MEETING AGENDA - iLEAD Agua Dulce 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 of the school between 9:00 am and 3:30 pm.

Meeting

Meeting Date	Wednesday, June 22, 2022
Start Time	5:00 PM
End Time	6:00 PM
Location	Address: 11311 Frascati Street, Agua Dulce, CA 9190
	Join Zoom Meeting https://us02web.zoom.us/j/3858775783
	Meeting ID: 385 877 5783
	Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Zoom Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order	(5:00 PM - 5:00 PM)

1.2. Roll Call	(5:00 PM - 5:00 PM)

1.3. Pledge Of Allegiance	(5:00 PM - 5:00 PM)

1.4. Approve Agenda	(5:00 PM - 5:00 PM)

Due date: 6/22/2022

1.5. Approve Minutes	(5:00 PM - 5:00 PM)

Due date: 6/22/2022

Documents
- Minutes-2022-05-10-v1.pdf

2. Closed Session

2.1. Conference with Legal Counsel - Anticipated Litigation	(5:00 PM - 5:00 PM)

Gov. Code section 54956.9(d)(2): 1 Matter

2.2. Public Employee Performance Evaluation	(5:00 PM - 5:00 PM)

Gov. Code section 54957(b)(1): School Director

3. Report of Closed Session	(5:00 PM - 5:00 PM)

4. Discussion And Reports

4.1. School Director Report
(5:00 PM - 5:00 PM)

Documents
- Site Director Board Report - -2.pdf

4.2. LCAP Public Hearing
(5:00 PM - 5:00 PM)

Allow public input regarding the Local Control Accountability Plan and Budget.

Documents
- iLEAD Agua Dulce DRAFT LCAP.pdf

5. Public Comments

5.1. Public Comments
(5:00 PM - 5:00 PM)

The public may address the iLEAD Agua Dulce 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.

6. Consent Items

6.1. Personnel Report
(5:00 PM - 5:00 PM)

Due date: 6/22/2022

Documents
- Personnel Report_Agua Dulce 6.14.2022.pdf

6.2. Check Register
(5:00 PM - 5:00 PM)

Due date: 6/22/2022

Documents
- iAD Payment Register_20220615.pdf

6.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements (5:00 PM - 5:00 PM)

Due date: 6/22/2022

Documents
- iLEAD AD - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements.pdf

7. Action Items

7.1. School Director Employment Agreement
(5:00 PM - 5:00 PM)

Discuss and take action regarding the School Director employment agreement.

Due date: 6/22/2022

7.2. Transitional Kindergarten Implementation Plan
(5:00 PM - 5:00 PM)

Discuss and take action regarding the required plan for Transitional Kindergarten as required by the State of CA.

Due date: 6/22/2022

Documents
- Board Copy of iLEAD Agua Dulce Universal TK Plan.docx.pdf

7.3. Admission and Enrollment Policy   (5:00 PM - 5:00 PM)

Discuss and take action regarding Admissions and Enrollment Policy.

Due date: 6/22/2022

Documents
- iLEAD Agua Dulce Admissions and Enrollment Policy.pdf

7.4. 2022 - 2023 Family Guidebook   (5:00 PM - 5:00 PM)

Discuss and take action regarding the 2022 - 2023 Family Guidebook with required changes to reflect current practices, procedures, and/or laws.

Due date: 6/22/2022

Documents
- iAD FINAL 2022-2023 iLEAD Schools Family Guidebook (1).pdf

7.5. Save On Fencing   (5:00 PM - 5:00 PM)

Due date: 6/22/2022

Documents
- SavOnilead Charter 3-15-22.doc

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8. Board Comments

8.1. Board Comments   (5:00 PM - 5:00 PM)

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9. Closing Items

9.1. Next Meeting Date   (5:00 PM - 5:00 PM)

Our next meeting is scheduled for June 29th at 5PM.

9.2. Adjournment   (5:00 PM - 5:00 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 publicly posted 72 or 24 hours prior to the meeting as required by law.

MEETING MINUTES - iLEAD Agua Dulce Board

Meeting

Date	Tuesday, May 10, 2022
Started	5:00 PM
Ended	5:39 PM
Location	Address: 11311 Frascati Street, Agua Dulce, CA 9190
	Zoom Meeting: https://zoom.us/j/5395735793
	Meeting ID: 539 573 5793
	Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting
Chaired by	Christine Johnson
Recorder	Nicole Higdon

Minutes

1. Opening Items

1.1. Call The Meeting To Order

The meeting was called to order at 5:08PM.

Status: Completed

1.2. Roll Call

Christine Johnson, present

Kurt Knechtel, present

Mary Johnson, present

Susan Slates, present

Lester Mascon, absent

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Approve Agenda

Motion: Susan Slates

Seconded: Kurt Knechtel

Absent: Lester Mascon

Unanimously approved.

Due date:

Status: Completed

1.5. Approve Minutes

Motion: Mary Johnson

Seconded: Kurt Knechtel

Absent: Lester Mascon

Unanimously approved.

Due date:

Status: Completed

Documents

- Minutes-2022-04-05-v1 (1).pdf

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2. Curriculum Moment

2.1. Curriculum Moment

No curriculum moment at this meeting.

Status: Completed

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3. Public Comments

3.1. Public Comments

The public may address the iLEAD Agua Dulce 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 made.

Status: Completed

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4. Consent Items

4.1. Personnel Report

Motion: Mary Johnson

Seconded: Susan Slates

Absent: Lester Mascon

Unanimously approved.

Due date:

Status: Completed

Documents

- Personnel Report_Agua Dulce 5.3.2022 - Google Docs.pdf

4.2. Check Register

Motion: Mary Johnson

Seconded: Susan Slates

Absent: Lester Mascon

Unanimously approved.

Due date:

Status: Completed

Documents
- iAD Payment Register_20220504.pdf

4.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

Request approval of required Analysis of AB 361 Emergency Legislation regarding the ability of the Board and public to meet safely in person given measures to promote social distancing.

Motion: Mary Johnson

Seconded: Susan Slates

Absent: Lester Mascon

Unanimously approved.

Status: Completed

Documents
- iLEAD AD - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements (3).pdf

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5. Discussion And Reports

5.1. School Director Report

Lisa Latimer, iLEAD Site Director, gave her report which included an update on how Play Day went, repairs to our A/C and septic tank, plumbing, current enrollment and projected enrollment for next year.

Status: Completed

Documents
- Site Director Board Report - (1).pdf

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6. Action Items

6.1. State Accountability Report Card

Request ratification of the 2020 - 2021 State Accountability Report Card outlining the required school information for public review. This document was posted to the website as required by February 1.

Laura Durrell, iLEAD Support Provider, gave the report and answered questions of the Board.

Motion: Susan Slates

Seconded: Mary Johnson

Absent: Lester Mascon

Unanimously approved.

Due date:

Status: Completed

Documents
- iLEAD Agua Dulce 2020-21 School Accountability Report Card.pdf

6.2. Annual Request For Federal Title Funding

Request approval to submit for Federal Title I, II, and IV funding for the 2022-2023 school year.

Laura Durrell reported and answered questions of the Board.

Susan asked how much of the $45,000 went to programs and was told nearly all of that money went to Care Team salaries.

Motion: Mary Johnson

Seconded: Susan Slates

Absent: Lester Mascon

Unanimously approved.

Due date:

Status: Completed

Documents
- Annual Request For Federal Title Funding - iLEAD Agua Dulce.pdf

6.3. ADP - Payroll Platform

Request approval to transition to ADP, a payroll platform which integrates with current finace system, SAGE.

Keith Gallion gave the report and answered questions of the Board.

Motion: Susan Slates

Seconded: Kurt Knechtel

Absent: Lester Mascon

Unanimously approved.

Due date:

Status: Completed

7. Board Comments

7.1. Board Comments

Christine Johnson commented on Play Day and how great the day was. She commented on how nice it was to see the big kids help run the stations and help the little kids. Lisa Latimer then gave a shout out to the middle and high school students, saying how well they did helping set up, run station and clean up afterwards.

Status: Completed

8. Closing Items

8.1. Promotion Date - June 10th at 3PM

8th grade promotion is schedule for June 10th at 3PM.

Status: Completed

8.2. Next Meeting Date

June 22 and June 29 at 5:00

There are two meetings in June. June 22nd and June 29th at 5PM.

Status: Completed

8.3. Adjournment

The meeting was adjourned at 5:39PM.

Status: Completed

Agua Dulce
School Director's Report - Lisa Latimer
June 2022

School-wide Events

- Jamboree

Assessments

- MAP results

Facilities

- Septic reimbursed of payment
- Barn/Corral

2022-2023

TK/KN   45
1st   50
2nd   27
3rd   38
4th   41
5th   28
6th   25- 6
7th   30- 4
8th   29
9th   9
10th   12
Homeschool 27
Grand total 361

Supplement to the Annual Update to the 2021–22
Local Control and Accountability Plan

Board Report Date: February 8, 2022

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Agua Dulce	Lisa Latimer, Director	lisa.latimer@ileadaguadulce.org (661) 268-6386

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

In addition to the 2021-2022 Local Control Funding Formula expenditures and the Local Control Accountability Plan (approved in June 2021), the school received one time funding due to the COVID-19 pandemic and the impacts of learning on its learners. iLEAD Agua Dulce has received the Extended Learning Opportunity and the In Person Instruction Grants. Engagement and consultation with educational partners and the community at large took place with discussions and collaborations in the spring of 2021. The staff, parents, and community at large were notified of the additional funding and planning through parent groups, staff meetings, and at public board meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

iLEAD Agua Dulce does not qualify for State concentration grant funding because it does not have the required number of learners who are deemed low-income, English learner, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The school received one time federal funding due to the COVID-19 pandemic and the impacts of learning on its learners. iLEAD Agua Dulce has received the Elementary and Secondary School Emergency Relief (ESSER) II and III funding. Engagement and consultation with educational partners and the community at large took place with schoolwide information and specific meeting discussions. The learners, staff, parents, and community at large were notified of the additional funding and planning through Monday Messages, working with parent groups, during staff meetings, and at public board meetings.

The ESSER III plan was also sent to the school's authorizer, posted to the school website, and submitted to the LA County Office of Education. The school staff, educational partners, Board Members, and community at large reviewed the developed plan for spending in conjunction with the needs of the learners and school as applicable to the funding source. The EL/Homeless/Foster/Migrant administrative support personnel was included in the planning. State and local requirements were monitored so that the plan remained current to ensure the facilities were prepared to be an ongoing safe space for instruction, social emotional needs were being met, and learning gaps addressed. Support staff communicated with and attended state and local health meetings for pertinent updates. Prior to Board Meetings, the agendas and funding plan was posted at the meeting location and on the public website for all educational partners and the community at large to review. The additional funding sources were also discussed at Board Meetings that are open to the public and community at large (which included opportunities for public comment). Lastly, the special education administrative support team was in attendance during the Board Meeting discussions and actions taken to approve these plans as required.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

To maintain the health and safety of learners, facilitators, and other staff, iLEAD Agua Dulce developed and implemented a COVID-19 Safety Plan and Prevention Program (posted on the school's website) which outlined safety protocols. The School Director has kept families and staff informed on updated COVID safety procedures to support the continuity of services.

