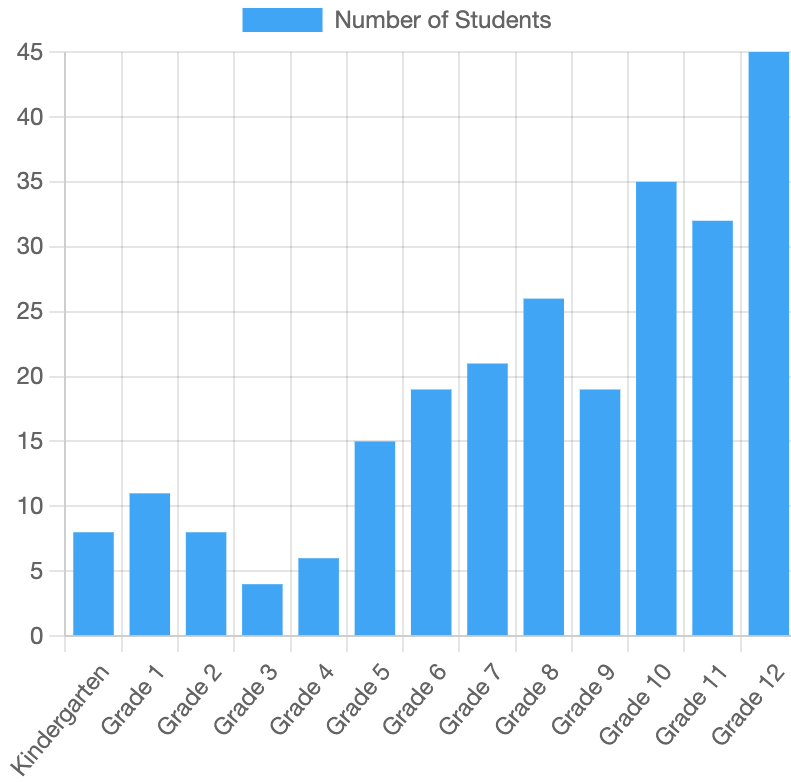
School Description and Mission Statement (School Year 2024–25)

The **mission** of iLEAD Online is Free to Think. Inspired to Lead.

The **vision** of iLEAD Online is that at iLEAD, we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers, we can create a better future for all.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	8
Grade 1	11
Grade 2	8
Grade 3	4
Grade 4	6
Grade 5	15
Grade 6	19
Grade 7	21
Grade 8	26
Grade 9	19
Grade 10	35
Grade 11	32
Grade 12	45
Total Enrollment	249



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	59.00%
Male	40.60%
Non-Binary	0.40%
American Indian or Alaska Native	0.80%
Asian	5.60%
Black or African American	12.90%
Filipino	0.40%
Hispanic or Latino	37.80%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	8.40%
White	31.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.20%
Foster Youth	0.00%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disadvantaged	49.00%
Students with Disabilities	11.20%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.20	73.59%	237.10	43.70%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	2.51%	9.20	1.70%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.51%	18.60	3.44%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	8.50	21.39%	268.90	49.57%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	8.50	1.58%	18854.30	6.86%
Total Teaching Positions	39.70	100.00%	542.60	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.80	77.17%	271.40	43.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	2.15%	5.00	0.80%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.43%	19.70	3.16%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.40	20.23%	318.60	50.92%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	10.90	1.74%	15831.90	5.67%
Total Teaching Positions	46.40	100.00%	625.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.20	80.43%	252.80	42.16%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	11.90	1.99%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	29.60	4.93%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.60	19.57%	292.20	48.71%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	13.20	2.21%	14303.80	5.15%
Total Teaching Positions	38.80	100.00%	599.80	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	0.20	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	0.20	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10	0
Local Assignment Options	8.50	9.20	7.6
Total Out-of-Field Teachers	8.50	9.40	7.6

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.20%	4.6%	6.3%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	51%	37%	39%	39%	46%	47%
Mathematics (grades 3-8 and 11)	25%	21%	21%	22%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	166	91.71%	8.29%	37.35%
Female	105	100	95.24%	4.76%	43.00%
Male	72	63	87.50%	12.50%	26.98%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	22	91.67%	8.33%	18.18%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	69	66	95.65%	4.35%	33.33%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	41.67%
White	64	58	90.63%	9.37%	46.55%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	83	94.32%	5.68%	27.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	28	23	82.14%	17.86%	17.39%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	166	91.71%	8.29%	20.61%
Female	105	100	95.24%	4.76%	18.00%
Male	72	63	87.50%	12.50%	22.58%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	22	91.67%	8.33%	9.09%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	69	66	95.65%	4.35%	15.15%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	41.67%
White	64	58	90.63%	9.37%	24.56%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	83	94.32%	5.68%	9.64%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	28	23	82.14%	17.86%	17.39%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	29.77%	27.52%	19.47%	13.50%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	149	97.39%	2.61%	27.52%
Female	94	93	98.94%	1.06%	24.73%
Male	58	55	94.83%	5.17%	30.91%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	23	21	91.30%	8.70%	9.52%
Filipino	--	--	--	--	--
Hispanic or Latino	53	52	98.11%	1.89%	23.08%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	64	63	98.44%	1.56%	31.75%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	66	95.65%	4.35%	13.64%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	17	94.44%	5.56%	17.65%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

iLEAD Online offers Career/Technical Education pathways for learners to engage:

