

# iLEAD Hybrid

## 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.

## Dawn Evenson, School Director/Principal

 Principal, iLEAD Hybrid

### About Our School

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### Contact

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*iLEAD Hybrid*  
3720 Sierra Hwy. Ste. A  
Acton, CA 93510-0500

Phone: 800-925-1502  
E-mail: [info@ileadschools.org](mailto:info@ileadschools.org)

# About This School

## Contact Information (School Year 2017-18)

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

| School Contact Information (School Year 2017-18) |                                                                |
|--------------------------------------------------|----------------------------------------------------------------|
| <b>School Name</b>                               | iLEAD Hybrid                                                   |
| <b>Street</b>                                    | 3720 Sierra Hwy. Ste. A                                        |
| <b>City, State, Zip</b>                          | Acton, Ca, 93510-0500                                          |
| <b>Phone Number</b>                              | 800-925-1502                                                   |
| <b>Principal</b>                                 | Dawn Evenson, School Director/Principal                        |
| <b>E-mail Address</b>                            | <a href="mailto:info@leadschools.org">info@leadschools.org</a> |
| <b>Web Site</b>                                  | <a href="http://leadschools.org/">http://leadschools.org/</a>  |
| <b>County-District-School (CDS) Code</b>         | 19753090131987                                                 |

*Last updated: 1/31/2018*

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

The mission of iLEAD is to empower students to become conscientious, compassionate, and responsible citizens of the world. In the process, we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through individualized instruction, active learning methods, and opportunities for self-directed learning. We celebrate and foster each child's individuality, and support them in discovering their highest potential. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st century workplace.

iLEAD provides a rigorous, relevant and attainable education program based on California's Common Core Standards in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California's Common Core Standards in Mathematics and the California Content Standards in History/Social Science and Science.

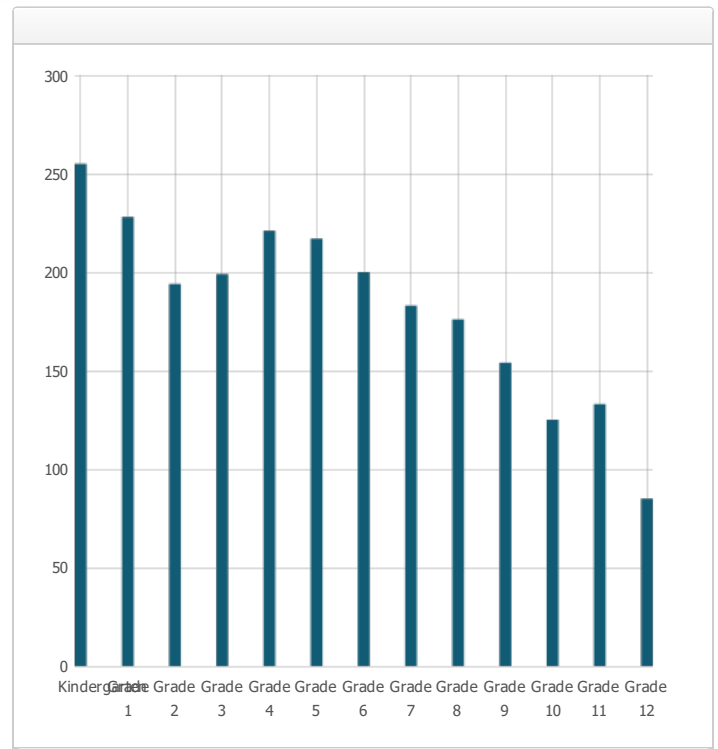
iLEAD Hybrid includes several learning studios:

- iLEAD AV is located in West Lancaster, currently serving grades TK-6.
- iLEAD Encino has two studio locations. The primary learning studio serves learners in grades TK-3, and the intermediate learning center serves learners in grades 4-8.
- iLEAD Exploration is a home study program that serves learners in grades TK-12.
- iLEAD North Hollywood serves learners in grades 9-12.
- iLEAD Pacoima serves learners in grades TK-8.
- iLEAD Innovation Studios is a personalized learning program offered to learners in grades 9-12.