Some of the challenges during the 2021-2022 school year have been shortages in staff including staff vacancies and substitute coverage. Additionally, the ongoing changes in state protocols involving potential outbreaks have required extra meetings, revised procedures, and communications on COVID testing, contact tracing, tracking and reporting.

Through the use of one-time COVID relief funding, the school was able to provide a summer program paid for by Extended Learning Opportunity Grant funds to mitigate learning loss. ESSER II and III also provided for an additional Care Team Provider, the implementation of a Wellness Center, the development of a Makery, the creation of a Support Animal Program, and the purchasing of additional curriculum and materials such as CPM, science supplies, and classroom furniture. The In-Person Instruction Grant purchased needed emergency and safety equipment, additional Wi-Fi connectivity, printer, and laptops, school supplies and outdoor tools.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Safe Return to In-Person Instruction and Continuity of Services Plan was written to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus. 2021-2022 LCAP goals 1, 2 and 3 were written in part to ensure school safety, target children below proficiency, mitigate learning loss, support social emotional learning, and provide school equipment/technology as needed. The one–time funding has and will continue to provide additional opportunities to put these plans in action by providing the ability to purchase additional materials, curriculum, technology, training, and support as outlined above to meet the ongoing needs of learners.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLead Agua Dulce	Lisa Latimer Director	lisa.latimer@ileadaguadulce.org 661-433-0955

Plan Summary 2022-2023

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

iLEAD Agua Dulce Charter School is a WASC accredited public charter school that opened in 2018. It is located in the town of Agua Dulce, and currently serves learners in TK-9th grade. As part of Santa Clarita Valley, iLEAD Agua Dulce Charter School is situated in a rural/suburban community on the outskirts of Los Angeles County. The school's enrollment for the 2021-22 school year is 322 learners. The current population of the school is 51.2% White; 36% Hispanic or Latino; 9% Two or More Races; 1.6% African American; 1.2% Asian; 0.6% Not Reported; and 0.3% American Indian or Alaska Native. 36.6% of iLEAD Agua Dulce learners qualify for free and reduced meals.

iLEAD Agua Dulce offers a learner-centered approach to education that focuses on interdisciplinary project-based learning and social-emotional learning principles while adhering to the Common Core Standards. 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. iLEAD Agua Dulce's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on both 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. Twice a year, learners and facilitators alike reflect on student growth in each of these areas through use of the iLEAD Comprehensive Growth Card.

At iLEAD Agua Dulce, learners are active participants in meaningful learning, as they engage in hands-on activities and play-based experiences to include farm animals, gardening and other outdoor projects/activities conducive to teaching higher order thinking. Projects more closely resemble real world work, so learners develop specialized skills. The school incorporates technology as a regular part of the learning process.

Learner performance and achievement are measured by a variety of summative and formative assessments that are aligned to state standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP). To support instructional decision making, the school utilizes NWEA MAP (Measures of Academic Progress), an adaptive assessment tool approved by the California Department of Education (CDE), as one of several measures to monitor learner progress throughout the year.

Through thoughtfully-designed learning environments and the implementation of professional learning on diversity, equity and inclusion, it is iLEAD Agua Dulce's goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths to cultivate a love for learning. School staff works with each learner to develop an individualized learning plan with an emphasis on academic and SEL goals. The staff also incorporates a variety of methods and best practices including professional learning, implementation of intentional teaching strategies, analysis of learner performance data, Multi-Tiered Systems of Support (MTSS), and the revision of instruction as necessary to educate all learners and address the unique needs of English Learners (3.7%), Students with Disabilities (14.9%),

Socioeconomically Disadvantaged (36.6%), those experiencing Homelessness (less than 1%), and Foster Youth (less than 1%). At iLEAD Agua Dulce, English learners receive designated and integrated language support throughout the school day. Students with Disabilities are taught in inclusive general education classes as much as possible according to the needs of their individualized education plans providing them with the least restrictive environment possible.

iLEAD Agua Dulce's TK-8 program offers a wide-array of specialized classes cultivating an evidence-based, developmentally-appropriate environment that fosters creativity, imagination and progress in the Schoolwide Learner Outcomes (SLOs). Some of these areas include: Exploratorium (SMART Lab), the Makery (design and engineering lab), art lab, outdoor classroom, farm animal care, and gardening.

iLEAD Agua Dulce's high school, which began in 2021, continues to expand with the goal of adding one additional grade level per year through twelfth grade. Next year, the school will have learners enrolled through tenth grade. As the high school program grows, the school will continue to prepare its learners for college and career through offering college-prep UC a-g approved coursework, Career Technical Education pathways, college credit course opportunities, and work-based learning opportunities. The school is also a candidate for the International Baccalaureate Career Programs.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2021-22 school year, iLEAD Agua Dulce's learners safely returned to school and maintained in-person instruction. The school's proudest successes include:

-Academics and Social-Emotional Well-Being: The school successfully incorporated play-based learning, project-based learning, and Bridges Math curriculum (which aligns with the school's PBL initiatives). One-to-one technology also increased learner engagement and success.
-The school created an animal husbandry program with access to a variety of animals for the learners to care for and bond with socially and emotionally.
-Social-Emotional Well-Being: The school created a Wellness Center to create a safe space for learners. Resources were also provided for learners who needed clothing or food. Additionally, the school has an amazing animal program incorporating a variety of farm animals that provide social-emotional support and promote responsibility in learners.
-School Community: The school continues to have a strong family community. One of the first community events held was Play Day, an event that highlights all of the activities that iLEAD Agua Dulce has to offer. This includes outdoor classroom activities involving play, sensory, art, etc.). Another exciting event was Jamboree, an end-of-the-year celebration where learners perform, display their artwork, etc.
-iLEAD Agua Dulce also welcomed freshman learners to its first year of a high school program. Next year, the school will have learners enrolled through grade ten.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

With the most recent data on the CA School Dashboard still reflecting 2019 data (due to it being suspended during the COVID-19 pandemic), limited Dashboard data is available for iLEAD Agua Dulce (which started as a school in 2018). Identified needs include:
-Academic Achievement: ELA
iLEAD Agua Dulce was 10.5 points below standard on the 2019 CA School Dashboard (the state is 2.5 points below standard)
-Academic Achievement: Math
iLEAD Agua Dulce was 41.4 points below standard on the 2019 CA School Dashboard (the state was 33.5 points below standard)
-Further development of multi-tiered systems of support
-Ongoing development of the high school program so that learners graduate as prepared on the CA School Dashboard
-Continue to increase learner enrollment

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Agua Dulce's Charter.

Key Features: The actions and services supporting goal #1 provide full funding for credentialed and classified staff salaries to support all student groups. It supplies all learners with personalized learning options through Project Based Learning coursework and/or curriculum aligned to state standards, as well as technology to increase learner engagement and success. It provides for a clean, safe, and well-maintained campus. School staff will receive professional learning on topics such as diversity, equity and inclusion, PBL, SEL, best practices, and academic content to increase the effectiveness of instruction to learners. Using MTSS, the school will support learners with enrichment and/or intervention strategies as needed in their academic and social emotional learning.

Goal 2: Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.
Key Features: The actions and services supporting goal #2 enable school staff to further develop and utilize internal monitoring systems to support academic and social-emotional growth and achievement across student groups including EL learners, socioeconomically disadvantaged, foster youth and those experiencing homelessness. This includes analysis of academic and SEL data to close achievement gaps in ELA and math. Action steps to support ongoing high school program development for college and career readiness (as indicated on the CA School Dashboard) will expand high school opportunities for learners.

Goal 3: Generate active engagement between parents, families and the school as well as connections with the community, to promote learner achievement and communication among all educational partners.
Key Features: The actions and services supporting goal #3 include ongoing educational partner engagement and the fostering of connectedness through school/community events and activities. It also includes supporting the mental health and wellness of all learners. Additional services and/or resources will be provided to EL learners, socioeconomically disadvantaged, foster youth, and those experiencing homelessness based on individual needs.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

iLEAD Agua Dulce is committed to the meaningful engagement of its educational partners in the development of the LCAP. For the annual update, feedback from families, learners, community members, board members, learners, and iLEAD Agua Dulce staff and leadership was utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received, action steps under iLEAD Agua Dulce's three existing goals were maintained, expanded or modified to further learner achievement and continue the development of program offerings.

During the 2021-22 school year, monthly iSUPPORT meetings were held to allow opportunity for school staff and families to connect regarding the school program. Informal feedback was also received by families through family involvement at schoolwide events. Additionally, monthly EL collaborations with the EL coordinators across iLEAD Schools provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program. The WASC substantive change visit (to add a grade level) occurred in the fall of 2021. Feedback from that visit included preparing future graduates to graduate as college and career prepared through the coursework and opportunities provided by iLEAD Agua Dulce.

Twice a year, iLEAD Agua Dulce learners and staff completed the iLEAD Comprehensive Growth Card, a measure of learner growth in the Schoolwide Learner Outcomes, as well as their progress towards academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent and learner surveys regarding aspects of the program were sent in the spring of 2022 to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Additionally, in the spring of 2022, iLEAD Schools' Equity Task Force also conducted listening sessions and/or facilitated surveys of staff, leadership and learners.

Monthly board meetings were held virtually and in-person with the opportunity for anyone from the public to attend (including staff, parents and learners). On June 22, 2022, a public hearing was held for additional feedback before the LCAP was board approved on June 29, 2022.

A summary of the feedback provided by specific educational partners.

As a result of the pandemic, families and staff observed an increased number of learners experiencing feelings of depression, anxiety and/or in need of other mental health support. Learners also reflected this sentiment through self-evaluation on the iLEAD Comprehensive Growth Card. Academic data on internal benchmarks and the 2019 CA State Dashboard show areas for growth, and learners are benefitting from additional tutoring and academic resources provided. Feedback from the WASC substantive change visit included preparing future graduates to graduate as college and career prepared through the coursework and opportunities provided by iLEAD Agua Dulce. The high school team continues to work closely with all learners to increase college and career readiness.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

High School Course Offerings, Learner Enrollment, and MTSS (Goal 1): As the high school program grows at iLEAD Agua Dulce, school staff will work to increase the number of learners who are enrolled in A-G coursework, IB, college credit course, and CTE. MTSS continues to be developed so that all struggling learners are receiving the support needed. There is also an ongoing need to continue to grow enrollment.

