MEETING AGENDA - iLEAD Online Board

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all of the Board members shall be available for public inspection at the main office in Acton between 9:00 am and 3:30 pm.

Meeting

Meeting Date	Thursday, May 19, 2022
Start Time	5:30 PM
End Time	7:00 PM
Location	This meeting will be held virtually.
	You may join us at:
	Zoom https://zoom.us/j/5395735793
	Meeting ID: 539 573 5793
	Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order	(5:30 PM - 5:30 PM)
1.2. Roll Call	(5:30 PM - 5:30 PM)
1.3. Pledge Of Allegiance	(5:30 PM - 5:30 PM)
1.4. Approve Agenda	(5:30 PM - 5:30 PM)
1.5. Approve Minutes	(5:30 PM - 5:30 PM)

2. Curriculum Moment

2.1. Curriculum Moment	(5:30 PM - 5:30 PM)

3. Public Comments

3.1. Public Comments	(5:30 PM - 5:30 PM)

4. Consent Items

4.1. Personnel Report	(5:30 PM - 5:30 PM)
4.2. Check Register	(5:30 PM - 5:30 PM)
4.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements	(5:30 PM - 5:30 PM)

5. Discussion And Reports

5.1. Learner Board Ambassador	(5:30 PM - 5:30 PM)
5.2. School Director Report	(5:30 PM - 5:30 PM)

6. Action Items

6.1. State Accountability Report Card	(5:30 PM - 5:30 PM)
6.2. Annual Request For Federal Title Funding	(5:30 PM - 5:30 PM)
6.3. Title I Schoolwide Application	(5:30 PM - 5:30 PM)
6.4. Board Member Roles	(5:30 PM - 5:30 PM)
6.5. ADP - Payroll Platform	(5:30 PM - 5:30 PM)

7. Board Comments

7.1. Board Comments	(5:30 PM - 5:30 PM)

8. Closing Items

8.1. Promotion/Graduation Date - June 9th 5:30 pm	(5:30 PM - 5:30 PM)
8.2. Next Meeting Date - June 23rd 5pm	(5:30 PM - 5:30 PM)
8.3. Adjournment	(5:30 PM - 5:30 PM)

Please note: items on the agenda may not be addressed in the order they appear. The Board of Directors may alter the order at their discretion.

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

The Secretary of the Board of Directors, hereby certifies that this agenda was pubicly posted 72 or 24 hours prior to the meeting as required by law.

MEETING MINUTES - iLEAD Online Board

Meeting

Date	Thursday, April 14, 2022
Started	5:32 PM
Ended	6:14 PM
Location	This meeting will be held virtually. You may join us on ZOOM at:
	Zoom https://zoom.us/j/5395735793
	Meeting ID: 539 573 5793
	Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting
Chaired by	Shawna Brown
Recorder	Rigo Ortega

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting called to order at 5:32pm

Status: Completed

1.2. Roll Call

Shawna Brown - Present

Maria Fiore - Pesent

Brent Pellico - Absent

Status: Completed

1.3. Pledge Of Allegiance

Pledge Of Allegiance was recited.

Status: Completed

1.4. Approve Agenda

Motioned: Maria Fiore

Seconded: Shawna Brown

Unanimously Approved

Brent Pellico - Absent

Due date:

Status: Completed

1.5. Approve Minutes

Motioned: Maria Fiore

Seconded: Shawna Brown

Unanimously Approved

Brent Pellico - Absent

Due date:

Status: Completed

Documents
- Minutes-2022-02-17-v1.pdf

2. Curriculum Moment

2.1. Curriculum Moment

A learner sang for Curriculum Moment.

Status: Completed

3. Public Comments

3.1. Public Comments

The public may address the iLEAD Online governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes.

No Public Comments.

Status: Completed

4. Consent Items

4.1. Personnel Report

Motioned: Maria Fiore

Seconded: Shawna Brown

Unanimously Approved

Brent Pellico - Absent

Due date:

Status: Completed

Documents
- Personnel Report_Online 4.5.22.pdf

4.2. Check Register

Motioned: Maria Fiore

Seconded: Shawna Brown

Unanimously Approved

Brent Pellico - Absent

Due date:

Status: Completed

Documents
- iLEAD Online Payment Register 20220207.pdf

4.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

Motioned: Maria Fiore

Seconded: Shawna Brown

Unanimously Approved

Brent Pellico - Absent

Due date:

Status: Completed

Documents
- iLEAD Online - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements (4).pdf

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5. Discussion And Reports

5.1. Learner Board Ambassador

Two high school learners presented the Learner Board Ambassador report and answered questions of the board.

Status: Completed

5.2. School Director Report

Erin Jones presented the School Directors' report and answered questions from the board.

Status: Completed

Documents
- 4-14-22 Site Director Board Report .docx.pdf

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6. Action Items

6.1. 2nd Interim Report

Kelly O'Brien, iCA support provider, presented the 2nd Interim Report and answered questions of the board.

Motioned to Ratify: Maria Fiore

Seconded: Shawna Brown

Unanimously Approved

Brent Pellico - Absent

Due date:

Status: Completed

Documents
- iLEAD Online 2nd Interim - Alt Form and MYP.pdf

6.2. Revised Mental Health Policy

Emilie Evenson presented the Revised Mental Health Policy and answered questions of the board.