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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 255                |
| Grade 1                 | 228                |
| Grade 2                 | 194                |
| Grade 3                 | 199                |
| Grade 4                 | 221                |
| Grade 5                 | 217                |
| Grade 6                 | 200                |
| Grade 7                 | 183                |
| Grade 8                 | 176                |
| Grade 9                 | 154                |
| Grade 10                | 125                |
| Grade 11                | 133                |
| Grade 12                | 85                 |
| <b>Total Enrollment</b> | <b>2370</b>        |



Last updated: 1/31/2018

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 3.2 %                       |
| American Indian or Alaska Native    | 0.2 %                       |
| Asian                               | 2.1 %                       |
| Filipino                            | 1.0 %                       |
| Hispanic or Latino                  | 27.8 %                      |
| Native Hawaiian or Pacific Islander | 0.0 %                       |
| White                               | 54.3 %                      |
| Two or More Races                   | 7.9 %                       |
| Other                               | 3.5 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 23.8 %                      |
| English Learners                    | 5.9 %                       |
| Students with Disabilities          | 9.5 %                       |
| Foster Youth                        | 0.5 %                       |

Last updated: 1/31/2018

## A. Conditions of Learning

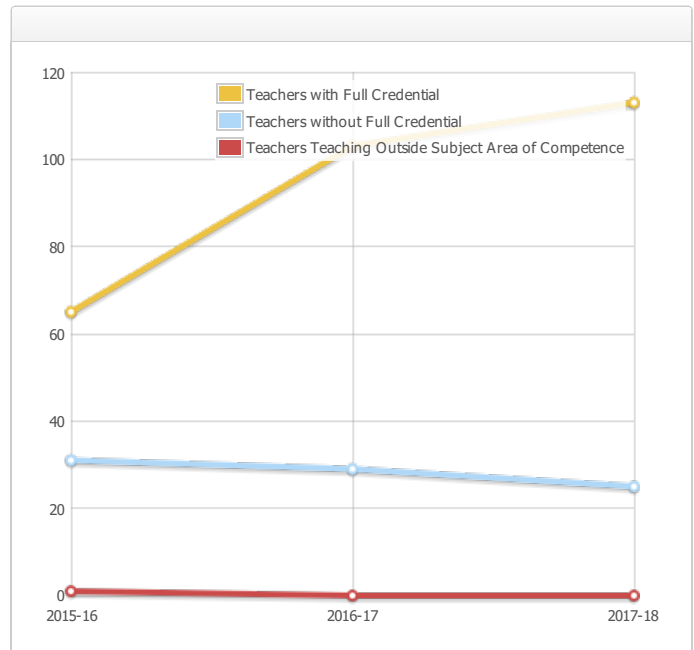
### State Priority: Basic

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                                                        | 65      | 103     | 113      |         |
| Without Full Credential                                                     | 31      | 29      | 25       |         |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 1       | 0       | 0        |         |



Last updated: 1/31/2018

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

Year and month in which the data were collected: January 2018

| Subject                         | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--------------------------------------------------------|----------------------------|--------------------------------------------|
| Reading/Language Arts           |                                                        |                            | 0.0 %                                      |
| Mathematics                     |                                                        |                            | 0.0 %                                      |
| Science                         |                                                        |                            | 0.0 %                                      |
| History-Social Science          |                                                        |                            | 0.0 %                                      |
| Foreign Language                |                                                        |                            | 0.0 %                                      |
| Health                          |                                                        |                            | 0.0 %                                      |
| Visual and Performing Arts      |                                                        |                            | 0.0 %                                      |
| Science Lab Eqmpt (Grades 9-12) | N/A                                                    | N/A                        | 0.0 %                                      |

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

Last updated: 1/31/2018

## School Facility Conditions and Planned Improvements

Learners and parents feel safe at the iLEAD Studios. Measures are taken to prepare learners and staff for emergencies. Learners are aware of the iLEAD community expectations. Learners, staff, and parents are encouraged to maintain positive appearance of our facilities. Staff ensures that the repairs necessary to keep the studios in good repair and working order are completed in a timely manner.

Numerous improvements such as painting, upgrading doors in accordance with fire code, upgrading locks, general safety improvements, and purchase of new furniture have been made.