- Digital Arts
- Fine Arts
- Animation
- Game Design
- Photography
- Theater Arts
- Journalism
- Video Production
- Film Studies and Production
- Entrepreneurship
- Finance
- Child Development
- Patient Care
- Sports Medicine

Learners have the opportunity to complete 300 hours of learning with internships and career exploration opportunities. Pathways use the California CTE model curriculum standards.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	92
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	34.69%

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 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	61%	61%	61%	61%	61%
7	92%	92%	92%	92%	92%
9	70%	70%	70%	70%	70%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

iLEAD Online values the authentic engagement of its families including strategic planning and the overall vision of the virtual school community. As families enroll, it is important they understand the components of the program model. iLEAD Online's staff and facilitators make accommodations to meet the unique schedules of parents/guardians to ensure every opportunity for them to attend an online orientation meeting where they can have questions answered and/or learn more about the program.

Parents/guardians are regularly informed about upcoming events, opportunities for engagement, special committees, parent meetings, and other pertinent information through the Monday Message, a weekly publication that is sent out to all families. Facilitators also communicate with their families on a regular basis through various forms of communication (emails, phone calls, advisory, etc.).

Families have the opportunity to be elected to or attend the School Site Council, ELAC, provide feedback on the annual LCAP, and attend public board meetings

Each semester, learners and families meet with their primary teacher to create an Individual Learning Plan (ILP). This learning plan serves as a goal-setting sheet for the upcoming semester. During presentations of learning and learner showcases, learners present their projects and learning to families and the school community. Each family also receives a parent monitor account to communicate with the facilitator and monitor their child's learning. Families also receive a survey each semester to provide invaluable feedback on the program.

For more information on how to be involved, please email online.classes@ileadschools.org.

State Priority: Pupil Engagement

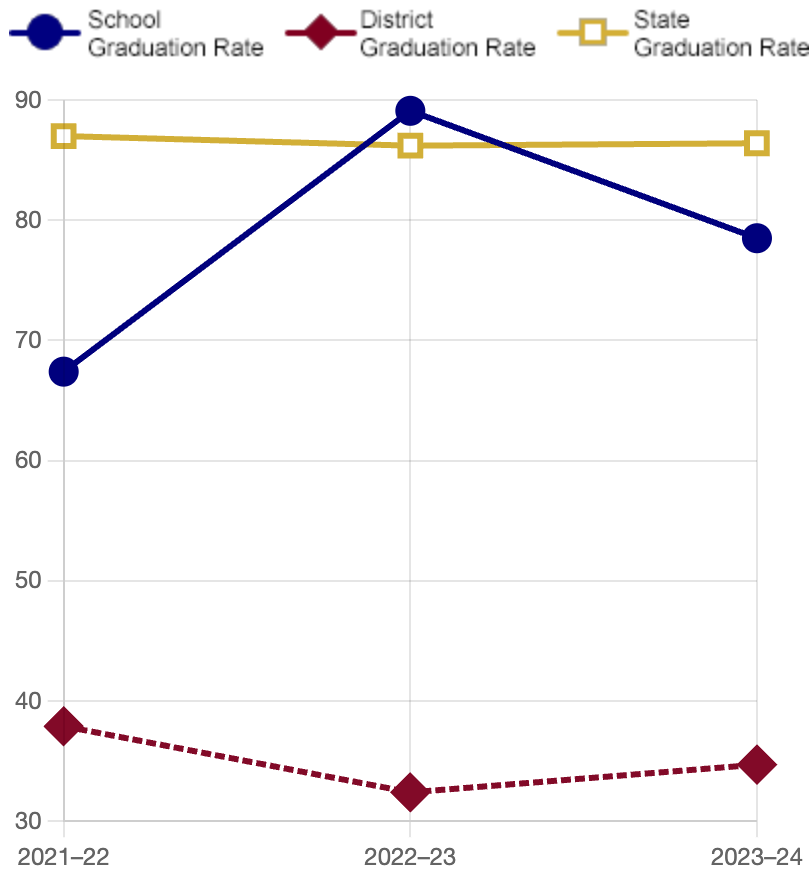
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