Academic Achievement and College-Career Readiness (Goal 2): The high school team is dedicated to increasing the number of learners who are graduated as prepared, and school staff is working to refine their monitoring processes to ensure achievement for all learners.

Social-Emotional Well-Being and Learner Engagement (Goal 3): Putting social-emotional needs first is critical, as it affects academic achievement and learner engagement. Families of low income, foster/homeless and EL learners could benefit from additional counseling support and community resources.

Goals and Actions

Goal

Goal #	Description
1	Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Agua Dulce's charter.

An explanation of why the LEA has developed this goal.

All learners are entitled to a rigorous and broad course of study, highly qualified teachers, standards-based learning/curriculum, current technology, well-maintained schools, and individualized support. Thus, the purpose of this goal is to provide optimal conditions of learning for all learners, ensuring access with appropriate supports and multiple forms of intervention based on each learner's need(s). Providing equity for all learners addresses the fact that not all students learn in the same ways, and many have individualized needs compared with their peers. Ongoing professional learning in diversity, equity and inclusion, best practices in education, as well as iLEAD cultural pieces to include social-emotional learning, will further improve the development of adaptive, inclusive learning environments.

This goal addresses the following State Priorities:
Priority 1: Basic Services (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SARC	2019-20 SARC SARC: 0 Misassignments of Teachers 0 Misassignments of EL Learners	SARC: 0 Misassignments of Teachers 0 Misassignments of EL Learners			0 Misassignments of Teachers 0 Misassignments of EL Learners
2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials,	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials,			Basics: Teachers, Instructional Materials, Facilities: Standard Met 0% of Students Without Access to Their Own Copies

Materials, Facilities: Standard Met	Facilities: Standard Met 0% of Students Without Access to Their Own Copies	Facilities: Standard Met 0% of Students Without Access to Their Own Copies			
SARC	FIT Tool Rating: Good 2019-20	FIT Tool Rating: Good 2020-21			FIT Tool Rating: Good
CA School Dashboard Local Indicators: Implementation of Academic Standards Access to a Broad Course of Study	CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met Access to a Broad Course of Study: Standard Met 100% of facilitators utilize the project design guide	CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met Access to a Broad Course of Study: Standard Met 100% of facilitators utilize the project design guide			Implementation of Academic Standards: Standard Met Access to a Broad Course of Study: Standard Met 100% of facilitators utilize the project design guide
Profession Learning Attendance	100% of staff receiving professional development in best practices, state standards, instruction	100% of staff receiving professional development in best practices, state standards, instruction			100% of staff receive professional development in best practices, state standards, instruction
Panorama	71% of parents feel the school is preparing their child for the next year	71% of parents feel the school is preparing their child for the next year			78% of parents feel the school is preparing their child for the next year
Professional Learning Attendance	2020-21: 5% received DEI training	2021-22: 100% received DEI training			100% receive DEI training

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully Credentialed and Appropriately Assigned Staff	Fund appropriately assigned and credentialed staff (base salaries and benefits) in order to provide instruction and support for all learners (State Priority #1).		No
2	High Needs Support Team	Dedicate staff to support unduplicated learners in their academic and social emotional achievement (State Priority #1).		Yes
3	Access to Standards-Aligned Instructional Materials	School leadership and facilitators will ensure that all learners have access to standards-aligned instructional materials and technology (State Priority #1).		No

	Materials	aligned instructional materials and technology (State Priority #4).		
4	School Facilities	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities (State Priority #1).		No
5	PBL Implementation of State Standards and Curriculum Offerings	Using the project design guide, all facilitators will participate in project planning each month with staff and leadership to address identified needs of learners and develop rigorous and engaging projects that align to Common Core State Standards. This includes Critical Friends Protocol and reaching out to experts in the field that relate to the current projects. This will be done to increase the rigor, authenticity, and equitable opportunities within projects for learners. School staff will also research, develop, and/or implement resources and curriculum offerings for a broad course of study leading to college and career readiness (State Priorities #2 & #7, WASC Goal #2).		No
6	ELD Implementation of State Standards	The EL Coordinator and school staff will apply professional learning to provide English Learners with support for academic achievement through additional language support, ELLevation progress monitoring system, and other evidence-based resources that support inclusive learning environments (State Priority #2).		Yes
7	Professional Learning	All staff will engage in a variety of professional learning on best practices and first best instruction, utilizing the California Content Standards, to increase the effectiveness of instruction to all learners. School staff will also be trained on other iLEAD cultural and instructional practices such as Restorative Practices, SEL, PBL, Love and Logic, and/or 7 Habits as needed (State Priority #2, WASC #2).		No
8	Learner Outreach and Retention	The Director will continue to work with the outreach team on recruitment and retention of learners (WASC #1).		No
9	High School Course Access	School staff will increase the percentage of high schoolers who complete CA School Dashboard's college and career readiness measures including A-G coursework, college credit courses, IB, and CTE (State Priority #7).		No
10	Diversity, Equity, Inclusion	School leadership will implement diversity, equity and inclusion professional learning and practices to promote inclusive learning environments and opportunities for learners, staff and their families (State Priority #7).		Yes
11	Multi-Tiered Systems of Support	School staff will be provided professional learning to teach/model the iLEAD Learner Outcomes as a framework for a rigorous project-based curriculum. Using MTSS, the school will support all learners with enrichment and/or intervention strategies as needed in their academic and social emotional learning (State Priority #7).		No

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

During the 2021-22 school year, learners fully returned to school. Facilities were clean, safe and maintained. Bridges Math curriculum was utilized as a rigorous alignment with PBL coursework. Edmentum support learning in ELA and Math, providing consistent practice that aligned with MAP score results One-to-one technology increased learning engagement and success. Amongst other professional learning, the staff was trained in diversity, equity and inclusion.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022-23 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school strategically realigned its actions under each of the three goals so that the state priorities aligned with the goal. Goal one pertains to conditions for learning, which includes Priority 1: Basic Services; Priority 2: State Standards; and Priority 7: Course Access. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP. Upon reflection of prior practice, the school added in an action about diversity, equity and inclusion as well as MTSS. Any actions under other goals in the LCAP pertaining to professional learning were incorporated under goal one. In the 2021-22 LCAP, there was a financial data entry error that caused all actions to repeat multiple times, so all actions were removed per LACOE's instructions and reentered so that the actions did not repeat themselves.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

An explanation of why the LEA has developed this goal.

This goal emphasizes a continued focus on student achievement across all student groups to include increased ELA and math achievement on both state assessments and NWEA MAP (a California Department of Education (CDE)-approved, internal diagnostic assessment). The goal is to prepare learners academically and social-emotionally through project-based learning and/or personalized learning opportunities that align with state standards. Learner and credentialed teacher (facilitator) feedback on the iLEAD Comprehensive Growth Card, a measure on social-emotional, academic and personal goal-setting, also indicate a need for growth in academic achievement. Additionally, there is a need to concentrate efforts on the percentage of high schoolers graduating as prepared as indicated on the California School Dashboard's college/career indicator.

This goal addresses the following State Priorities:
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CA School Dashboard: ELA & Math CAASPP Results	2019 CA School Dashboard: ELA: All Students 10.5 points below standard Math: All Students 41.4 points below standard	2019 CA School Dashboard: ELA: All Students 10.5 points below standard Math: All Students 41.4 points below standard			2019 CA School Dashboard: ELA: All Students 0 points below standard Math: All Students 20 points below standard
NWEA MAP	Reading CGI: 0.16 Math CGI: 0.26	Reading CGI: 0.16 Math CGI: 0.26			Reading CGI: 0 Math CGI: 0
Data Quest: EL Reclassification	2019-20: 28.6%	2020-21: 0%			EL Reclassification: 5%
iLEAD Comprehensive Growth Card	2021-22 Participation: 98.4% K-2 Facilitators 100% 3-12 Facilitators 54.4% K-2 Learners	2021-22 Participation: 98.4% K-2 Facilitators 100% 3-12 Facilitators 54.4% K-2 Learners			2021-22 Participation: 100% K-2 Facilitators 100% 3-12 Facilitators 80% K-2 Learners 80% 3-12 Learners

77.60% 3-12 Learners 28% of K-2 learners who met social-emotional goal 53% of 3-12 learners who met social-emotional goal Results: 31% of K-2 learners who met academic goal 70% of 3-12 learners who met academic goal	77.60% 3-12 Learners Results: 28% of K-2 learners who met social-emotional goal 53% of 3-12 learners who met social-emotional goal 31% of K-2 learners who met academic goal 70% of 3-12 learners who met academic goal			Results: 40% of K-2 learners who met social-emotional goal 60% of 3-12 learners who met social-emotional goal 40% of K-2 learners who met academic goal 75% of 3-12 learners who met academic goal

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Achievement	School staff will support and track learners in their mastery of standards through integrated core projects and curriculum as reflected on state assessments and other internal measures. School staff will work to ensure there is a high percentage of learners who participate in internal and state assessments (State Priority #4).		No
2	EL Learner Achievement	School staff will support and track EL learners in their mastery of standards through integrated core projects and curriculum as reflected on state assessments and other internal measures (State Priority #4).		Yes
3	Socioeconomically Disadvantaged Achievement	School staff will support and track socioeconomically disadvantaged learners in their mastery of standards through integrated core projects and curriculum as reflected on state assessments and other internal measures (State Priority #4).		Yes
4	Foster/Homeless Youth Achievement	School staff will support and track foster/homeless youth in their mastery of standards through integrated core projects and curriculum as reflected on state assessments and other internal measures (State Priority #4).		Yes
5	EL Reclassification	The EL Coordinator and other school staff will utilize professional development principles in ELD and regularly analyze data to provide targeted support with a focus on increased English proficiency in reading, listening, speaking, and writing to ensure progress is being made towards reclassification (State Priority #4, WASC Goal #2).		Yes
6	Individual Learning Plan (ILP)	Through a variety of strategies including professional development sessions, learner-led conferences and/or learning period meetings, school staff will work with learners to create goals and action plans to improve academic performance and social-emotional learning (SEL). Additionally, school staff will provide SEL strategies to support learners in achieving their personal goals (State Priority #8, WASC Goal #2).		No

| 7 | Other High School Outcomes | School staff will maximize opportunities for high schoolers to be recognized for achievements by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, and/or the National Merit scholarship (State Priority #8). | | | No |

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

During the 2021-22 school year, iLEAD Agua Dulce's high school began with a freshman class of learners. School staff is working to ensure learner voice and choice and that all courses being offered are A-G. Both middle schoolers and high schoolers utilize CPM curriculum which is rigorous and PBL-based. The school will continue to develop its high school program so that learners graduate college and career ready as measured by the CA School Dashboard. The school continues to monitor student achievement across student groups.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022-23 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school strategically realigned its actions under each of the three goals so that the state priorities aligned with the goal. Goal two pertains to student outcomes, which includes Priority 4: Pupil Achievement and Priority 8: Other Pupil Outcomes. Any measures pertaining to student achievement elsewhere in the LCAP were placed under this goal. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP. In the 2021-22 LCAP, there was a financial data entry error that caused all actions to repeat multiple times, so all actions were removed per LACOE's instructions and reentered so that the actions did not repeat themselves.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all educational partners.

