iLead Agua Dulce

School Accountability Report Card
Reported Using Data from the 2017—18 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/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).

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.

Lisa Latimer

📍 Principal, iLead Agua Dulce

About Our School

iLEAD Agua Dulce's mission, *Free to Think. Inspired to Lead,* is evident when you walk on our campus. As a new school we have set culture rooted in Project-Based Learning and Social and Emotional Growth. Our learners are provided with the tools necessary to succeed in the 21st century and are motivated to find their voice. We value community and collaboration with all age levels. Our learners worked together building a chicken coop, caring for animals and growing our gardens, creating a sense of empathy and responsibility. In addition, our learners engage in rigorous and meaningful learning that is applicable to the real world around them. We are proud of the wonderful things that we have accomplished and look forward to more growth.

Contact

iLead Agua Dulce
11311 Frascati Street
Agua Dulce, CA 91390-4840

Phone: 661-268-6386
E-mail: lisa.latimer@ileadaguadulce.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-0750
Superintendent	Larry King
E-mail Address	lking@aadusd.k12.ca.us
Web Site	http://www.aadusd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	iLead Agua Dulce
Street	11311 Frascati Street
City, State, Zip	Agua Dulce, Ca, 91390-4840
Phone Number	661-268-6386
Principal	Lisa Latimer
E-mail Address	lisa.latimer@ileadaguadulce.org
Web Site	http://www.ileadaguadulce.org
County-District-School (CDS) Code	19753090138297

Last updated: 2/1/2019

## School Description and Mission Statement (School Year 2018—19)

"Free to Think, Inspired to Lead"

We are a people of purpose, establishing a new paradigm for education. We are a caring culture that values community, which contributes to a better society. Our focus on developing empayth allows for respect and invites an engaging, positive, rich environment. We believe people are natural-born leaders. We provide opportunities for discovery and wonder to nurture a lifelong love of learning. Success is demonstrated through leadership, self-direction, problem-solving skills, creativity, collaboration, innovation, and service. We embrace stepping out of our comfort zone. And ... we value joy, fun, choice, and voice, and we celebrate that our differences contribute to our common humanity.

Last updated: 2/1/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	25
Grade 1	19
Grade 2	23
Grade 3	17
Grade 4	19
Grade 5	12
Grade 6	6
Total Enrollment	121

Last updated: 2/1/2019

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Kindergarten	25
Grade 1	19
Grade 2	23
Grade 3	17
Grade 4	19
Grade 5	12
Grade 6	6
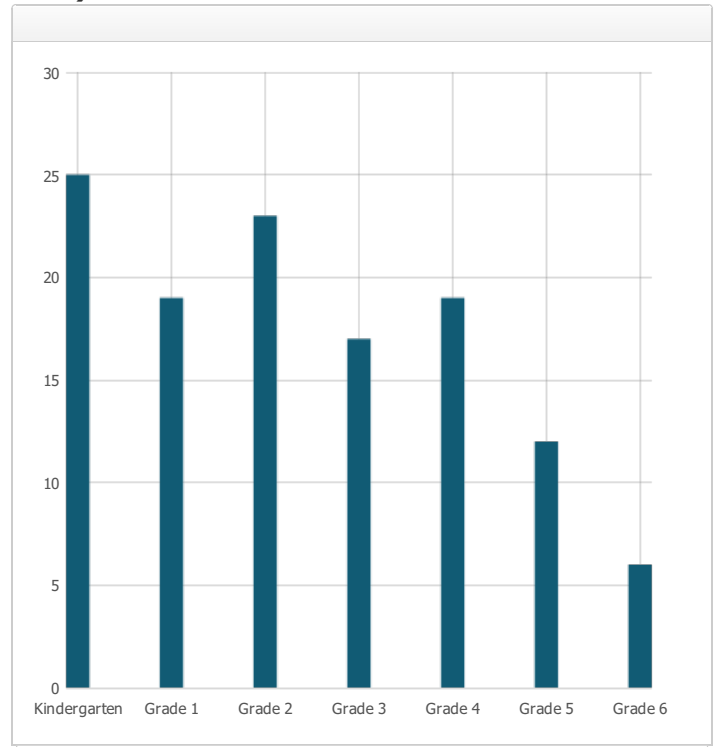
A. Conditions of Learning