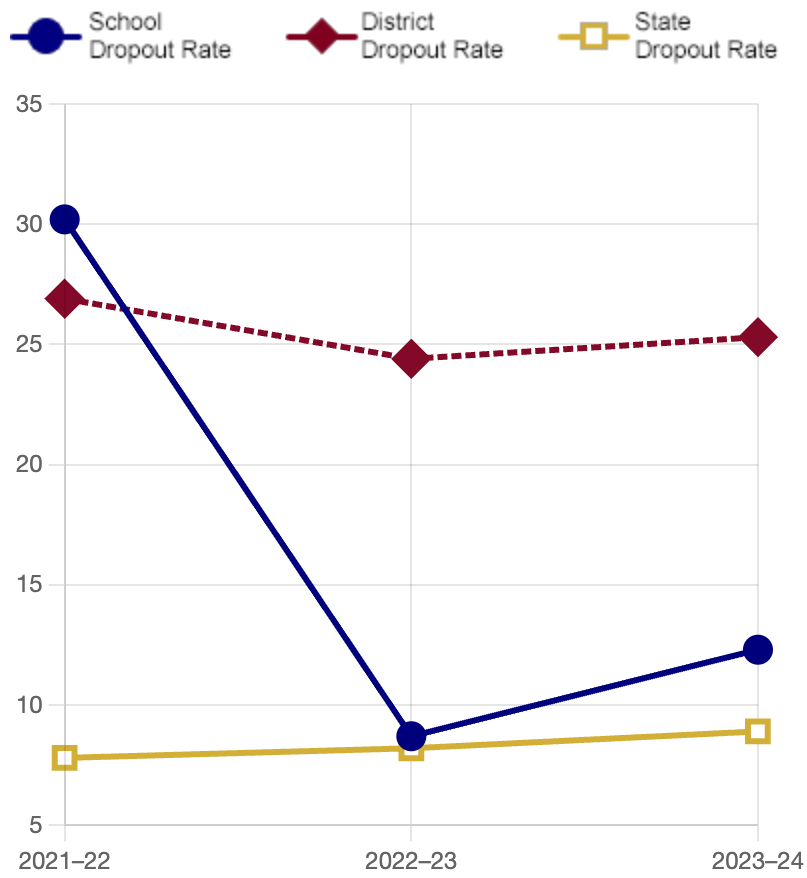
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	67.4%	89.1%	78.5%	37.9%	32.4%	34.7%	87%	86.2%	86.4%
Dropout Rate	30.2%	8.7%	12.3%	26.9%	24.4%	25.3%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	65	51	78.5%
Female	35	26	74.3%
Male	30	25	83.3%
Non-Binary	0	0	0.00%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	15	13	86.7%
Filipino	0	0	0.00%
Hispanic or Latino	21	17	81.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	20	14	70.0%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	40	32	80.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	11	7	63.6%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	431	390	13	3.3%
Female	234	217	6	2.8%
Male	193	170	7	4.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	18	0	0.0%
Black or African American	63	58	2	3.4%
Filipino	--	--	--	--
Hispanic or Latino	175	153	3	2.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	3	10.3%
White	132	124	5	4.0%
English Learners	20	16	0	0.0%
Foster Youth	--	--	--	--
Homeless	14	--	--	--
Socioeconomically Disadvantaged	213	193	7	3.6%
Students Receiving Migrant Education Services	--	--	--	--

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	68	62	3	4.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	0.00%	0.00%	0.37%	0.30%	0.38%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.01%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

It is the vision of iLEAD Online to provide a safe online learning environment for all of its learners, staff, and families. Since iLEAD Online does not have any sites, school safety is defined as a safe online community for learning. iLEAD Online requires an orientation process that teaches learners navigation skills, digital citizenship, and how to evaluate sources and discern what is a reputable and quality website for information. Digital citizenship is an integral part of the school, teaching learners 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.

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19013.17	\$2917.79	\$16095.37	\$64696.46
District	N/A	N/A	--	\$75132.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$78673.00
Percent Difference – School Site and State	N/A	N/A	39.60%	19.50%

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

Types of Services Funded (Fiscal Year 2023–24)