An explanation of why the LEA has developed this goal.

Upon consideration of the effects of the COVID-19 pandemic on the school's learners, this goal addresses the need for a strategic focus on learner well-being and family engagement in school activities. The charter school will continue to strengthen, support and expand opportunities for learners to understand how to succeed academically and social-emotionally, develop supportive relationships, foster a positive school culture, and increase school engagement. A renewed emphasis will also be placed on family involvement and parent education to increase learner and family connectedness in a safe, supportive, and stable learning environment.

This goal addresses the following State Priorities:
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Educational Partner Meetings	The school will hold a minimum of 4 educational partner meetings annually.	The school held monthly educational partner meetings.			The school will hold a minimum of 4 educational partner meetings annually.
Panorama Survey	27% family engagement overall 55% favorable of families who have visited the school in the past year.	27% family engagement overall 55% favorable of families who have visited the school in the past year.			35% family engagement overall 60% favorable of families who have visited the school in the past year.
CA School Dashboard DataQuest	Expulsion Rate & Suspension Rate 0% MS Dropout Rate: 0%	Expulsion Rate & Suspension Rate 0% MS Dropout Rate: 0%			Expulsion Rate & Suspension Rate 0% MS Dropout Rate: 0%
Panorama	82% positive - school-teacher relationships 89% of parents who feel that administrators do a	82% positive - school-teacher relationships 89% of parents who feel that administrators do a			85% positive - school-teacher relationships 93% of parents who feel that administrators do a good job creating an environment that

| | | good job creating an environment that helps children learn. | good job creating an environment that helps children learn. | | | helps children learn. |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Educational Partners	iLEAD Agua Dulce will incorporate multiple ways for families to engage, connect with the community through volunteer and outreach strategies, and provide communication amongst all educational partners to promote learner engagement and awareness of the mission and vision of iLEAD Agua Dulce. The school will conduct an annual survey for input on the school and its programs (State Priority #3 & #6, WASC Goal #1).		No
2	Family Education	School staff will provide ongoing educational opportunities such as the annual SPED symposium and Parent University webinars for families in order to promote engagement (State Priority #3, WASC Goal #1).		No
3	Academic Counseling and Support	School staff will provide academic counseling and resources to lower (or maintain) the dropout rate of its middle school learners (State Priority #5).		No
4	EL Academic Counseling and Support	A designated liaison and other school staff will will provide academic counseling and resources to lower (or maintain) the dropout rate of its EL middle school learners (State Priority #5).		Yes
5	Homeless and Foster Youth Academic Counseling and Support	A designated liaison and other school staff will provide academic counseling and resources to lower (or maintain) the dropout rate of its homeless and foster youth middle school learners (State Priority #5).		Yes
6	Socioeconomically Disadvantaged Academic Counseling and Support:	A designated liaison and other school staff will provide academic counseling and resources to lower (or maintain) the dropout rate of its socioeconomically disadvantaged middle school learners (State Priority #5).		Yes
7	School Attendance	School staff will provide extra support for learners exhibiting challenges with academics and SEL to minimize chronic absenteeism and support a strong attendance rate (State Priority #5).		No
8	School Climate	iLEAD's staff will personalize learning and develop relationships through the core program to ensure that learners have a safe and nurturing environment while at school. School staff will incorporate strategies from Love & Logic, Restorative Practices, and/or 7 Habits/Leader in Me to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions (State Priority #6).		No
9	Learner Engagement	The school will host academic (such as learner-led conferences or showcases of learniing), family and community events for learners to share their artistic and academic endeavors with peers, parents and the community (State Priority #6, WASC Goal #1).		No

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.
There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.
iLEAD Agua Dulce provides many hands-on activities and events that promote learner and family engagement. This includes play-based learning, farm animals, PBL projects and presentations of learning, and aerospace opportunities. The results of these endeavors is positive student engagement and school climate.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
For the 2022-23 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school strategically realigned its actions under each of the three goals so that the state priorities aligned with the goal. Goal three pertains to engagement, which includes Priority 3: Parental Involvement, Priority 5: Pupil Engagement, and Priority 6: School Climate. Actions and measures pertaining to high school graduation rates were moved to this goal. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP. In the 2021-22 LCAP, there was a financial data entry error that caused all actions to repeat multiple times, so all actions were removed per LACOE's instructions and reentered so that the actions did not repeat themselves.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%		0.00%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

When developing each action for iLEAD Agua Dulce, it was important to first consider the needs of foster youth, English learners, and socioeconomically disadvantaged learners (including those experiencing homelessness) in order to develop a plan on how to increase and improve services to these learners during the 2022-23 school year. School staff can reduce barriers and increase equity and access through evidence-based, trauma-sensitive supports and practices that provide opportunities for success. In order to address achievement gaps in ELA and math, and to help these learners in their academic and SEL achievement (to include college and career), the school plans to implement several actions to target these learners directly, with the goal of increasing their engagement in learning, improving academic support and student achievement, removing barriers to education, addressing social-emotional needs, and promoting school-family connections/partnerships.

More specifically, the unique needs of foster youth include additional academic support/interventions, community resources, counseling support, trauma-sensitive instruction, social-emotional support, individualized learning plans, equity and inclusion, and parent/family assistance. The unique needs of EL learners include English language development, additional academic support/interventions, difficulty accessing curriculum due to language barriers, primary language support, literacy skill building, language acquisition monitoring, community resources, equity and inclusion, social-emotional support, individualized learning plans, family translation services, and parent/family assistance. The unique needs of socioeconomically disadvantaged include additional academic support/interventions, community resources, counseling support, funding to access AP exams, college credit courses, trauma-sensitive instruction, social-emotional support, individualized learning plans, equity and inclusion, and parent/family assistance.

Due to the COVID-19 pandemic, state metrics were suspended for two years on the CA School Dashboard which means no current 2020 or 2021 data (aside from local priorities) was available. Thus, the 2019 Dashboard data included in the LCAP is a baseline, and updated data will be provided to the charter school during the 2022-23 school year (to include state testing results, as the school's learners resumed state testing in the spring of 2022). iLEAD Agua Dulce Charter School began in 2018, resulting in smaller populations by student group. Thus, not all information for these student groups was yet available on the 2019 Dashboard. iLEAD Agua Dulce

's 2019 CA School Dashboard indicates that socioeconomically disadvantaged learners were 2.6 points below standard in ELA, and 41.5 points below standard in math (compared to the state average of 2.5 points below standard in ELA and 33.5 points below standard in math in the "all students" category).

When creating actions, the school also evaluated NWEA MAP benchmark results, SEL data, counselor/liaison feedback, attendance, and SST information. Additionally, feedback from counselors, facilitators, liaisons, families, learners, office staff, community partners, board members and/or EL collaborations was considered. Through family meetings, discussions at school events, and school surveys, educational partner feedback regarding curriculum/instruction, safety, school culture, and diversity, equity and inclusion (DEI) were also considered to develop a well-rounded plan that ensured the needs of all learners were being met.

In goal one, the school created an action to provide professional learning to include diversity, equity and inclusion. These trainings are principally directed towards identifying any specific needs of unduplicated learners, referring them for additional support as needed (which also ties into the actions in goals two and three) and addressing any discrepancies in diversity, equity and inclusion in the classroom as it relates to curriculum and instruction. School staff will be able to better identify, support and implement practices/resources that increase services to these unduplicated groups.

In goal two, the school plans to monitor these identified student groups both academically and social-emotionally in order to provide additional, targeted support to promote learner achievement and college and career readiness. As iLEAD Agua Dulce's new high school program evolves, the school will also increase counseling, monitoring and support to ensure unduplicated are utilizing opportunities and coursework in order to graduate prepared as indicated on the CA School Dashboard.

In goal three, ongoing family education and additional resources (through counseling support, community partnerships and/or additional resources based on individual need) will be dedicated to support these learners through the guidance of school counselors, liaisons and coordinators. Families of unduplicated learners are often less connected to school and sometimes need additional support on how to support their learners in the home typically resulting in higher rates of chronic absenteeism and lower graduation rates.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

During the 2022-23 school year, the school plans to use supplemental grant funds received under the Local Control Funding Formula to increase and improve the services of these special populations of students as follows:

Foster Youth
-Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational barriers and unique challenges.
-Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
-Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
-Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
-Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
-Support for families through ongoing family education and other planned events to support parents/guardians.

English Learners
-Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational/language barriers and other unique challenges.
-Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
-Individualized translation services as needed for families to effectively communicate with school staff.
-Additional language support from ELD facilitators and the EL coordinator.
-Additional support and guidance for Integrated and Designated ELD and ELPAC testing through the use of Ellevation, Brian Pop ELL, and small group instruction.
-Supplemental language development programs and resources to increase literacy and build English proficiency.
-Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
-Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
-Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
-Support for families through ongoing family education and other planned events to support parents/guardians.

Socioeconomically Disadvantaged
-Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational barriers and unique challenges.
-Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
-Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
-Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
-Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
-Support for families through ongoing family education and other planned events to support parents/guardians.
-Supplemental funding for AP exam fees as needed.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	107:1	
Staff-to-student ratio of certificated staff providing direct services to students	20:1	

Action Tables

2022-2023 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals					$0.00		

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully Credentialed and Appropriately Assigned Staff	All					$0.00
1	2	High Needs Support Team	English learner (EL), Foster Youth, Low Income					$0.00
1	3	Access to Standards-Aligned Instructional Materials	All					$0.00
1	4	School Facilities	All					$0.00
1	5	PBL Implementation of State Standards and Curriculum Offerings	All					$0.00
1	6	ELD Implementation of State Standards	English learner (EL)					$0.00
1	7	Professional Learning	All					$0.00
1	8	Learner Outreach and Retention	All					$0.00
1	9	High School Course Access	All					$0.00
1	10	Diversity, Equity, Inclusion	Low Income, Foster Youth, English learner (EL)					$0.00
1	11	Multi-Tiered Systems of Support	All					$0.00
2	1	Student Achievement	All					$0.00
2	2	EL Learner Achievement	English learner (EL)					$0.00
2	3	Socioeconomically	Low Income					$0.00

		Disadvantaged Achievement						
2	4	Foster/Homeless Youth Achievement	Foster Youth					$0.00
2	5	EL Reclassification	English learner (EL)					$0.00
2	6	Individual Learning Plan (ILP)	All					$0.00
2	7	Other High School Outcomes	All					$0.00
3	1	Educational Partners	All					$0.00
3	2	Family Education	All					$0.00
3	3	Academic Counseling and Support	All					$0.00
3	4	EL Academic Counseling and Support	English learner (EL)					$0.00
3	5	Homeless and Foster Youth Academic Counseling and Support	Foster Youth					$0.00
3	6	Socioeconomically Disadvantaged Academic Counseling and Support:	Low Income					$0.00
3	7	School Attendance	All					$0.00
3	8	School Climate	All					$0.00
3	9	Learner Engagement	All					$0.00