*Last updated: 1/31/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: January 2018

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

*Last updated: 1/31/2018*

## 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) | 45%                                                             | 45%     | 45%      | 44%     | 48%     | 48%     |
| Mathematics (grades 3-8 and 11)                      | 27%                                                             | 25%     | 29%      | 28%     | 36%     | 37%     |

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: 1/31/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 1505                    | 1143                 | 75.95%                | 45.41%                         |
| Male                                          | 796                     | 608                  | 76.38%                | 39.47%                         |
| Female                                        | 709                     | 535                  | 75.46%                | 52.15%                         |
| Black or African American                     | 70                      | 55                   | 78.57%                | 23.64%                         |
| American Indian or Alaska Native              | --                      | --                   | --                    |                                |
| Asian                                         | 33                      | 25                   | 75.76%                | 60.00%                         |
| Filipino                                      | --                      | --                   | --                    |                                |
| Hispanic or Latino                            | 402                     | 328                  | 81.59%                | 22.26%                         |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    |                                |
| White                                         | 808                     | 598                  | 74.01%                | 59.20%                         |
| Two or More Races                             | 100                     | 79                   | 79.00%                | 44.30%                         |
| Socioeconomically Disadvantaged               | 389                     | 339                  | 87.15%                | 18.88%                         |
| English Learners                              | 139                     | 132                  | 94.96%                |                                |
| Students with Disabilities                    | 198                     | 152                  | 76.77%                | 23.03%                         |
| 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: 1/31/2018*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 1506                    | 1120                 | 74.37%                | 24.73%                         |
| Male                                          | 796                     | 609                  | 76.51%                | 27.59%                         |
| Female                                        | 710                     | 511                  | 71.97%                | 21.33%                         |
| Black or African American                     | 71                      | 54                   | 76.06%                |                                |
| American Indian or Alaska Native              | --                      | --                   | --                    |                                |
| Asian                                         | 33                      | 24                   | 72.73%                | 70.83%                         |
| Filipino                                      | --                      | --                   | --                    |                                |
| Hispanic or Latino                            | 402                     | 321                  | 79.85%                |                                |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    |                                |
| White                                         | 808                     | 590                  | 73.02%                | 32.88%                         |
| Two or More Races                             | 100                     | 75                   | 75.00%                | 16.00%                         |
| Socioeconomically Disadvantaged               | 390                     | 335                  | 85.90%                |                                |
| English Learners                              | 139                     | 129                  | 92.81%                |                                |
| Students with Disabilities                    | 198                     | 149                  | 75.25%                | 11.41%                         |
| 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: 1/31/2018*

**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) | 0.0%                                                     | 55.0%   | 0.0%     | 50.0%   | 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: 1/31/2018*

**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          | 5.5%    |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 72.1%   |

# 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 |
| 5           | 13.2%                                            | 33.5%                         | 31.3%                        |
| 7           | 17.0%                                            | 22.5%                         | 36.3%                        |
| 9           | 16.0%                                            | 16.0%                         | 30.9%                        |

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: 1/31/2018

## 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)

Parents are regularly informed of events, volunteering opportunities, accomplishments of learners and facilitators, and other pertinent information through the Monday Message, a weekly electronic publication that is sent out to all families. Facilitators also communicate with their families on a regular basis.

Parent Universities and Ed Talks are offered to help familiarize parents with iLEAD methodologies, such as Project Based Learning, Love and Logic and the 7 Habits. They also serve as venues to hold discussions focused on how to best support learners. Ed Talks revolve around the presentation of an education "talk" or video followed by a discussion.

Parents are also encouraged to actively participate by volunteering for events, field trips, aiding in recruitment, and offering workshops in their area of expertise.

Parents provide valuable feedback through parent surveys.

Parents are strongly encouraged to contribute time and talent each academic year. Completion of volunteer hours, however, is not a prerequisite of enrollment at iLEAD Hybrid.

