iLead Agua Dulce

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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, Director

📍 Principal, iLead Agua Dulce

About Our School

"Free to Think, Inspired to Lead"

iLEAD Agua Dulce proudly opened its doors in August 2018. 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 empathy 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.

Contact

iLead Agua Dulce
11311 Frascati St.
Agua Dulce, CA 91390-4840

Phone: 661-268-6386
Email: info@ileadaguadulce.org

About This School

Contact Information (School Year 2019—20)

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

School Contact Information (School Year 2019—20)	
School Name	iLead Agua Dulce
Street	11311 Frascati St.
City, State, Zip	Agua Dulce, Ca, 91390-4840
Phone Number	661-268-6386
Principal	Lisa Latimer, Director
Email Address	info@ileadaguadulce.org
Website	http://www.ileadaguadulce.org
County-District-School (CDS) Code	19753090138297

Last updated: 1/27/2020

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

At iLEAD Agua Dulce, our mission can be stated simply: "Free to Think. Inspired to Lead." Our vision is to use project-based and social-emotional learning concepts to inspire and motivate lifelong learners with the skills they need to lead in the 21st century. We incorporate technology into every component of our curriculum, and we value and encourage development of leadership skills by inspiring confidence and character in each of our unique learners. In addition, we also believe that our learners benefit from the value of play. We encourage our learners to innovate, use their imaginations and connect with nature to foster healthy brain development.

We know that for our learners to succeed, they must feel at home in the world. This requires a firm grounding in the arts, humanities, and sciences — and a strong foundation in social and emotional development. We believe there is an implicit, as well as an explicit, curriculum to teach, and our goal is nothing short of shaping learners who change the world.

iLEAD Agua Dulce is based on a paradigm: Project-Based, Deeper Learning and Play. We create open, innovative K-7 learning environments that promote a deeper understanding of curriculum and celebrate independent critical thinking, cooperation, and the development of crucial 21st century skills.

iLEAD Agua Dulce maintains a unique emphasis on using methods that foster our learners' social-emotional development and personal strengths. We are committed to ensuring our students learn to lead, be self-directed, and develop their emotional IQ in a way that inspires creativity and engagement in their coursework. We believe it's vital to help students develop skills like social awareness, self-management, regulation of emotions, and early self-awareness early so they can begin to weave these abilities through every facet of their lives.

To focus on the whole-child we have develped the Outdoor Classroom where our learners can experiment, discover, develop a sense of wonderment and connect with nature. The Outdoor Classroom is intentially set up for the learners to develop autonomy in their education journey. The environment has a variety of labs and vignettes in the areas of math, literacy, science, music and art for the learners to explore and make their own discoveries.
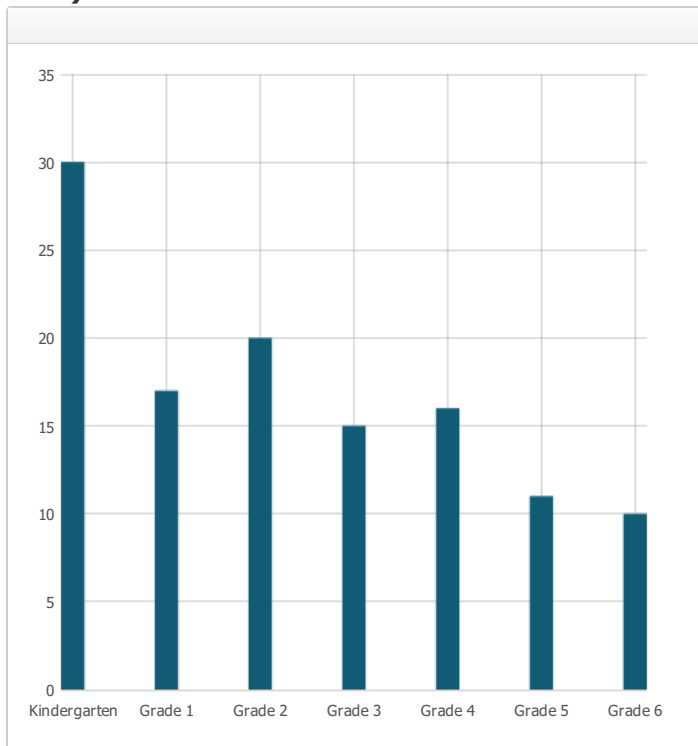
As an integral part of our approach to teaching, implementation and evaluation of Social-Emotional Learning (SEL) principles is inseparable from our project-based learning model, which requires learners to research, collaborate, and carefully weigh information and evidence in a nuanced problem-solving context and teaches them to accept feedback, create solutions, and present their findings in a high-performance context.