2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
		NaN	0.00% - No Carryover	NaN	$0.00	0.00%	NaN	**Total:**	$0.00
								LEA-wide Total:	$0.00
								Limited Total:	
								Schoolwide Total:	

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	High Needs Support Team	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		
1	6	ELD Implementation of State Standards	Yes	LEA-wide	English learner (EL)	All Schools		
1	10	Diversity, Equity, Inclusion	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		
2	2	EL Learner Achievement	Yes	LEA-wide	English learner (EL)	All Schools		
2	3	Socioeconomically Disadvantaged Achievement	Yes	LEA-wide	Low Income	All Schools		
2	4	Foster/Homeless Youth Achievement	Yes	LEA-wide	Foster Youth	All Schools		
2	5	EL Reclassification	Yes	LEA-wide	English learner (EL)	All Schools		
3	4	EL Academic Counseling and Support	Yes	LEA-wide	English learner (EL)	All Schools		
3	5	Homeless and Foster Youth Academic Counseling and Support	Yes	LEA-wide	Foster Youth	All Schools		
3	6	Socioeconomically Disadvantaged Academic Counseling and Support:	Yes	LEA-wide	Low Income	All Schools		

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$2,242,491.00	

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Professional development (1000-3000)	No	$1,681,836.00	$0.00
1	2	English Learner (4100 Curr web apps)	Yes	$63,070.00	$0.00
1	3	Foster Youth and Homeless (5801 iCA Educ supp HighNeeds)	No	$14,942.00	$0.00
1	4	Low Income (1210 2410 3000 for high needs)	Yes	$0.00	$0.00
1	5	Teacher Credentialing (5807 TIP prog)	No	$6,000.00	$0.00
1	6	PBL/Curriculum Planning (1100)	No	$0.00	$0.00
1	7	Professional development (1.1 1210 2410 3000s)	Yes	$115,202.00	$0.00
1	8	Professional development (5801 ica educ supp)	No	$14,942.00	$0.00
1	9	Professional development (1.1 5801 iCA educ support high needs learners)	No	$14,942.00	$0.00
1	10	Professional development (1.1 5802 iCA Maker supp)	No	$12,681.00	$0.00
1	11	professional development (1.1 5801 ica maker support high needs learn)	No	$12,681.00	$0.00
1	12	professional development (1.1 5801 iCA Tech supp)	No	$16,437.00	$0.00
1	13	Professional development (1.1 5200 PD)	No	$0.00	$0.00

1	14	Professional development 1.1 5852 iCA stu supp)	No	$12,732.00	$0.00
1	15	English Learner (1.2 4335 curric resources for homestudy)	No	$82,036.00	$0.00
1	16	English Learner (1.2 5801 iCA Educ supp high needs)	No	$0.00	$0.00
1	17	English Learner (1.2 5801 iCA Maker supp high needs)	No	$0.00	$0.00
1	18	English Learner (1.2 iCA CampMake, PBL, MTSS etc)	Yes	$68,698.00	$0.00
1	19	Foster Youth and Homeless (1.3 1210 2410 3000)	Yes	$0.00	$0.00
1	20	Foster Youth and Homeless (1.3 5200 PD)	No	$7,850.00	$0.00
1	21	Low Income (1.4 5801 ica supp high needs)	No	$0.00	$0.00
1	22	Low Income (1.4 4355 Fac supplies)	Yes	$15,000.00	$0.00
1	23	Low Income (1.4 5801 iCA Fac supp)	No	$6,949.00	$0.00
1	24	Teacher Credentialing (1.5 2310)	No	$0.00	$0.00
1	25	Teacher Credentialing (1.5 5200 PD)	No	$0.00	$0.00
1	26	PBL/Curriculum Planning (1.6 2310)	No	$0.00	$0.00
1	27	PBL/Curriculum Planning (1.6 5801 ica educ supp)	No	$0.00	$0.00
1	28	PBL/Curriculum Planning (1.6 5802 iCA makers)	No	$0.00	$0.00
1	29	PBL/Curriculum Planning (1.6 4100 curric web apps)	Yes	$0.00	$0.00
2	1	Data Protocol for Instructional Strategies (1100)	No	$0.00	$0.00
2	2	Professional Training (1100)	No	$0.00	$0.00
2	3	School Enrichment (5853 5854)	No	$11,946.00	$0.00
2	4	English Learner Support (1100)	No	$0.00	$0.00
2	5	Foster Youth and Homeless	Yes	$0.00	$0.00

		(5801 iCA campmake MTSS, etc...)			
2	6	Low income Students (1100)	No	$0.00	$0.00
2	7	Multi-Tiered Systems of Support (1100)	No	$0.00	$0.00
2	8	High School Program (2310)	No	$0.00	$0.00
2	9	Restorative Practice Training	No	$0.00	$0.00
2	10	Data protocol for instructional Strategies (2.1 2310)	No	$0.00	$0.00
2	11	Data protocol for instructional strategies (2.1 5801 iCA Educ supp coach)	No	$0.00	$0.00
2	12	Data protocol for instructional strategies (2.1 5802 iCA Maker PBl and SEL)	No	$0.00	$0.00
2	13	Data Protocol for instructional strategies (2.1 4100 curricu and learn web apps)	Yes	$0.00	$0.00
2	14	Professional training (2.2 2310)	No	$0.00	$0.00
2	15	professional training (2.2 1210 2410 3000s)	Yes	$0.00	$0.00
2	16	School Enrichment (2.3 2110 elect coord)	No	$0.00	$0.00
2	17	School Enrichment (2.3 2110 instruct specialist makery)	No	$0.00	$0.00
2	18	English Learner Support (2.4 2310)	No	$0.00	$0.00
2	19	English Learner Support (2.4 5801 ica campmake, MTSS, etc...)	Yes	$0.00	$0.00
2	20	Foster Youth and Homeless (2.5 5801 iCA educ supp)	No	$0.00	$0.00
2	21	Foster Youth and Homeless (2.5 5200 PD)	No	$0.00	$0.00
2	22	Foster Youth and Homeless (2.5 1210 2410 3000s)	Yes	$0.00	$0.00
2	23	Low Income students (2.6 2310)	No	$0.00	$0.00

2	24	Low Income students (5801 ica educ supp coach)	No	$0.00	$0.00
2	25	Low Income students (2.6 5802 iCA Maker PBL SEL)	No	$0.00	$0.00
2	26	Low Income students (2.6 4100 curric web apps contrib)	Yes	$0.00	$0.00
2	27	Multi tiered systems of support (2.7 2310)	No	$0.00	$0.00
2	28	Multi tiered system of support (2.7 5801 ica educ sup coach)	No	$0.00	$0.00
2	29	Multi tiered system of support (2.7 4100 curric web apps contrib)	Yes	$0.00	$0.00
2	30	Multi tiered system of support (2.7 4400 tech devices)	No	$51,236.00	$0.00
2	31	Multi tiered system of support (2.7 5802 PBL and SEL supp)	No	$0.00	$0.00
2	32	High School Program (2.8 1210 2410 3000s)	Yes	$0.00	$0.00
3	1	Family and Community Engagement (5850 parent square, school pathways sis)	No	$27,170.00	$0.00
3	2	Family Communication (5850 parent square, sis)	No	$0.00	$0.00
3	3	Staff and Family Training School Culture (2310)	No	$0.00	$0.00
3	4	English Learners (1210 2410 3000)	Yes	$0.00	$0.00
3	5	Foster Youth and Homeless (1210 2410 3000)	Yes	$0.00	$0.00
3	6	Low income students (1210 2410 3000s)	Yes	$0.00	$0.00
3	7	Family and community engagement (3.1 4345)	No	$6,141.00	$0.00
3	8	Family and community engagement (3.1 1210 2410 3000s)	Yes	$0.00	$0.00
3	9	Family Communication (3.2 4345)	No	$0.00	$0.00

3	10	family communication (3.2 2310)	No	$0.00	$0.00
3	11	Staff and family training school culture (3.3 5801 ica educ supp coach)	No	$0.00	$0.00
3	12	Staff and family training school culture (3.3 5802 iCA Maker pbl and sel)	No	$0.00	$0.00
3	13	Foster Youth and Homeless (3.5 4355 4410 4420)	Yes	$0.00	$0.00
3	14	Foster Youth and Homeless (3.5 5801 iCA fac supp)	No	$0.00	$0.00
3	15	Low income students (3.6 5850)	No	$0.00	$0.00

2021-2022 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
	$261,970.00		$261,970.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	English Learner (4100 Curr web apps)	Yes	$63,070.00	$0.00	0.00%	0.00%
1	4	Low Income (1210 2410 3000 for high needs)	Yes	$0.00	$0.00	0.00%	0.00%
1	7	Professional development (1.1 1210 2410 3000s)	Yes	$115,202.00	$0.00	0.00%	0.00%
1	18	English Learner (1.2 iCA CampMake, PBL, MTSS etc)	Yes	$68,698.00	$0.00	0.00%	0.00%
1	19	Foster Youth and Homeless (1.3 1210 2410 3000)	Yes	$0.00	$0.00	0.00%	0.00%
1	22	Low Income (1.4 4355 Fac supplies)	Yes	$15,000.00	$0.00	0.00%	0.00%
1	29	PBL/Curriculum Planning (1.6 4100 curric web apps)	Yes	$0.00	$0.00	0.00%	0.00%
2	5	Foster Youth and Homeless (5801 iCA campmake MTSS, etc...)	Yes	$0.00	$0.00	0.00%	0.00%
2	13	Data Protocol for instructional strategies (2.1 4100 curricu and learn web apps)	Yes	$0.00	$0.00	0.00%	0.00%

2	15	professional training (2.2 1210 2410 3000s)	Yes	$0.00	$0.00	0.00%	0.00%
2	19	English Learner Support (2.4 5801 ica campmake, MTSS, etc...)	Yes	$0.00	$0.00	0.00%	0.00%
2	22	Foster Youth and Homeless (2.5 1210 2410 3000s)	Yes	$0.00	$0.00	0.00%	0.00%
2	26	Low Income students (2.6 4100 curric web apps contrib)	Yes	$0.00	$0.00	0.00%	0.00%
2	29	Multi tiered system of support (2.7 4100 curric web apps contrib)	Yes	$0.00	$0.00	0.00%	0.00%
2	32	High School Program (2.8 1210 2410 3000s)	Yes	$0.00	$0.00	0.00%	0.00%
3	4	English Learners (1210 2410 3000)	Yes	$0.00	$0.00	0.00%	0.00%
3	5	Foster Youth and Homeless (1210 2410 3000)	Yes	$0.00	$0.00	0.00%	0.00%
3	6	Low income students (1210 2410 3000s)	Yes	$0.00	$0.00	0.00%	0.00%
3	8	Family and community engagement (3.1 1210 2410 3000s)	Yes	$0.00	$0.00	0.00%	0.00%
3	13	Foster Youth and Homeless (3.5 4355 4410 4420)	Yes	$0.00	$0.00	0.00%	0.00%

2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
		0.00%	0.00%		0.00%	0.00%	- No Carryover	0.00% - No Carryover

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting,* which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> **Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> **Actions for Foster Youth**: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.