### State Priority: Pupil Engagement

*Last updated: 1/31/2018*

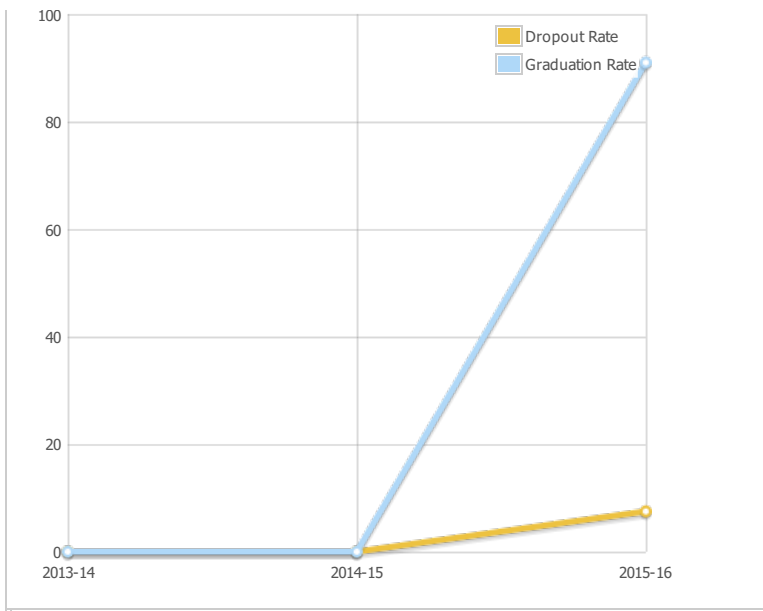
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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    | 0.0%    | 0.0%    | 7.5%    | 0.0%     | 0.0%    | 9.0%    | 11.5%   | 10.7%   | 9.7%    |
| Graduation Rate | 0.0%    | 0.0%    | 91.0%   | 86.7%    | 94.4%   | 91.0%   | 81.0%   | 82.3%   | 83.8%   |

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 1/31/2018*

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

| <b>Student Group</b>                | <b>School</b> | <b>District</b> | <b>State</b> |
|-------------------------------------|---------------|-----------------|--------------|
| All Students                        | 84.7%         | 39.4%           | 87.1%        |
| Black or African American           | 83.3%         | 19.1%           | 79.2%        |
| American Indian or Alaska Native    | 0.0%          | 11.1%           | 80.2%        |
| Asian                               | 100.0%        | 46.7%           | 94.4%        |
| Filipino                            | 0.0%          | 50.0%           | 93.8%        |
| Hispanic or Latino                  | 92.3%         | 31.6%           | 84.6%        |
| Native Hawaiian or Pacific Islander | 0.0%          | 28.6%           | 86.6%        |
| White                               | 83.3%         | 69.0%           | 91.0%        |
| Two or More Races                   | 50.0%         | 92.0%           | 90.6%        |
| Socioeconomically Disadvantaged     | 68.4%         | 29.2%           | 85.5%        |
| English Learners                    | 0.0%          | 19.4%           | 55.4%        |
| Students with Disabilities          | 100.0%        | 56.0%           | 63.9%        |
| Foster Youth                        | 0.0%          | 30.0%           | 68.2%        |