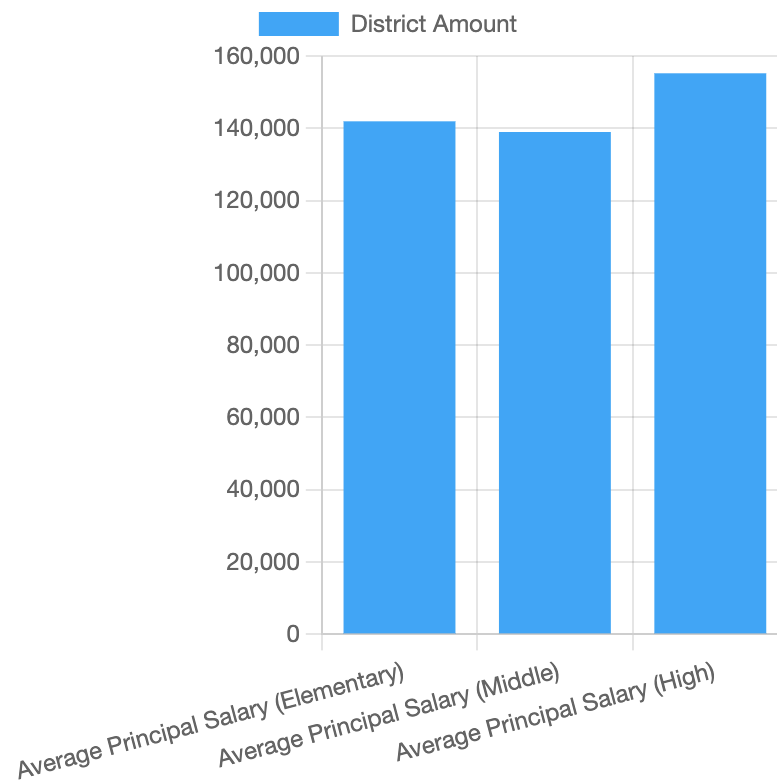
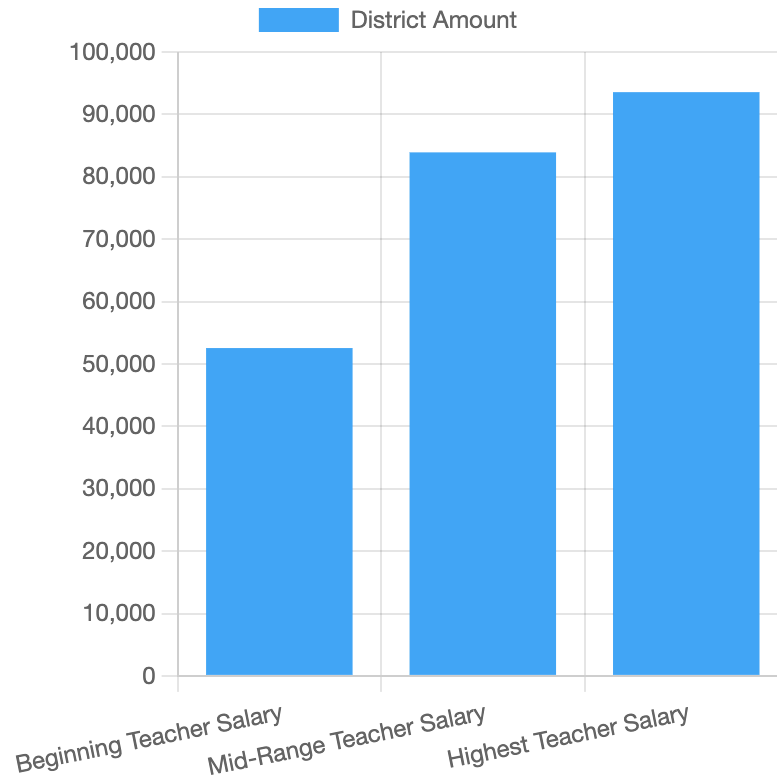
Local Control Funding Formula (LCFF) base and supplemental funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to ensure that all learners receive the basic, intervention/enrichment support, and services that are needed to help them become proficient in academic and social-emotional learning. The LCAP also details the actions associated with meeting the specific needs of English learners, foster and homeless youth, and low-income learners. State and federal categorical funding is used to support learners in special education with IEP needs and goals. Title I, II, and IV funding is used to enhance schoolwide academic programming, staff training, and promote well-rounded learning. Title funding is monitored by the School Site Council using the School Plan for Student Achievement (SPSA). One-time funding sources are utilized to complement and add additional services to support at-risk learners, and interventions, and to prevent, prepare and/or respond to COVID-19 needs.

The school ensures all educational partners have the opportunity to provide input on the annual LCAP and SPSA to ensure that spending aligns with school community needs. The school's LCAP can be found on its website.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52546.00	\$50757.32
Mid-Range Teacher Salary	\$83912.00	\$75692.82
Highest Teacher Salary	\$93564.00	\$105686.82
Average Principal Salary (Elementary)	\$141929.00	\$121443.25
Average Principal Salary (Middle)	\$138976.00	\$132508.80
Average Principal Salary (High)	\$155215.00	\$133106.36
Superintendent Salary	\$241768.00	\$167660.24
Percent of Budget for Teacher Salaries	0.25%	25.51%
Percent of Budget for Administrative Salaries	0.07%	5.93%

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



Advanced Placement (AP) Courses (School Year 2023–24)**Percent of Students in AP Courses** 9.2 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	6
Total AP Courses Offered*	13

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

Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9