- **Action #:** Enter the action's number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    - o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    - o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

EMPLOYMENT – NEW HIRES

Veronika Dean - Instructional Specialist - Exploratorium - 6/1/22
Elias Havalias - Care Team - Classroom Support - 6/8/22

RESIGNATIONS/TERMINATIONS

Adin Kuric - Care Team - Classroom Support - 5/18/22
Ruby Hollenbeck - Care Team - Classroom Support - 5/27/22

STATUS CHANGE

N/A

Company Name:	iLEAD Agua Dulce
Report Name:	Payment Register
Report Title 2:	Mission Valley Bank
Footer Text:	05/05/2022-06/15/2022
Created On:	6/16/22
Location:	118--iLEAD Agua Dulce

Date	Vendor	GL account/Account label	Method	Amount	Memo
5/10/22	AFLA000--AFLAC	3402--Health & Welfare Benefit	EFT	597.58	EE Benefits 02.22
5/10/22	AMAZ100--Amazon Capital Services (iCA)	4305--Educational Supplies (Cl	EFT	997.11	iAD- Classroom Supplies- Binders
5/10/22	AMAZ100--Amazon Capital Services (iCA)	4305--Educational Supplies (Cl	EFT	1,080.89	iAD- Classroom Supplies
5/10/22	BKEL000--B & K Electric CO. Inc	5630--Repairs & Maintenance -	EFT	2,840.00	iAD-Facilities and Maintenance
5/10/22	CIGN000--Cigna Healthcare	9530--Employee Benefits Payabl	EFT	1,203.72	EE Benefits 04.22
5/10/22	DANC007--Dancin' In Acton, Inc.	4335--Home Study Stipend	EFT	210.00	iAD - VCI -Curriculum
5/10/22	Grace Wells	4305--Educational Supplies (Cl	EFT	41.69	iAD-Classroom Supplies
5/10/22	HESS000--Hess and Associates Inc	5310--Professional Dues, Membe	EFT	140.00	iAD- 3rd quarter STRS
5/10/22	HOME010--Home Made Restaurant	5240--Professional Development	EFT	189.22	iAD- PD
5/10/22	ILEA300--iLEAD California	5801--Professional Services -	EFT	404.54	iAD- 20-21 Final iCA Shared Service Billing
5/10/22	KIMS001--Superior Plumbing Services Inc	5630--Repairs & Maintenance -	EFT	643.00	iAD- Facilities and Maintenance
5/10/22	KTPL000--K & T Plumbing	5630--Repairs & Maintenance -	EFT	547.00	iAD- Facilities and Maintenance
5/10/22	LEGA003--Legal Shield	3401--Health & Welfare Benefit	EFT	109.60	EE Benefits 04.22
5/10/22	MCCA000--McCalla Company	4355--Facilities Supplies	EFT	35.26	iAD-Supplies
5/10/22	NEWH000--Newhall Valencia Lock & Key	5630--Repairs & Maintenance -	EFT	44.46	iAD-Keys
5/10/22	RRPH000--RK Physical Therapy Services PC	5852--Student Services Expendi	EFT	495.00	iAD- Contracted Services
5/10/22	SCHO016--School Zone Transporation, Inc	5853--Student Services Expendi	EFT	1,100.00	iAD-Field Studies- LA Zoo
5/10/22	SCHO016--School Zone Transporation, Inc	5853--Student Services Expendi	EFT	-1,100.00	iAD-Field Studies- LA Zoo
5/10/22	SCHO016--School Zone Transporation, Inc	5853--Student Services Expendi	EFT	1,100.00	iAD-Field Studies- LA Zoo
5/10/22	THEL003--The Listening Academy Inc.	5840--Operating Expenditures -	EFT	195.00	iAD- CAPDOTS Integrated - Adolescent V4
5/10/22	TIM118A--Time Warner Cable 9656	5920--Internet Services	EFT	389.96	iAD- Acct#8448 20 003 0439656
5/10/22	WAS118A--Waste Management 3008	5540--Utilities - Trash	EFT	1,233.58	Service 05/01-5/31
5/10/22	WECR000--We Craft Box	4335--Home Study Stipend	EFT	379.79	iAD- EMR - Curriculum
5/10/22	WILL007--Will Greer's Theatricum Botanicum	5853--Student Services Expendi	EFT	510.00	iAD- School Days "Play Only" Performance
5/11/22	AMAZ100--Amazon Capital Services (iCA)	4305--Educational Supplies (Cl	EFT	1,432.61	iAD-Classroom Supplies- Tic-tac-toe game
5/11/22	ATT118A--AT&T 9839	5825--Operating Expenditures -	EFT	462.89	Acct# 661 268-0087 983 9-Late fee
5/11/22	CIGN000--Cigna Healthcare	9530--Employee Benefits Payabl	EFT	1,116.27	EE Benefits 04.22
5/11/22	CODE000--Codepops Inc	4335--Home Study Stipend	EFT	257.70	iAD - EMR - Curriculum
5/11/22	KIWI000--KIWICO [P]	4335--Home Study Stipend	EFT	57.82	iAD - EMR - Curriculum
5/11/22	LOSA002--Los Angeles Zoo & Botanical Gardens	5853--Student Services Expendi	EFT	1,300.00	iAD- Field Studies
5/11/22	OUTS000--Outschool, Inc [S]	4335--Home Study Stipend	EFT	157.00	iAD - EMR - Curriculum
5/11/22	OWLC000--OwlCrate Enterprises, Inc.	4335--Home Study Stipend	EFT	244.40	iAD - EMR - Curriculum
5/11/22	PIEN000--AF386 Group [P]	4335--Home Study Stipend	EFT	410.78	iAD - EMR - Curriculum
5/11/22	RAIN000--Rainbow Resource Center Inc [P]	4335--Home Study Stipend	EFT	1,246.07	iAD - EMR - Curriculum
5/11/22	SCHO016--School Zone Transporation, Inc	5853--Student Services Expendi	EFT	650.00	iAD-Field Studies- Will Geers Theatricum Botanicum
5/11/22	SCHO016--School Zone Transporation, Inc	5853--Student Services Expendi	EFT	550.00	iAD-Field Studies- Gibraltar Plastic
5/11/22	TMOB002--T-Mobile 6381	5920--Internet Services	EFT	80.00	iAD- Acct# 975936381
5/13/22	OUTS000--Outschool, Inc [S]	4335--Home Study Stipend	EFT	108.00	iAD- EMR - Curriculum
5/17/22	WEXH000--WEX Health Inc.	3401--Health & Welfare Benefit	EFT	197.00	EE Benefits - WEX - 05.22
5/18/22	ACTO000--Acton-Agua Dulce Unified School District	5610--Rent - Facilities Rent a	EFT	228,165.94	iAD- Lease Agreement 2021-2022
5/18/22	AMAZ100--Amazon Capital Services (iCA)	4355--Facilities Supplies	EFT	2,301.42	iAD- Plungers
5/18/22	BEND002--Piano Boise LLC dba Allemande Music Academy	4335--Home Study Stipend	EFT	120.00	iAD - VCI -Curriculum
5/18/22	CODE003--Code Ninjas Santa Clarita	4335--Home Study Stipend	EFT	290.00	iAD - VCI - Curriculum
5/18/22	HOME010--Home Made Restaurant	5240--Professional Development	EFT	189.22	iAD- PD
5/18/22	JIVE000--Jive Communications, Inc.	5910--Telephone & Fax	EFT	383.98	iAD-Acct# CN-577063-1503
5/18/22	OUTS000--Outschool, Inc [S]	4335--Home Study Stipend	EFT	170.00	iAD - EMR - Curriculum
5/18/22	PROC000--Procopio, Cory, Hargreaves & Savitch	5808--Professional Services -	EFT	480.00	iAD- Legal Bills
5/18/22	SCHO016--School Zone Transporation, Inc	5853--Student Services Expendi	EFT	550.00	iAD-Field Studies- Gilchrist Farms
5/18/22	SUNL000--Sun Life Assurance Company of Canada	3402--Health & Welfare Benefit	EFT	403.40	EE Benefits 04.22
5/18/22	THES000--The Signal- Santa Clarita Valley	5830--Operating Expenditures -	EFT	300.00	iAD-Marketing
5/20/22	Taige Steese	5230--Conference & Workshop Re	EFT	-39.99	iAD- Project Designer Workshop
5/23/22	AMAZ100--Amazon Capital Services (iCA)	4420--NonClassroom Furniture &	EFT	359.42	iAD- Coffee table and Meditation bands
5/23/22	CLIF000--Clifton Larson Allen LLP	5804--Professional Services -	EFT	1,995.00	iAD- 2020 Tax Returns
5/23/22	EDWA00--Edwards, Stevens & Tucker LLP	5808--Professional Services -	EFT	521.55	iAD-SPED-Legal Bills
5/23/22	HOME010--Home Made Restaurant	5240--Professional Development	EFT	189.22	iAD- PD
5/23/22	MAKE000--Maker Learning Network	5920--Internet Services	EFT	120.00	iAD- Monthly Hotspot Reimbursement - Learners
5/23/22	MAKE000--Maker Learning Network	5830--Operating Expenditures -	EFT	250.00	iAD- Monthly Marketing Reimbursement - KHTS
5/23/22	WEXH000--WEX Health Inc.	5827--Operating Expenditures -	EFT	34.00	EE Benefits Serv Chrg 02.22
5/26/22	Ruby Hollenbeck	9311--Payroll - Manual Checks	EFT	815.98	iAD-Payroll
5/26/22	WEXH000--WEX Health Inc.	3402--Health & Welfare Benefit	EFT	1,200.00	EE Benefits - WEX - 05.22
5/27/22	AMAZ100--Amazon Capital Services (iCA)	4420--NonClassroom Furniture &	EFT	780.75	iAD-Non Classroom Supplies
5/27/22	ASUP000--A+ Superior Sanitation, Inc	5630--Repairs & Maintenance -	EFT	433.35	EG- Facilities and Maintenance
5/27/22	EDTE000--EdTech 101	4335--Home Study Stipend	EFT	37.23	iAD- Google Chromebook Mngmnt License - 3 YR EDU
5/27/22	GILC000--Monica Gilchrist	5853--Student Services Expendi	EFT	510.00	iAD- Gilchrist field trip
5/27/22	LAVI000--LaVine Equestrian	4335--Home Study Stipend	EFT	240.00	iAD - VCI - Curriculum
5/27/22	MCCA000--McCalla Company	4355--Facilities Supplies	EFT	646.27	iAD-Supplies
5/30/22	SPAR001--Sparkletts	4340--Office Supplies	EFT	449.99	iAD- Water Service
5/30/22	LOSA001--Los Angeles County Office of Education (LACOE)	9535--Retirement Liability	Printed Check	25,926.73	iAD STRS
5/31/22	GRAV001--Gravie, Inc	3401--Health & Welfare Benefit	EFT	3,507.47	EE Benefits 06.22
6/2/22	CLIF000--Clifton Larson Allen LLP	5804--Professional Services -	EFT	2,992.50	iAD- Audit Services
6/2/22	FRES001--Fresh Start Healthy Meals, Inc.	4710--Vended Food Service	EFT	7,928.80	iAD-March Food Service
6/2/22	KAIS000--Kaiser Foundation Health Plan	3402--Health & Welfare Benefit	EFT	7,958.01	EE Benefits 04.22
6/2/22	KAIS000--Kaiser Foundation Health Plan	3401--Health & Welfare Benefit	EFT	7,958.01	EE Benefits 05.22
6/2/22	MAKE000--Maker Learning Network	5801--Professional Services -	EFT	15,321.41	iAD-Monthly Service Fees
6/2/22	MCCA000--McCalla Company	4355--Facilities Supplies	EFT	977.83	iAD-Supplies
6/2/22	MESV000--MES Vision	3401--Health & Welfare Benefit	EFT	490.02	EE Benefits 05.22
6/2/22	SCHO013--School Food and Wellness Group	5310--Professional Dues, Membe	EFT	950.00	iAD- NSLP Administrative Fee
6/3/22	AMAZ100--Amazon Capital Services (iCA)	4330--Health & Safety	EFT	504.31	iAD-Health Supplies- Cold Compress ice packs
6/3/22	EDI118A--Southern California Edison 9069	5510--Utilities - Electricity	EFT	2,588.33	iAD- Acct#700386499069
6/3/22	HOME010--Home Made Restaurant	5240--Professional Development	EFT	189.22	iAD- PD
6/3/22	PIPP000--Pippin, Chris	5853--Student Services Expendi	EFT	-70.00	iAD- Pali Trip Reimbursement
6/3/22	TMOB002--T-Mobile 6381	5920--Internet Services	EFT	80.00	iAD- Acct# 975936381
6/3/22	WAS118A--Waste Management 3008	5540--Utilities - Trash	EFT	1,077.82	Service 06/01-6/31
6/7/22	AMAZ100--Amazon Capital Services (iCA)	4305--Educational Supplies (Cl	EFT	698.81	iAD-Classroom Supplies
6/7/22	Taige Steese	5230--Conference & Workshop Re	EFT	39.99	iAD- Project Designer Workshop
6/7/22	NATI001--Nationwide	3401--Health & Welfare Benefit	EFT	27.30	EE Benefits 04.22
6/7/22	ROSE010--Glosup, Anjelica Rose	4335--Home Study Stipend	EFT	300.00	iAD-VCI-Curriculum
6/9/22	AFFO000--Affordable Copier Service	4345--Printing & Reproduction	EFT	491.60	iAD-Printing Supplies
6/9/22	AMAZ100--Amazon Capital Services (iCA)	4305--Educational Supplies (Cl	EFT	2,161.79	iAD-Classroom Supplies
6/9/22	DUNN000--Dunn-Edwards Paints	5630--Repairs & Maintenance -	EFT	1,031.43	iAD- Facilities and Maintenance Supplies
6/9/22	FRES001--Fresh Start Healthy Meals, Inc.	4710--Vended Food Service	EFT	5,031.70	iAD-April Food Service
6/9/22	MAKE000--Maker Learning Network	5830--Operating Expenditures -	EFT	250.00	iAD - Monthly Marketing Reimbursement - KHTS