Motioned: Maria Fiore

Seconded: Shawna Brown

Unanimously Approved

Brent Pellico - Absent

Due date:

Status: Completed

Documents
- Online (redline) Mental Health Policy 3_2022.pdf

6.3. School Plan For Student Achievement

Allison Bravo, iCA support provider, presented the School Plan For Student Achievement and answered questions of the board.

Motioned: Maria Fiore

Seconded: Shawna Brown

Unanimously Approved

Brent Pellico - Absent

Due date:

Status: Completed

Documents
- SSC Approved - iLEAD Online SPSA 21_22 (2).pdf

6.4. Learner Residency Policy

Kim Lytle, iCA support provider, presented the Learner Residency Policy and answered questions of the board.

Motioned: Maria Fiore

Seconded: Shawna Brown

Unanimously Approved

Brent Pellico - Absent

Due date:

Status: Completed

Documents
- _Learner Residency Policy iLEAD Online Charter School .pdf

7. Board Comments

7.1. Board Comments

Loved the student moments and how it's the first item of the meeting.

Status: Completed

8. Closing Items

8.1. Graduation Date - Friday, June 10th 4pm

Status: Completed

8.2. Next Meeting Date - May 19th 2022

Status: Completed

8.3. Adjournment

Meeting adjourned at 6:14 pm

Status: Completed

EMPLOYMENT – New Hires

N/A

RESIGNATIONS/TERMINATIONS

N/A

STATUS CHANGE

N/A

Company Name:	iLEAD Online				
Report Name:	Payment Register				
Report Title 2:	Mission Valley Bank				
Footer Text:	04/07/2022-05/11/2022				
Created On:	5/12/22				
Location:	116--iLEAD Online				

Date	Vendor	GL account/Account label	Method	Amount	Memo
4/7/22	MAKE000--Maker Learning Network	5801--Professional Services -	EFT	33,481.99	Online-Monthly Service Fees
4/7/22	EMP0642--Employee Reimbursement	5940--Postage Expense	EFT	8.82	Online-Postage
4/13/22	MAKE000--Maker Learning Network	5830--Operating Expenditures -	EFT	250.00	Online-Monthly Marketing Reimb - KHTS
4/13/22	MAKE000--Maker Learning Network	4340--Office Supplies	EFT	88.65	Online-Staples Order December 2021
4/13/22	ILEA300--iLEAD California	4120--Core Curriculum - Softwa	EFT	1,491.08	Online- iCA - Parsec software
4/13/22	NATI000--National Benefit Services	9536--403b Payable	EFT	610.00	Online- 403b 04.05.2022
4/13/22	EMP0642--Employee Reimbursement	5210--Travel for PD, Conferenc	EFT	61.31	Online-Mileage
4/13/22	EMP1212--Employee Reimbursement	5940--Postage Expense	EFT	25.96	Online- Postage
4/13/22	CLIF000--Clifton Larson Allen LLP	5804--Professional Services -	EFT	4,147.50	Online- Accounting Services
4/15/22	LEGA003--Legal Shield	9530--Employee Benefits Payabl	EFT	111.10	EE Benefits 02.22
4/15/22	LEGA003--Legal Shield	9530--Employee Benefits Payabl	EFT	111.10	EE Benefits 03.22
4/15/22	KAIS000--Kaiser Foundation Health Plan	9530--Employee Benefits Payabl	EFT	8,183.29	EE Benefits 03.22
4/15/22	KAIS000--Kaiser Foundation Health Plan	9530--Employee Benefits Payabl	EFT	10,546.34	EE Benefits 11.21
4/15/22	KAIS000--Kaiser Foundation Health Plan	9530--Employee Benefits Payabl	EFT	8,183.29	EE Benefits 01.22
4/15/22	KAIS000--Kaiser Foundation Health Plan	9530--Employee Benefits Payabl	EFT	8,045.26	EE Benefits 12.21
4/15/22	KAIS000--Kaiser Foundation Health Plan	9530--Employee Benefits Payabl	EFT	8,183.29	EE Benefits 02.22
4/15/22	KAIS000--Kaiser Foundation Health Plan	9530--Employee Benefits Payabl	EFT	4,418.53	EE Benefits 10.21
4/15/22	CIGN000--Cigna Healthcare	9530--Employee Benefits Payabl	EFT	1,692.80	EE Benefits 03.22
4/15/22	SUNL000--Sun Life Assurance Company of Canada	9530--Employee Benefits Payabl	EFT	1,282.47	EE Benefits 02.22
4/15/22	MESV000--MES Vision	9530--Employee Benefits Payabl	EFT	783.58	EE Benefits 03.22
4/19/22	ARTH000--First Insurance Funding	5410--Liability Insurance	EFT	5,383.17	Online-10th payment Acct# ILEASCH-02
4/19/22	INTE001--Integrity6	5850--Student Services Expendi	EFT	2,059.09	Online- Enrollment Management Solution
4/19/22	MAKE000--Maker Learning Network	5809--Professional Services -	EFT	5,338.82	Online-Employee Leasing
4/19/22	ILEAEXP--iLEAD Hybrid Exploration	5310--Professional Dues, Membe	EFT	800.00	Online- Clicker SPED License - 2 Learners
4/19/22	EMP0870--Employee Reimbursement	5210--Travel for PD, Conferenc	EFT	62.38	Online- Mileage-Staff Retreat
4/19/22	SCHO009--School Pathways Holdings, LLC	5310--Professional Dues, Membe	EFT	650.00	Online- Ellevation Bridge Annual Sub
4/27/22	EMP1118--Employee Reimbursement	5230--Conference & Workshop Re	EFT	660.97	Online-Manager Training
4/27/22	TMOB006--T-Mobile 3616	5920--Internet Services	EFT	816.04	Online-Acct# 966783616
4/28/22	PROC000--Procopio, Cory, Hagreaves & Savitch	5808--Professional Services -	EFT	1,680.00	Online-Labor & Employment
4/28/22	UPSF000--UPS	5940--Postage Expense	EFT	459.95	Online- Postage
4/28/22	GUID000--Guided Discoveries Inc	5829--Operating Expenditures -	EFT	8,540.00	Online- Catalina Classic Cruises
4/29/22	SCHO009--School Pathways Holdings, LLC	5310--Professional Dues, Membe	EFT	6,001.11	Online- Annual Subscription
5/3/22	BETT002--Better Cloud, Inc	5925--Website/Communication Fe	EFT	2,458.40	Online- Better Cloud Pro 2022-2023
5/3/22	ILEA300--iLEAD California	5240--Professional Development	EFT	4,035.15	Online- LEAD CA Support Services Title I
5/3/22	MAKE000--Maker Learning Network	5801--Professional Services -	EFT	33,481.99	Online-Monthly Service Fees
5/3/22	LOSA001--Los Angeles County Office of Education (LACOE)	9535--Retirement Liability	EFT	52,926.07	Online STRS
5/6/22	ILEA300--iLEAD California	5801--Professional Services -	EFT	459.01	Online- 20-21 Final ICA Shared Service
				$ 217,518.51	

AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements
Board Approved:

Whereas, the Governor signed an Executive Order Suspending the Brown Act until October 1, 2021,

Whereas, the Governor signed Emergency Legislation AB 361 in September 2021,

Whereas, according to AB 361, the public charter school Board may take advantage of additional flexibility in teleconference meetings so long as the school complies with the following:
- The public has access via internet and/or telephone to the Board meeting and can provide public comment in some electronic form,
- The charter school uses it sound discretion and makes reasonable efforts to adhere, as closely as possible, to the other provisions of the Brown Act in order to maximize transparency and provide public access.

Whereas, AB 361 states that:
- If there is a state of emergency proclaimed by the Governor, the same suspension of teleconferencing rules apply, if either state or local officials have imposed or recommended measures to promote social distancing or, by Board vote a finding imminent risk to health or safety of attendees.

Whereas, SB 361 requires:
- The Board must provide means of how public comment will be available (internet/by phone);
- If a technical disruption occurs, no action can be taken; and
- No early requirement for public comment will be set into place and the Board shall allow for "real time" comments during full public comment period; and
- The Board makes a finding every 30 days to continue teleconferencing.

Therefore, based on the Board's 30-day reconsideration of the current circumstances of the State of Emergency and situations of the State of Emergency continues to directly impact the ability of members to meet safely in person, and/or the State or local officials continue to impose or recommend measures to promote social distancing;
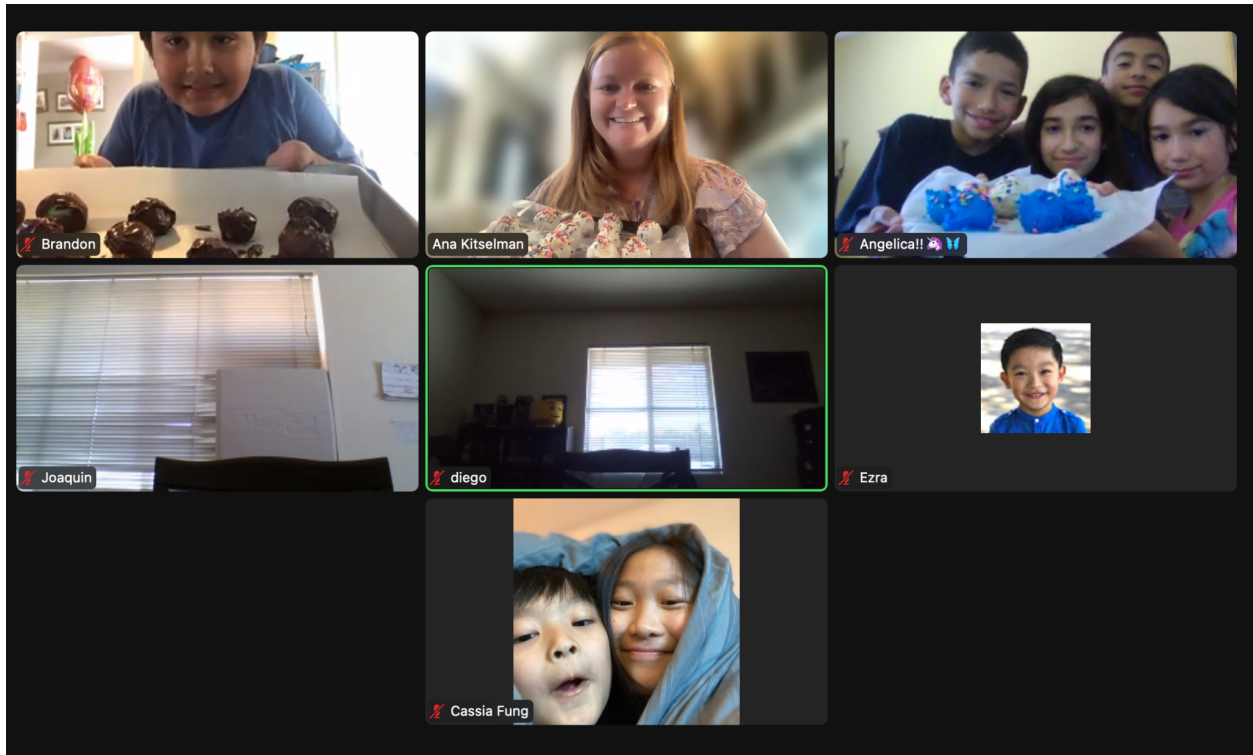
The Board has determined that it will hold its next meeting in a hybrid mode allowing Board Members and the public to attend the meetings in person using social distancing requirements or virtually given individual needs and choice of the attendee.
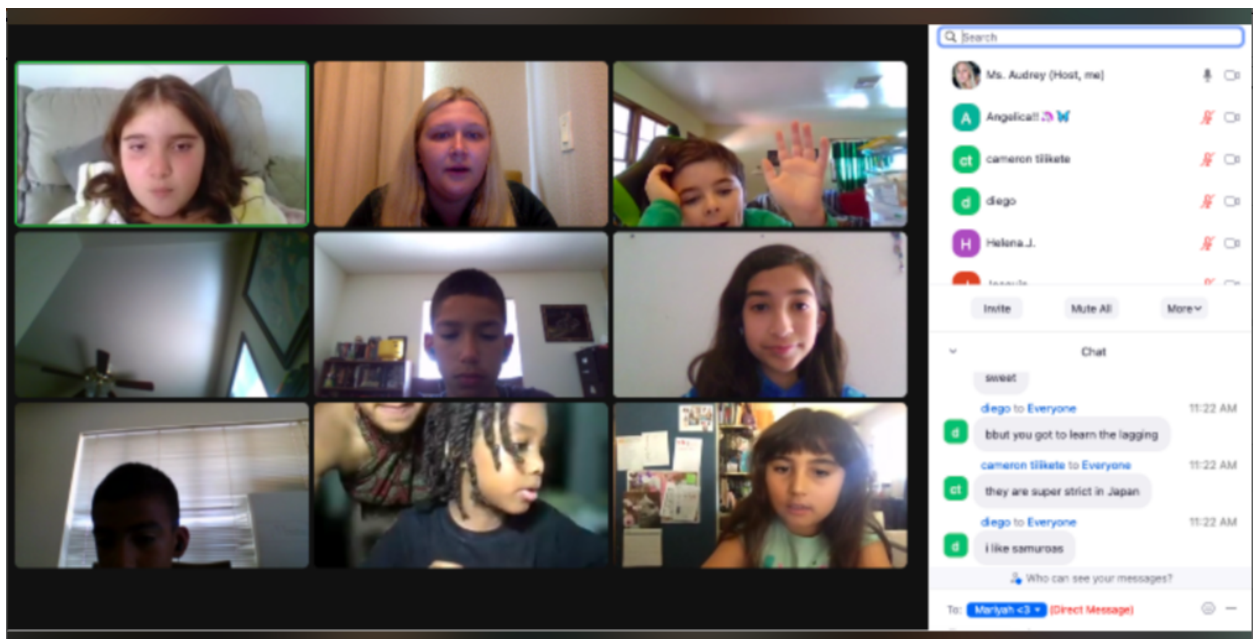
Curriculum Moment
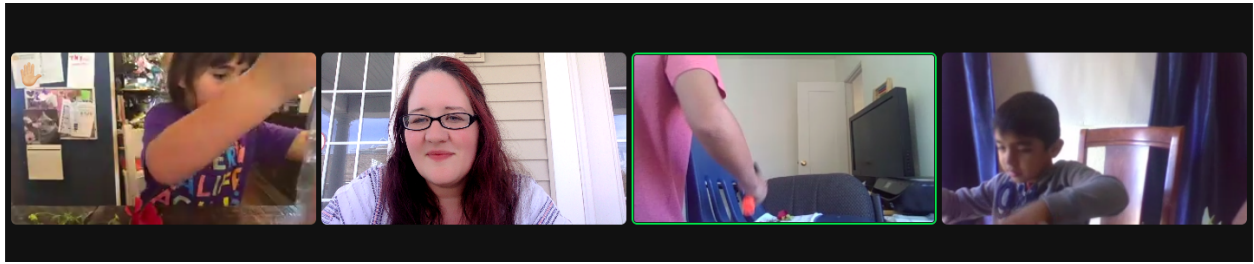Spring Shindig flyer and Activities link

Truffle Making (Grade 4)

5th grade " This or That"

TK/K/1 Ecoprints for Spring Shindig :) They had fun!

Professional Learning

Our teaching staff continues to analyze data to inform best practices. In particular we focused on our SEL survey results with the help of Matt Watson

Summary

Topic Description	Results
Academic Engagement This learner is excited to learn new things. They are not afraid to try and learn new things. They can learn by themselves.	77%
School Engagement How attentive and invested students are in school.	91%
School Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the school.	93%
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	90%

78 responses

Academic Engagement

Your average

77%

78 responses

How did people respond?