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential			4	
Without Full Credential			1	
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	

- Teachers with Full Credential
- Teachers without Full Credential
- Teachers Teaching Outside Subject Area of Competence
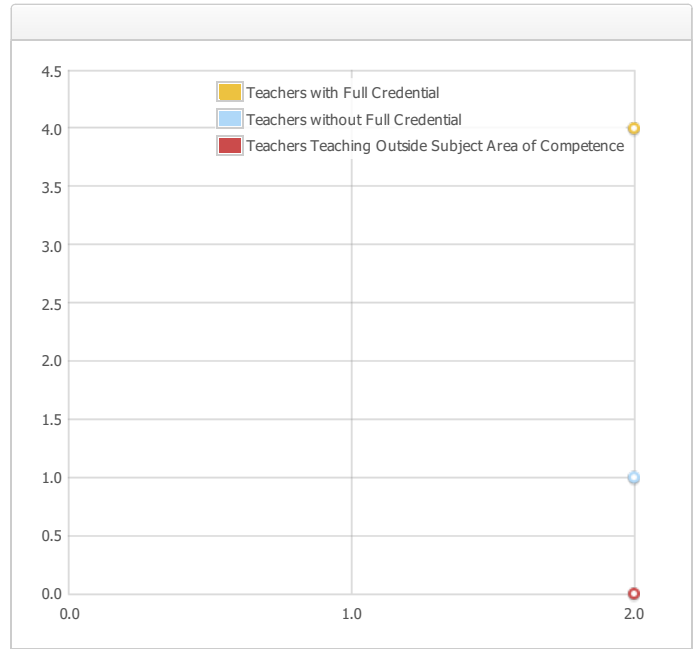
Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0

- Misassignments of Teachers of English Learners
- Total Teacher Misassignments*
- Vacant Teacher Positions
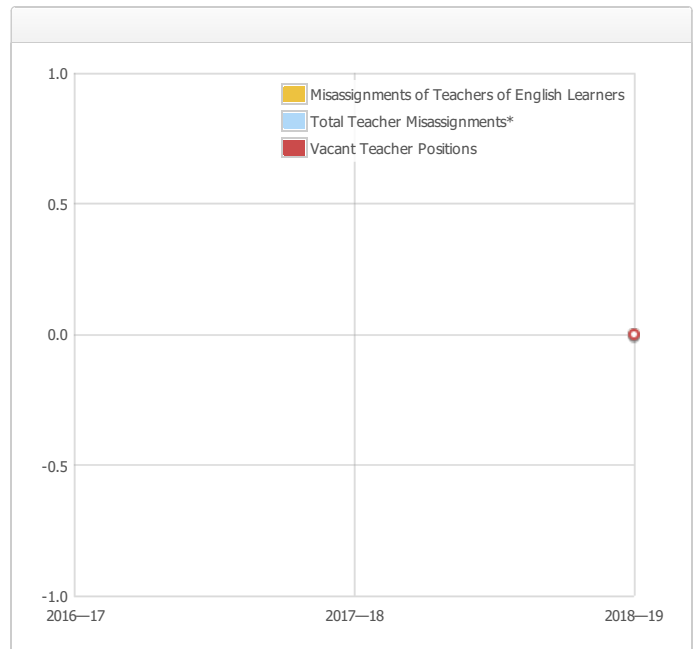
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Words Their Way-2009 Daily 5-2009 CAFE Strategies- 2009 Guided Level Readers- 2015 7 Habits- 2010 Lucy Calkins Writers Workshop		0.0 %
Mathematics	Georgia Math- 2018 Khan Academy Online Prodigy Online Kim Sutton Math Resources		0.0 %
Science	NGSS Buck Institute Education		0.0 %
History-Social Science	Buck Institute Education		0.0 %
Foreign Language	Duolingo online		0.0 %
Health			0.0 %
Visual and Performing Arts			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: 2/1/2019

School Facility Conditions and Planned Improvements

The school overall is in good condition with several new air conditioning units, an upgraded fire panel, new carpeting in the Exploratorium, and fresh paint in ithe main building classrooms.