Date	Vendor	GL account/Account label	Method	Amount	Memo
6/9/22	MCCA000--McCalla Company	4355--Facilities Supplies	EFT	658.28	iAD-Supplies
6/9/22	TIM118A--Time Warner Cable 9656	5920--Internet Services	EFT	389.96	iAD- Acct#8448 20 003 0439656
6/13/22	AMAZ100--Amazon Capital Services (iCA)	4430--IT Equipment & Supplies	EFT	186.14	iAD- IT Supplies- Waterproof 12-mic case
6/15/22	AMAZ100--Amazon Capital Services (iCA)	4305--Educational Supplies (Cl	EFT	1,155.25	iAD- Classroom Supplies
6/15/22	Kelly Mehr	5829--Operating Expenditures -	EFT	130.24	iAD-Event Supplies
6/15/22	LAVI000--LaVine Equestrian	4335--Home Study Stipend	EFT	240.00	iAD - VCI - Curriculum
6/15/22	ORIG000--Original Works Yours Inc	4305--Educational Supplies (Cl	EFT	346.91	iAD-Classroom Supplies
6/15/22	PANT000--Panther Pest Control	5630--Repairs & Maintenance -	EFT	315.00	iAD- Pest Control
6/15/22	QUIL000--Quill [P]	4335--Home Study Stipend	EFT	453.24	iAD - EMR - Curriculum
				$ 355,843.01	

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.

Universal Transitional Kindergarten Planning and Implementation Grant Program

UPK Planning

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
iLEAD Agua Dulce	Lisa Latimer School Director	lisa.latimer@ileadaguadulce.org	(661) 268-6386

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)?

    a. No not a joint application

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? N/A

Projected Enrollment and Needs Assessment

Recommended Planning Questions

1. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.[1] Complete the following tables.[2]

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)4	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	12	6	14	10	10	10
K Students	37	28	34	34	34	34

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[1] If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.
[2] See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

Table: Facilities Estimates (Cumulative)

Type of Facility	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	1	1	1
K Classrooms	1	1	1	1	1

Table: Staffing Estimates (Cumulative)

Type of Staff	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	1	1	1
TK Teacher's Assistants	1	1	1	1	1
K	1	1	1	1	1
K Teacher's Assistants	0	0	0	0	0

2. As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
ASES Program/ELO-P	0	0	2	2	2	2

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

Required Questions

CDE will be requiring this information to be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

   a. TK offered at all sites: Yes, only one site, but will be offered

   b. TK offered at some sites

   c. TK stand-alone classes: Yes, possibly will depend on TK counts each year

   d. TK and kindergarten combination classes: Yes, possibly will depend on TK counts each year

   e. CSPP and TK combination classes (CSPP funding and ADA funding)

   f. Locally-funded preschool and TK combination classes

   g. CSPP stand-alone classes

   h. Head Start stand-alone classes

   i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?[3] [select one]

    a. Full Day TK

    b. ==Part Day TK: will continue with part-day TK and keeping with the 36,000 minute guideline==

    c. Both

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why. [open response]

    a. ==TK will be offered and implemented as in the past years. It will be available each year moving forward under the new TK date guidelines. Each year it will be determined if a standalone TK class will be warranted based on intents to enroll or if a TK/K combination class will be needed. Part day TK (36,000 minutes) will be offered to mirror the current Kindergarten program. The additional hours needed to satisfy the ELO-P requirement will be outside of this Part Day school day.==

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

    a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23

    b. Yes - the LEA applied for a new CSPP contract in 2022–23

    c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)

    d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)

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[3] The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

e. <mark>No - the LEA has no plans to begin or expand a CSPP contract in future years</mark>

f. No - the LEA plans to relinquish or reduce CSPP services in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]: <mark>N/A</mark>

a. Three-year-old children

b. Four-year-old children who will not be enrolled in TK in the current school year

c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

a. 2022–23 (Birthdays February 3 or after) [select one]

i. <mark>Yes, as space allows within the lottery and grade level caps</mark>

ii. No

iii. Maybe

b. 2023–24 (Birthdays April 3 or after) [select one]

       i. <mark>Yes, as space allows within the lottery and grade level caps</mark>

     ii. No

    iii. Maybe

c. 2024–25 (Birthdays June 3 or after) [select one]

       i. <mark>Yes, as space allows within the lottery and grade level caps</mark>

     ii. No

    iii. Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

   a. Parent Teacher Association Meetings

   b. Family or parent surveys

   c. English Learner Advisory Committee (ELAC)

   d. District English Learner Advisory Committee (DELAC)

   e. Special Education Local Plan Area (SELPA)

   f. School Site Council

   g. District Advisory Committee

   h. LCAP educational partners input sessions

   i. Tribal Community input session

   j. Co-hosting events with community-based organizations (CBOs)

   k. Hosting meet and greets with the early learning and care community

   l. LPC Meetings

   m. Local Quality Counts California (QCC) consortia meetings

   n. First 5 County Commission meetings

o. Community Advisory Committee (CAC)

p. Head Start Policy Council meetings

q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])

r. Other [describe, open response]

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)

c. CSPP (on an LEA site)

d. CSPP (at a CBO site)

e. LEA- or locally-funded preschool

f. Head Start

g. LEA preschool funded with Title I of the Every Student Succeeds Act funds

h. Other CBO preschool

i. State subsidized child care (not including CSPP)

j. Other [describe, open response]

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

EC Section 48000(g)(4) specifies that **credentialed teachers** who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

a. At least 24 units in early childhood education, or childhood development, or both.

b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).

c. A Child Development Teacher Permit issued by the CTC.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend **to use to support diverse and effective prospective TK teachers**, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

    a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

    b. Apply for a California Classified School Employee Teacher Credentialing Program grant (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers

    c. Apply for a California Teacher Residency Grant Program (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program) on your own, as part of a new collaborative, or by

joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA

d.   Join an existing intern preparation program to recruit and prepare teachers for your LEA

e.   Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA

f.   Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities

g.   Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA

h.   Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

i.   Apply for workforce development funding and competitive grant opportunities from the CDE

j.   Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential

k.   Provide advising on credential requirements and options for how to meet these requirements

l.   Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]

m.   Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

n.   Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

o.   Other [describe, open response]

p. ==None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators==

2. Which of the following strategies does the LEA intend to employ **to support diverse and effective prospective TK teacher**s, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]

    a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

    b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units

    c. Provide information on scholarship and grant opportunities

    d. Apply for workforce development funding and grant opportunities

    e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

    f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

    g. Provide advising on requirements and how to meet the requirements

    h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers

    i. Develop or work with an established mentorship program to support new TK teachers

    j. Other [describe, open response]

    k. ==None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC==

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply] N/A

    a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

    b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

    c. Provide information on scholarship and grant opportunities

    d. Apply for workforce development funding and grant opportunities

    e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

    f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

    g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

    h. Offer unit-bearing coursework at a local district site during times that work for teachers

    i. Other [describe, open response]

    j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which **child observational assessments** does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

    a. Ages & Stages Questionnaire (ASQ)

    b. BRIGANCE Early Childhood Screen

    c. Desired Results Developmental Profile (DRDP)

d. Developmental Reading Assessment (DRA)

e. LEA-based, grade level benchmarks and a report card

f. Teaching Strategies GOLD (TS GOLD)

g. Work Sampling System (WSS)

h. Other [describe, open response]

i. The LEA does not plan to offer professional learning on child observational assessments

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to **site leaders and directors**? [select all that apply]

a. Effective adult-child interactions

b. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum*

d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

e. Implicit bias and culturally- and linguistically-responsive practice

f. ACEs and trauma- and healing-informed practice

g. Curriculum selection and implementation

h. Creating developmentally-informed environments

i. Administration and use of child assessments to inform instruction

j. Support for multilingual learners, including home language development and strategies for a bilingual classroom

k.

l. ==Serving children with disabilities in inclusive settings, including Universal Design for Learning==

m. ==Engaging culturally- and linguistically-diverse families==

n. Other [describe, open response]

o. Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) and the *California Preschool Curriculum Frameworks* (https://www.cde.ca.gov/sp/cd/re/psframework.asp) to support the development of skills across the domains outlined in those documents.