Q.1: My course facilitators help me meet my learning goals.

Always	45%	35
Often	37%	29
Sometimes	5%	4
Never	1%	1
Not sure	12%	9
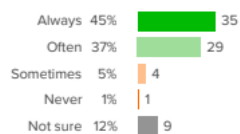
Favorable: **93%**

Q.2: My lessons, assignments, and projects are interesting to me.

Always	18%	14
Often	38%	30
Sometimes	35%	27
Never	1%	1
Not sure	8%	6
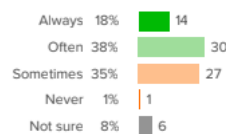
Favorable: **61%**

School Celebrations/Events

PROM 2022 - iLEAD Online Learners

Congratulations to PROM KING Watani Gleason

<u>Enrollment</u>

Track A + C full year- 330
Track C summer only- 37

iLEAD Online
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	3720 Sierra Hwy. Ste A Acton, CA , 93510-0500	**Principal:**	Erin Jones, 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, 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).

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.

About This School

Erin Jones, Director

📍 Principal, iLEAD Online

About Our School

Welcome to iLEAD Online!

iLEAD Online is a tuition-free, public charter that educates learners in grades K-12. Through a wide variety of subject areas, our school offers a personalized approach to online learning that focuses on project-based learning and social-emotional learning principles that adhere to the Common Core Standards. All iLEAD Online courses are created, written, developed and managed by our own facilitators. 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: academic rigor, college and career readiness, critical thinking, curiosity, gratitude, grit, growth mindset, optimism, purpose, self control, social intelligence, and zest. Social-emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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.

Erin Jones, Director

Contact

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

Phone: (661) 441-6636
Email: online.classes@ileadschools.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

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 2021—2022)

School Name	iLEAD Online
Street	3720 Sierra Hwy. Ste A
City, State, Zip	Acton, CA , 93510-0500
Phone Number	(661) 441-6636
Principal	Erin Jones, Director
Email Address	online.classes@ileadschools.org
Website	https://ileadonline.org/
County-District-School (CDS) Code	19753090136531

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

iLEAD Online Charter School is a K-12 independent study online public charter school authorized by the Acton Agua Dulce Unified School District in Los Angeles County which opened in July 2017. The school meets the needs of families who prefer virtual learning for their children. Learners are supported by a credentialed academic coach, facilitators and a program which supports educational options and flexibility. The school provides learners and families flexibility of scheduling throughout the week to complete coursework and activities and offers a broad course catalog and unique customizable project approach for demonstrating mastery of the California State Standards.

The mission of the iLEAD Online is to provide a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for all learners in grades K-12 to prepare them for college and career.

The vision of iLEAD Online is that all learners will possess the knowledge, skills, and confidence to achieve health and wellness, master academic standards, develop a deep understanding of subject matter and collaborate effectively with the community in which they live. All learners will graduate college and career ready by meeting rigorous graduation requirements.

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	15
Grade 2	8
Grade 3	6
Grade 4	16
Grade 5	17
Grade 6	18
Grade 7	22
Grade 8	26
Grade 9	26
Grade 10	24
Grade 11	32
Grade 12	28
Kindergarten	18
Total Enrollment	256
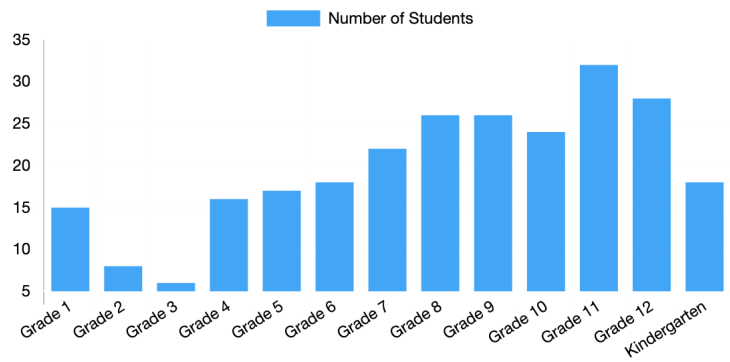
Last updated: 1/25/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	54.30%
Male	45.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	2.30%
Black or African American	16.40%
Filipino	0.80%
Hispanic or Latino	31.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	9.00%
White	33.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.60%
Foster Youth	0.80%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	43.80%
Students with Disabilities	13.30%

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—2021)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA MAP Growth Reading
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	119	108	91	9	55
Female	64	59	92	8	64
Male	55	49	89	11	43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	17	81	19	47
Filipino	--	--	--	--	--
Hispanic or Latino	37	35	95	5	37
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	--	--	--	--	--
White	36	34	94	6	59
English Learners	--	--	--	--	--
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	45	37	82	18	43
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	15	12	80	20	33

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): MAP NWEA Growth Mathematics
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	119	108	91	9	31
Female	64	60	94	6	30
Male	55	48	87	13	33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	18	86	14	28
Filipino	--	--	--	--	--
Hispanic or Latino	37	35	95	5	14
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	--	--	--	--	--
White	36	33	92	8	39
English Learners	--	--	--	--	--
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	45	38	84	16	18
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	15	12	80	20	42

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

iLEAD Online offered twelve CTE programs in which high schoolers could participate during the 2020-21 school year. The CTE programs and sequences as conducted by the school were as follows:

CTE Program: Digital Arts

    Introduction: Foundations in Visual Art

    Concentrator: Digital Illustration

    Capstone: AP Studio Art: 2D Art and Design

CTE Program: Animation

    Introduction: Intro to Animation

    Concentrator: Animation 2

    Capstone: Animation Capstone Project

CTE Program: Photography

    Introduction: Photography I

    Concentrator: Photography II

    Capstone: Photography III

CTE Program: Theater Arts

    Introduction: All the World's a Stage

    Concentrator: The Transformational Actor

    Capstone: Acting Capstone Project

CTE Program: Video Production

    Introduction: Video Production I

    Concentrator: Video Production II

    Capstone: Video Production III

CTE Program: Film Studies and Production

    Introduction: The Magic of Movies: A History of Film

    Concentrator: Writing For Stage and Screen: Film Academy

    Capstone: Screenwriting or Movie Producton Capstone Project

CTE Program: Entrepreneurship and Business

    Introduction: Consumer Math or Computer Applications

    Concentrator: Entrepreneurship or Innovation Lab

    Capstone: Business Capstone Project

CTE Program: Child Development

    Introduction: Child Development

    Concentrator: Childhood Development (Semester 1) and Equity and Diversity in Early Child Education (Semester 2)

    Capstone: Child Development Capstone Project

CTE Program: Biotechnology

    Introduction: Medical Terminology

    Concentrator: Medical Microbiology

    Capstone: Medical Capstone Project

CTE Program: Game Design

    Introduction: Computer Applications or Intro to Game Design

    Concentrator: Game Design 2

    Capstone: Game Design Capstone Project

CTE Program: Journalism

    Introduction: Intro to Journalism

    Concentrator: Journalism 2

    Capstone: Journalism Capstone Project

CTE Program: Criminal Justice

    Introduction: Criminal Justice or Forensic Investigators

    Concentrator: Mock Trial

    Capstone: Criminal Justice Capstone Project

The CTE program is staffed with credentialed CTE facilitators with relevant industry experience.

Last updated: 2/1/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	75
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/25/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.09%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/25/22

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 2021-2022)

iLEAD Online values 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, etc.).

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	13.30%	18.20%	5.90%	35.00%	29.10%	27.60%	9.00%	8.90%	9.40%
Graduation Rate	80.00%	81.80%	82.40%	22.60%	23.70%	26.00%	84.50%	84.20%	83.60%
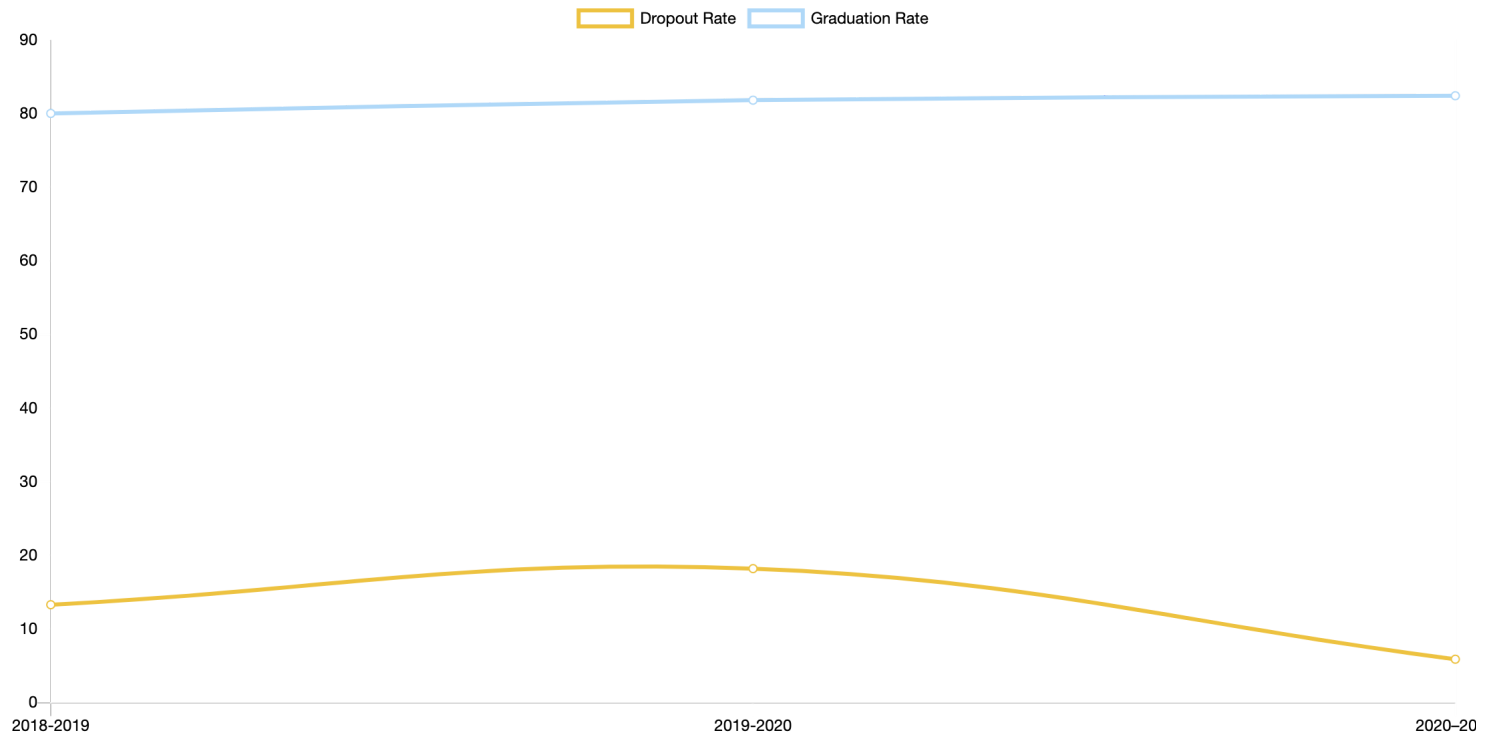
Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	34	28	82.4
Female	24	20	83.3
Male	--	--	--
Non-Binary	0	0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	16	13	81.3
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	20	18	90.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