To accomplish this vital mission, we measure and report SEL progress as part of every project, individualized learning plan goal, and Report of Progress. We have also developed SEL and Academic Rigor rubrics that add a well-balanced approach to academics and reflective practice for facilitators, learners, parents, and administrators. Other elements of our SEL implementation, practice and assessment include Learner Led Conferences (LLCs), Presentations of Learning (POLs), Passion Projects, Individualized Learning Plans (ILPs), Advisory Program, learner-driven ambassador groups, morning meetings, and restorative approaches to discipline, among others.

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

Grade Level	Number of Students
Kindergarten	30
Grade 1	17
Grade 2	20
Grade 3	15
Grade 4	16
Grade 5	11
Grade 6	10
Total Enrollment	119

Last updated: 1/27/2020

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

Student Group	Percent of Total Enrollment
Black or African American	2.50 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	26.90 %
Native Hawaiian or Pacific Islander	%
White	63.00 %
Two or More Races	6.70 %

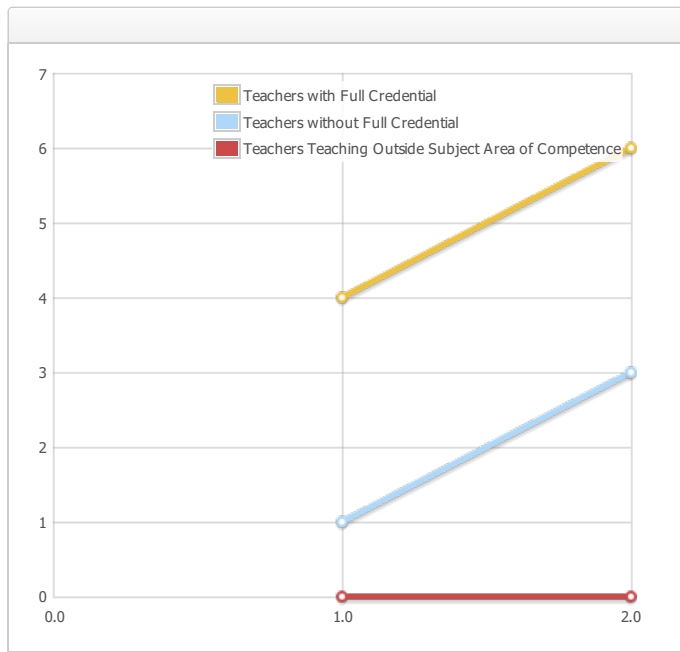| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.90 %
English Learners	5.90 %
Students with Disabilities	10.90 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
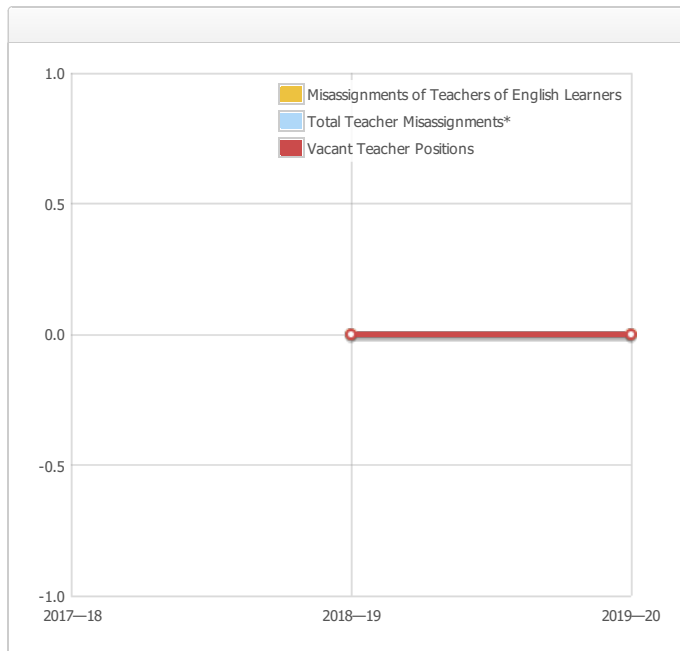- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential		4	6	
Without Full Credential		1	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	

Last updated: 1/27/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*			
Vacant Teacher Positions		0	0

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

Last updated: 1/27/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Words Their Way Zoo Phonics Secret Stories Lucy Calkins Writers Workshop Saravallo Reading Strategies Drama Works		0.00 %
Mathematics	San Francisco Math Bridges Intervention Khan Academy Prodigy Edmentum online program Kim Sutton resources		0.00 %
Science	NGSS Buck Institute Education Mystery Science		0.00 %
History-Social Science	Buck Institute Education		0.00 %
Foreign Language	Duolingo online program		0.00 %
Health	Positive Prevention Plus		0.00 %
Visual and Performing Arts	Dramaworks		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/27/2020