The campus is clean and the grounds, including the gardens, are well maintained.

We are going to make minor roof leak repairs in the spring and continue to paint remainder of classrooms and add a fresh coat to outdoor railings and doors.

Last updated: 2/1/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 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	Fair	Water fountain handles and spouts are working, but will need replacement
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Small leaks in the MPR room and one unused classroom. Plan to repair in the spring.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good

Last updated: 2/1/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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: 2/1/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Last updated: 2/1/2019

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

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 2018—19)

iLEAD Agua Dulce seeks to provide revolutionary education through creativity, innovation, and connectivity to the real-world. Family partnerships through serious and meaningful engagement are also at the forefront of the school's progressive charge and have helped lead the way to the successful fulfillment of its mission. Parents are involved in multiple ways. Some parents serve on our Governing Board while some take part in our Star Search where they interview and provide input in staff hiring. Below are some of the many ways that parents have become involved at iLEAD Agua Dulce.

iSUPPORT- A large percentage of our families attend meetings each month to plan school events and fundraisers. In addition, they provide help in each classroom and volunteer to decorate and run the refreshment stand at each school event. There are many committees formed to work on each event.

Parents are encouraged to contribute their creativity and special talents to support our school's vision.

Ambassador Program: Responsible for giving tours at iLEAD Agua Dulce, promoting the school to potential parents and aiding new parents during their first year.

Community Event Coordinator: Responsible for promoting the school at community events.

Box Tops: Promote this throughout the year and send in for fundraising.

Fun Restaurant Nights: Responsible for organizing iLEAD Agua Dulce Night at a local restaurant, promoting the event to the school community and providing volunteers at the event.

Multicultural Feast: Responsible for coordinating volunteers and donations for this popular SCVi Family Event.

Room Parent Coordinator: Responsible for overseeing room parents to make sure they are on task for upcoming school events.

Teacher Appreciation: Recognize staff and teachers throughout the school year and during national appreciation week.

Valet: Assisting students in and out of cars during drop off and pick up.

State Priority: Pupil Engagement

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

School Safety Plan (School Year 2018—19)

As a new school, iLEAD Agua Dulce wrote its School-wide Safety Plan in August 2018 . It has been approved by the iLEAD Agua Dulce Governing Board. The plan includes multiple areas of safety, such as, arrival and departure procedures, various emergency situations including earthquake, fire, and active shooter. It also includes procedures for child abuse reporting, and disciplinary procedures and policies.We routinely conduct evacuation procedures. School emergency exit routes are posted in all classrooms and office facilities. A complete copy of the school's safety plan can be obtained in the administrative office.

Last updated: 2/1/2019

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.

Professional Development

iLEAD Agua Dulce provides extensive professional development for its staff before the academic year begins and throughout the year. Ten days before the start of school each year are dedicated to professional development. In addition, every week the staff meets for TED Talks. TED Talks are part of the professional development that focuses on the "Big Ideas" or the "Why" of what we do here at iLEAD Agua Dulce. We believe this is a unique and critical part of keeping and advancing the vision of iLEAD so that we continue to be on the cutting edge of education. Every Friday afternoon, staff participates in professional development in a variety of areas including Project Based Learning, Data and Assessment, Social Emotional Learning, and Leadership Teams. Each month, facilitators meet with the director for Data Protocol meetings to set academic and social emotional goals. Experts in various areas of education, known as the Maker Team, not only provide professional learning opportunities, but also support facilitators as they work with their learners. Leaaders meet with facilitators in to support and train in areas of assessments such as NWEA's Measures of Academic Progress (MAP) and the Fountas and Pinnell Benchmark Assessments to estabish baselines for learner achievement and to establish individualized academic growth goals for learners. Assessments are conducted periodically and professional development is used to support the ability to assess the data measure growth and ensure learners are moving towards or achieving proficiency. This data helps guide future professional development plans to ensure that areas of student need are being identified and plans developed to meet those needs. Staff is also provided and encouraged to take time to visit other schools, including but not limited to our sister schools, and programs to advance their skills and understandings.

Last updated: 2/1/2019