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.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	331	305	7	2.3
Female	172	160	2	1.3
Male	159	145	5	3.4
American Indian or Alaska Native	11	11	0	3.4
Asian	1	1	0	0.0
Black or African American	52	45	1	2.2
Filipino	2	2	0	0.0
Hispanic or Latino	105	99	6	6.1
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	29	28	0	0.0
White	108	98	0	0.0
English Learners	8	8	1	12.5
Foster Youth	4	4	1	25.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	147	139	5	3.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	44	1	2.3

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.00%	0.00%	0.35%	0.01%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.25%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/25/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

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

Last updated:

School Safety Plan (School Year 2021-2022)

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 evaulate 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.

Additionally, the school actively maintains and monitors its COVID-19 reopening protocols for K-12 schools through the guidelines that are routinely updated by the Los Angeles County Department of Public Health and/or the state of California. iLEAD Online updated its COVID-19 Safety Plan and COVID-19 Prevention Program in August 2021. This policy applies to all iLEAD Online employees and contains general prevention best practices, as well as iLEAD Online policies and procedures related to COVID-19 in the workplace. Both the Reopening Protocols for K-12 Schools and the COVID-19 Safety Plan and Prevention Program documents are located on the homepage of the school's website, iLEADonline.org.

Last updated: 2/1/22

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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	2.00	1	0	0
5	5.00	1	0	0
6	4.00	1	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	1.00	1	0	0
4	2.00	1	0	0
5	5.00	1	0	0
6	5.00	1	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	16.00	1	0	0
1	14.00	1	0	0
2	6.00	1	0	0
3	6.00	1	0	0
4	16.00	1	0	0
5	15.00	1	0	0
6	17.00	1	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	9.00	9	0	0
Math	6.00	11	0	0
Science	5.00	10	0	0
Social Science	8.00	13	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	8.00	15	1	2
Math	8.00	19	0	1
Science	5.00	16	0	1
Social Science	9.00	10	0	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	7.00	23	1	0
Math	7.00	28	0	0
Science	5.00	16	0	1
Social Science	6.00	21	1	0

Last updated: 1/26/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	128.0

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	2.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	5.20

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13624.66	$2204.78	$11419.88	$62518.34
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$71544.00
Percent Difference – School Site and State	N/A	N/A	29.96%	-13.46%

Last updated: 2/1/22

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

**Types of Services Funded (Fiscal Year 2020–2021)**

Local Control Funding Formula (LCFF) base and supplemental funds are utiilized as outlined in the Local Control Accountability Plan (LCAP) to ensure that all learners receive the intervention or 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 and one-time ESSER I, II and III funding are utilized to complement and add additional services to support at-promise learners, interventions, and to prevent, prepare and/or respond to COVID-19 needs. Additional one time Extended Learning Opportunity (ELO) grant funds were received to mitigate learning loss.

Last updated: 1/27/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52386.74	$45813.00
Mid-Range Teacher Salary	$64728.93	$70720.00
Highest Teacher Salary	$76071.12	$93973.00
Average Principal Salary (Elementary)	$117079.00	$111613.00
Average Principal Salary (Middle)	$117079.00	$119477.00
Average Principal Salary (High)	$117079.00	--
Superintendent Salary	$117079.00	$150704.00
Percent of Budget for Teacher Salaries	23.80%	29.00%
Percent of Budget for Administrative Salaries	3.93%	6.00%

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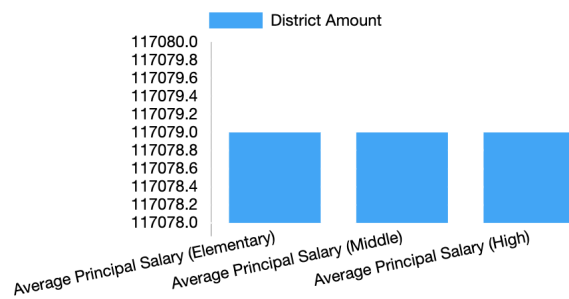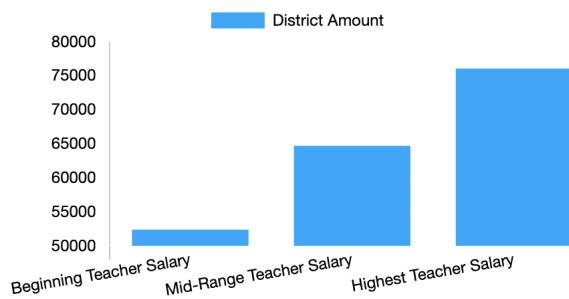
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 10.90%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	3
Social Science	6
Total AP Courses Offered*	11.00%

Last updated: 1/25/22

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

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

iLEAD Online
2022 - 2023 Consolidated Application Reporting System
Request for Funding
Executive Summary for Board Information
Board Approved:

The Consolidated Application is used by the California Department of Education to apply for and distribute funds from various Federal programs to county offices, school districts, and charter schools throughout California. The application is submitted online through a web-based Consolidated Application Reporting System (CARS).