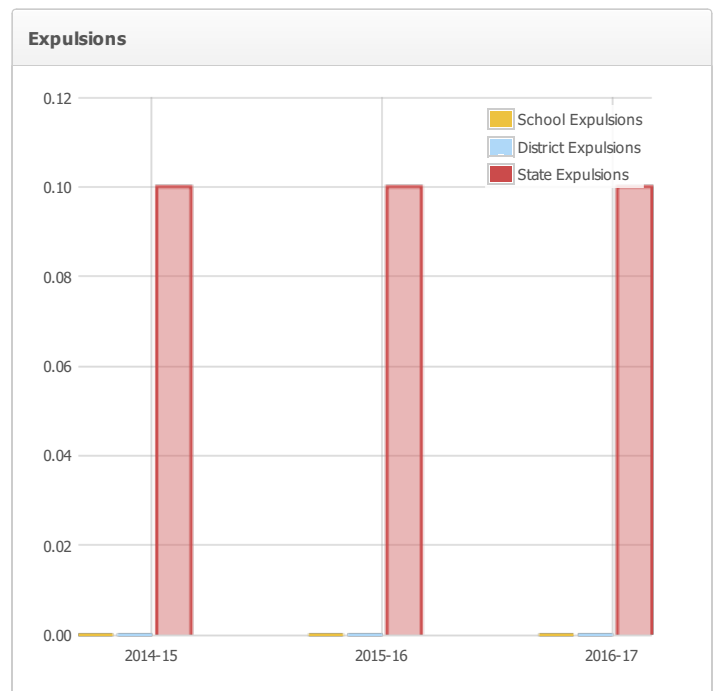
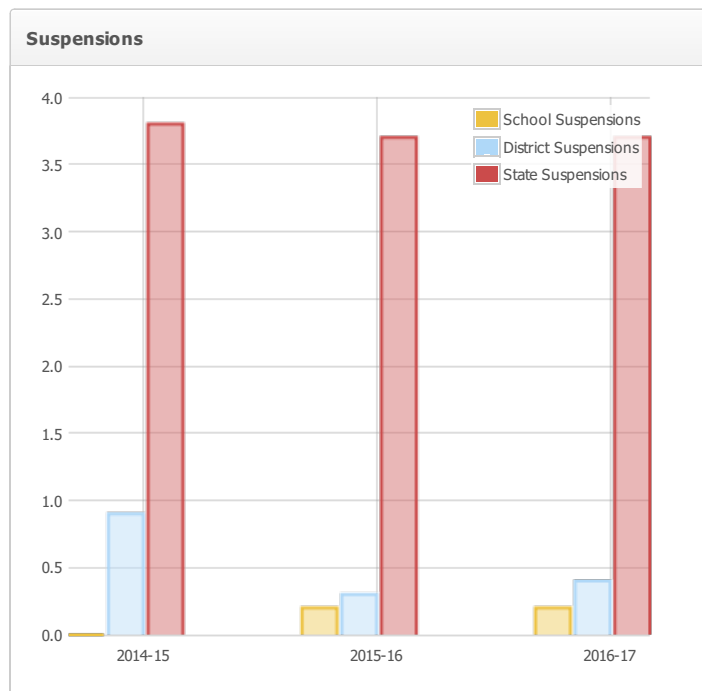
# State Priority: School Climate

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 | --      | 0.2%    | 0.2%    | 0.9%     | 0.3%    | 0.4%    | 3.8%    | 3.7%    | 3.7%    |
| Expulsions  | --      | 0.0%    | 0.0%    | 0.0%     | 0.0%    | 0.0%    | 0.1%    | 0.1%    | 0.1%    |



Last updated: 1/31/2018

## School Safety Plan (School Year 2017-18)

iLEAD's mission is to provide all learners with the opportunity to engage in an enriched educational experience. A comprehensive Safety Plan helps to ensure a safe school environment thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of learners and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of learners and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the studio's facilities and property.
- In the case of an emergency, allow the studio to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the studio and local emergency services when necessary.

This Safety Plan includes General Policies and Procedures for Handling Safety and Specific Emergency Situations, Child Abuse Reporting, Sexual Harassment, and Discipline.

Each studio has an Operations Leadership Team who meet on a regular basis to focus on ensuring the School Safety Plan meets the needs of the studio.