School Facility Conditions and Planned Improvements

iLEAD Agua Dulce's maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/27/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

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	The electrical was update in the Exploratorium and wifi updated throughout school.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	iLEAD Agua Dulce has replaced a few faucets and pipes, due to age.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roofs have been monitored and repaired where needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good

Last updated: 1/27/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)		38.0%	42.0%	41.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)		28.0%	25.0%	20.0%	38.0%	39.0%

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

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

Last updated: 1/27/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	58	90.63%	9.37%	37.93%
Male	36	33	91.67%	8.33%	30.30%
Female	28	25	89.29%	10.71%	48.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	24	22	91.67%	8.33%	18.18%
Native Hawaiian or Pacific Islander					
White	30	26	86.67%	13.33%	50.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	30	27	90.00%	10.00%	40.74%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

Last updated: 1/27/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	58	90.63%	9.37%	27.59%
Male	36	33	91.67%	8.33%	24.24%
Female	28	25	89.29%	10.71%	32.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	24	22	91.67%	8.33%	18.18%
Native Hawaiian or Pacific Islander					
White	30	26	86.67%	13.33%	30.77%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	30	27	90.00%	10.00%	22.22%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

Last updated: 1/27/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/27/2020

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

	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	7.70%	23.10%	15.40%

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

Last updated: 1/27/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Family partnerships through serious and meaningful engagement are at the forefront of iLEAD Agua Dulce school's progressive charge and have helped lead the way to the successful fulfillment of its mission. Parents are strongly encouraged to volunteer, per academic year. iLEAD Agua Dulce maintains a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school; tutoring; attendance at meetings of the Board of Directors, or any applicable Parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. At iLEAD Agua Dulce, parents play many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. Parents play a vital role as mentioned in the educational program of the charter. Before families enroll, they must fully understand the components of the program model. All parents must be fully aware of the type of program they are about to enroll their child in and how it works. This also gives parents an opportunity to have any questions answered and talk to other parents that already have students in the program. iLEAD Agua Dulce Charter School makes accommodations to meet the unique schedules of parents to ensure every opportunity for parents to attend an orientation meeting. Parents are strongly encouraged to attend orientations and regular parent meetings designed to keep them informed of what is happening on campus.

State Priority: Pupil Engagement

Last updated: 1/28/2020

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	0.60%	0.40%	0.30%	0.40%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/28/2020

School Safety Plan (School Year 2019—20)

It is the vision of iLEAD Agua Dulce to provide a safe learning environment for all of our learners, staff and families. It is our goal to provide a safe learning space, where families feel comfortable leaving their learners for the day, knowing they will be protected and kept safe. It is a place where learners feel welcomed and comfortable. A place where learning is the focus and safety is not a concern.

The Purpose of the iLEAD Agua Dulce Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining responsibilities and duties of all iLEAD Schools and its employees. Developing, maintaining and exercising the plan empowers employees to respond quickly and knowledgeably in the case of an incident or an emergency. The plan identifies the roles for all staff, faculty, learners, and other key stakeholders including their respective responsibilities before, during, and after an incident. This plan provides parents and other community members with assurance that iLEAD Schools has developed and established guidelines and procedures to respond to an incident or a hazard in an effective way.

The developed guideline and procedures for dealing with existing and potential learners and school incidents are defined in the plan. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to prevent, prepare for, respond to, and recover for an incident.

The safety plan was last reviewed in November 2019.

Last updated: 1/28/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.00	1		
1	17.00	1		
2	20.00	1		
3	15.00	1		
4	16.00	1		
5	11.00	1		
6	10.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio**
Counselors*	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/27/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2020

Types of Services Funded (Fiscal Year 2018—19)

iLEAD Agua Dulce has a student support system that includes an educational specialist, Occupational Therapy, counseling, speech and EL support. We believe in inclusion where the majority of the support takes place in the general education classrooms. Our facilitators and CARE Team staff receive training throughout the year and work closely with the educational specialist and to provide classroom support and target areas of need. In addition, the teams meet weekly for professional development and to plan strategies for upcoming projects and conferring workshops and facilitators work closely with the families to add more support at home.

As a project-based learning school, the projects/curriculum is planned with differentiation in mind to address various needs of the learners and there are always opportunities for voice and choice for ultimate engagement.

We have also purchased specific educational curriculum and online resources to assist learners in the areas of math and ELA and have Promethean ActivPanels in every classroom for more visual and hands on engagement.

NWEA MAP Assessments are given three times a year to target areas of growth and areas where extra support is needed.

Each week we hold afterschool workshops that provide additional support for math and ELA in a fun and engaging way.

Last updated: 1/27/2020

Professional Development

34 days of the Professional Development are dedicated half-days every Friday.

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Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		58	61