Schools can request participation in Federal programs including: Title I Part A, Basic Grant (Low Income/low achieving students), Title II, Part A (Teacher and Principal Training and Recruiting), Title III, Part A (Immigrant and Limited English Proficient Students [LEP]) Title IV, Part A (Student Support and Academic Enrichment).

Once funds have been applied for the Winter Release of the application, the LEA's entitlements for each funded program will begin to be planned for and monitored. Out of each Federal program entitlement, LEAs allocate funds for indirect costs of administration for programs operated by the LEA and for programs operated at the school. In addition, every local educational agency (LEA) certifies the Spring Release data collections to document participation in Federal programs and provide assurances that the LEA will comply with the legal requirements of each program.

Federal Program Descriptions that iLEAD Online
Would Be Applying For:

Title I Part A: Helping Disadvantaged Children:
A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II Part A: Teacher Quality:
A federal program that increases student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified facilitators in the classroom and highly qualified school directors and leadership residents in schools.

Title IV, Part A: Student Support and Academic Enrichment:
A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

School Site Responsibilities

Each school receiving Federal Funds through the consolidated application is required to have a comprehensive school plan known as the School Plan for Student Achievement (SPSA) describing strategies and activities to improve student achievement and meet state standards. Supplementary services are provided by these programs to support the core program. Based on the school's comprehensive needs assessment, schools may utilize additional special highly qualified facilitators, coaches, counselors, care team members, tutoring assistance, scientifically research-based intervention programs, instructional technology, supplemental materials and equipment, professional development, conferences and workshop attendance, expert consultants, and parent/community engagement activities to meet the identified needs of the learners requiring supplemental services. Each school's School Site Council (SSC) is required to provide input, assist in the plan/budget development and recommend to the School Governing Board annually for approval of the planned program activities and budgets as part of the School Plan for Student Achievement. The School Director and/or designee reviews program regulations and guidelines with all site staff, parent groups such as iSupport and ELAC as applicable, and School Site Councils to ensure appropriate planning, implementation and evaluation and to maintain compliance for each program. All site plans are reviewed for compliance along with goals and activities to improve student achievement and parent involvement before being forwarded to the Board for approval.

Schools are responsible to oversee the funding budget, allowable expenditures, program development, and learner outcomes.

It is recommended that iLEAD Online submit the Consolidated Application for the Federal Funded Programs listed above by date required by the State and Federal Government.

Title I, Part A Schoolwide Program
2022-2023 School Year
Board Approved:

The Board authorizes iLEAD Online to use the Federal Title I, Part A funding for a School Wide Program.

Purpose
A Title I, Part A School Wide Program (SWP) is to enable all learners, particularly those children who are failing, or are at-risk of failing, to demonstrate proficiency, close the achievement gap, and meet the challenging State academic standards by improving the entire educational program of the school (Every Student Succeeds Act [ESSA] Section 1114[b][6]); Title 34 Code of Federal Regulations [34 CFR] 200.25[a][1])[2]).

Eligibility
A Title I school is eligible to function as a School Wide Program if the school has at least 40% of its children from low-income families (34 CFR 200.25[b][1]); ESSA Section 1114[a][1][A]).

According to the 2021-2022 school data, Empower Generations has a low-income population of 42.7%.

The Comprehensive Needs Assessment
The school will begin the process by first conducting the comprehensive needs assessment that take into account information on the academic achievement of all learners in the school, including all subgroups of learners, relative to the challenging State academic standards to (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1][i]). This comprehensive needs assessment will help the SWP school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

Develop the School Wide Program Plan
The SWP Plan is developed during a one-year period unless it is determined that less time is needed to develop and implement the SWP plan (ESSA Section 1114[b][1]). This plan is, also, known as the School Plan for Student Achievement and is developed, coordinated, and integrated with other Federal, State, and local services, resources, and programs, if appropriate and applicable (ESSA Section 1114[b][5]) (California *Education Code*(*EC*) Section 64001[a]).   This plan is developed with the involvement of parents, other members of the community, teachers, principals/administrators, students, as

applicable, other school leaders, and paraprofessionals present in the school using the School Site Council [*EC* Section 65000].

The SWP Plan is available to the LEA, parents, and the public, and the information contained in such a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1114[b][4]). The Plan remains in effect for the duration of the school's participation in a SWP (ESSA Section 1114[b][3]).

A School Wide Program school may use Title I, Part A funds to provide or conduct the following activities and interventions:

- Provide counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas (ESSA Section 1114[b][7][A][iii][I]).

- Implement a schoolwide tiered model to prevent and address problem behavior and early intervening services (ESSA Section 1114[b][7][A][iii][III]).

- Provide professional development for teachers, paraprofessionals, and other school staff to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (ESSA Section 1114[b][7][A][iii][IV]).

- Operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards (ESSA Section 1114[e]).

- Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]).

- Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include a well-rounded education (ESSA Section 1114[b][7][A][ii]).