*Last updated: 1/31/2018*



## 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)

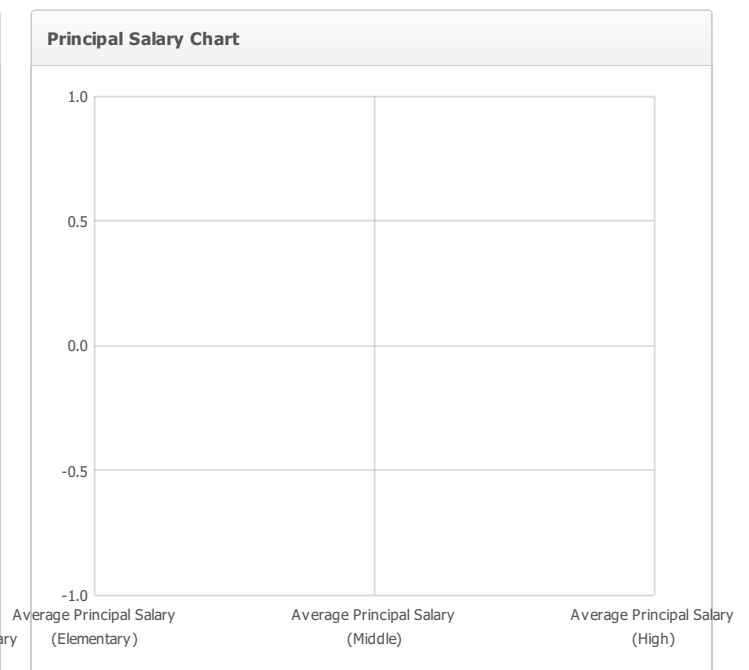
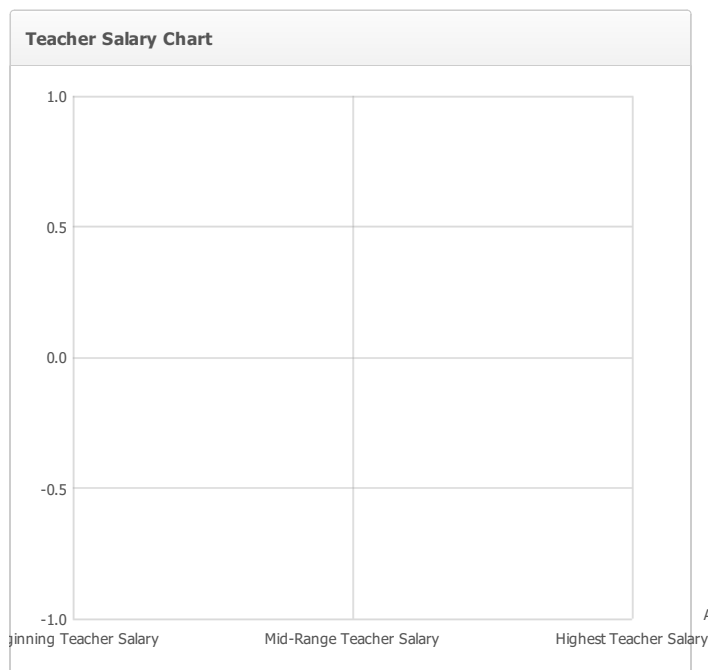
| Indicator                                           | School | District  |
|-----------------------------------------------------|--------|-----------|
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2012-2013 |
| 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: 1/31/2018

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category                                      | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$              | \$41,164                                     |
| Mid-Range Teacher Salary                      | \$              | \$61,818                                     |
| Highest Teacher Salary                        | \$              | \$84,567                                     |
| Average Principal Salary (Elementary)         | \$              | \$96,125                                     |
| Average Principal Salary (Middle)             | \$              | \$103,336                                    |
| Average Principal Salary (High)               | \$              | \$101,955                                    |
| Superintendent Salary                         | \$              | \$126,855                                    |
| Percent of Budget for Teacher Salaries        | 27.0%           | 32.0%                                        |
| Percent of Budget for Administrative Salaries | 8.0%            | 6.0%                                         |

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



Last updated: 1/31/2018

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

| 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 | 0                             | N/A                               |
| Foreign Language         | 1                             | N/A                               |
| Mathematics              | 2                             | N/A                               |
| Science                  | 2                             | N/A                               |
| Social Science           | 2                             | N/A                               |
| All Courses              | 9                             | 5.3%                              |

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

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

*Last updated: 1/31/2018*

**Professional Development**

Professional Development is provided on an ongoing basis and is built into the school calendar. At the iLEAD-wide level iLEAD facilitators and leadership participate in "Camp Make", a three week long professional learning experience that begins in the summer and then is spread out through the year. The focus of this professional develop is iLEAD's school design principles, workshops in research-proven and performance driven topics such as project based learning (PBL), Love and Logic, literacy, and content specific strategies.

Every week, staff participates in professional development in a variety of areas including PBL, Data and Assessment, Social Emotional Skills, and Leadership Teams. Staff also has opportunities to visit other schools and programs to advance their skills and understandings. New facilitator onboarding is provided for facilitators new to iLEAD.

*Last updated: 1/31/2018*