Required Questions

CDE will be requiring this information to be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the **following language model(s) for TK** students? [select all that apply]

    a. Dual language program with a language allotment[4] of 50/50 [open response for language offered]

    b. Dual language program with a language allotment of 90/10 [open response for language offered]

    c. Dual language program with a language allotment of 80/20 [open response for language offered]

    d. Dual language program with a language allotment of 70/30 [open response for language offered]

    e. English-only instruction with home-language support

    f.   None

    g. Other [describe, open response]

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[4] The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

2. If the LEA administers CSPP, does it plan to provide any of the **following language model(s) for CSPP students**? [select all that apply] Not applicable

    a. Dual language program with a language allotment[5] of 50/50 [open response for language offered]

    b. Dual language program with a language allotment of 90/10 [open response for language offered]

    c. Dual language program with a language allotment of 80/20 [open response for language offered]

    d. Dual language program with a language allotment of 70/30 [open response for language offered

    e. English-only instruction with home-language support

    f. None

    g. Other [describe, open response]

3. Identify methods the LEA plans to use **to support the development of social-emotional learning and executive function skills** through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

    a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model

    b. Implement the CSEFEL Pyramid Model in the classroom

    c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in

    d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

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[5] The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

e. Use developmental observations to identify children's emerging skills and support their development through daily interactions

f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

a. Implement Universal Design for Learning

b. Provide adaptations, accommodations, and modifications to instructional materials

c. Provide specialized services (for example, occupational therapy, adaptive physical education, specialized academic instruction, speech and language pathology therapy, physical therapy) in the classroom with peer models

d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

e. Provide additional staff to support participation in instruction

f. Appropriate MTSS supports (Tier 1, 2, and 3)

g. Other [open response]

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

a. ASQ

b. BRIGANCE Early Childhood Screen

c. DRDP

d. DRA

e. LEA-based grade level benchmarks and a report card

f. TS GOLD

g. WSS

h. Other [describe, open response]

i. The LEA does not plan to use a common TK assessment

j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California's mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA's Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Required Questions

CDE will be requiring this information to be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? [open response] None, there will be no displacement of programs, as ample space is available.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

   a. Yes:

   b. No

      i. If no, how many more classrooms does the LEA need? [identify number, open response]

      ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]

    a. <mark>Yes</mark>

    b. No

        i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

    a. <mark>Yes:</mark>

    b. No

        i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

    a. <mark>Yes</mark>

    b. No

        i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

    a. Turfed area

b. Paved area

c. Apparatus area

d. Land required for buildings and grounds

e. Total square feet required

f. None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

a. Transportation to and from the TK program

b. Transportation from the TK program to an extended learning and care opportunity on another LEA site

c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)

d. No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK? No transportation will be provided

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

iLEAD Agua Dulce
Admissions and Enrollment Policy
Board Approved:

I.   Introduction

The goal of the admissions policy of iLEAD Agua Dulce (hereinafter "School") is to attract, admit and retain at the School the broadest spectrum of learners and families representative of the rich diversity existing in the Acton Agua Dulce School District and surrounding areas. The School will be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School will not charge tuition and the School will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

II.   Admission and Requirements for Admission

The School is open to any learner in the State of California who meets the admissions requirements described herein. If the number of pupils who wish to attend the School exceeds the school's capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random drawing, the process for which is described below.

A.   Admission Eligibility and Requirements

In order to be eligible for admission in the School, learners must meet the following eligibility requirements:

- All learners must have been fully immunized to attend school on campus and present the appropriate health examination record in accordance with the California Health and Safety Code. If a learner does not attend school on campus and is part of an independent study program then the learner does not need to be fully immunized but must submit what immunizations have been completed upon admission.
- All kindergarten learners must be age 5 on or before September 1 of the school year in which he/she seeks admission.
- For those children who do not meet the minimum age for admission into kindergarten, the School offers a voluntary transitional kindergarten ("TK")

program for eligible children. The School's TK program is the first of a two-year kindergarten program and learners shall not attend more than two years of a combination of TK and kindergarten. The School's TK program will admit children whose birthday falls within the following:

 o In the 2022-23 school year, a child who will have their fifth birthday between September 2 and February 2;

 o In the 2023-24 school year, a child who will have had their fifth birthday between September 2 and April 2;

 o In the 2024-25 school year, a child who will have had their fifth birthday between September 2 and June 2;

 o In the 2025-26 school year, and each year thereafter, a child who will have had their fourth birthday by September 1.

● Learners may be granted admission outside of the allotted TK window if space in the program allows. Provided the governing board or director of the School determines that the admittance is in the best interests of the child and that the parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance. The curriculum offered in the TK program shall be age and developmentally appropriate. TK learners may be placed in the same classroom as other kindergarten learners, provided that the instruction given is that designed for TK learners.

● No learner admitted early shall generate average daily attendance until the learner has attained their fifth birthday or whose birthday falls within the TK window for that school year, regardless of when the learner was admitted during the school year.

● All learners must be at least age 6 by September 1 of the school year in which they seek admission in first grade, and not exceeding age 19, unless the learner has been continuously enrolled in public school and make satisfactory progress towards award of a high school diploma., the learner is being served under the term of an Individualized Education Program, and/or the school or program qualifies for an exemption from the general prohibition on serving learners over age 19 and in accordance with the California Education Code §§ 48010, 48011, 48210 and 47612.

● No learner may concurrently attend a private school that charges the learner's family for tuition or concurrently attend another public school.
 ○ All learners shall be documented as residents of the State of California.

- If admitted in an independent study program, a learner shall be documented as a resident of the county in which the charter school reports its apportionment claims or an immediately adjacent county.
- A learner that has been previously expelled may be admitted to the school at the discretion of the governing board and School Director on a case-by-case basis. The decision to readmit a learner or to admit a previously expelled learner from another school district, private school, or charter school shall be in the sole discretion of the School Director following a meeting with the learner and guardian or representative to determine whether the learner has successfully completed the rehabilitation plan, if any, and to determine whether the learner poses a threat to others or will be disruptive to the school environment. The learner's readmission is also contingent upon the School's capacity at the time the learner seeks readmission.

B.   Enrollment Process

In order to ensure that all learners will be placed appropriately and benefit fully from the education program, the following enrollment procedures will be enforced. Failure to comply with any of these procedures will result in denial of enrollment. An enrolled learner will be removed from the School if failure to comply with these procedures is discovered after enrollment has been granted. All eligible learners must meet the following requirements:

- Complete registration for admission must be timely submitted to the School no later than the deadline published for that school year.
  - The registration for admission shall include, but is not limited to, the following:
    - Authorization for the School to request and receive learner records from all schools the learner has previously attended or is currently attending;
    - A statement regarding the learner's immunization or exception from the requirement;
    - A statement regarding the learner's examinations required by the Health and Safety Code;
    - Identification of the learner's age;
    - Identification of the learner's residency;
- Parents/guardians/caregivers should, but are not required to, attend a pre-enrollment Information Open House Meeting or its equivalent.
- Parents/guardians/caregivers are strongly encouraged to attend a School Tour.
- Parents/guardians/caregivers and learners shall sign and return to the School an acknowledgement of receipt and review of the Learner Guidebook with the registration for admission.

- The School shall follow any required procedures for the transfer of a program between SELPAs for learners with an Individualized Education Program (IEP).
- Additionally, each registration will be reviewed by staff to ensure it is complete before the learner will be considered for enrollment. Each registration will include a description of the School's dispute resolution process. Any learner that has been denied enrollment for failure to meet the School's Admission Requirements and Process may avail themselves to this process for reconsideration.

The School's personnel shall not inquire specifically about a learner's citizenship or immigration status or the citizenship or immigration status of a learner's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a learner's immigration status, such as a green card, voter registration, a passport or citizenship papers. Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, school personnel shall solicit that documentation or information separately from the school enrollment process.

Pursuant to this policy and where permitted by law, the Director of the School shall enumerate alternative means to establish residency, age or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status or national origin, and that do not reveal information related to citizenship status or immigration status.

If the School solicits the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, the School shall explain the limited purpose for which the information is collected. It is the School's policy that a failure to provide this information will not bar the learner from enrolling in or attending the School, and such policy will be explained at the time the School asks for this information.

If the School has more enrollment interest forms for enrollment than available space, enrollment shall occur following the random public drawing as described below.

III.   Preferences

In the event that there are more learners applying for enrollment than available space, preferences shall be extended in the following order of priority:

- Pupils currently attending the School;
- Siblings of learners currently admitted in the School;
- Children of the School's employees and Board members not to exceed 10% of enrollment;

- Learners residing within the boundaries of the Acton Agua Dulce Unified School District.

IV.   <u>Enrollment Process and Guidelines</u>

The enrollment process will begin immediately upon obtaining Charter Status. There will be an open enrollment period each year, which will be advertised within the school community so that all interested learners may have an equal opportunity to apply for admission. The deadline for accepting enrollment interest forms will be clearly stated. When a parent, guardian or learner inquires about enrollment and before conducting an enrollment lottery, the School will provide a copy of the California Department of Education's notice including the notice requirements in California Education Code section 47605(d)(4).

The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The School will determine class size/configuration for the school year;
- The School will solicit from current learners their intention to return the following year;
- The School will solicit from parents/guardians of current learners their intention to apply for admission for siblings of current learners;
- The School will solicit from founders and staff members their intention to apply for admission for their children;
- The School will design program informational materials;
- The School will plan one or more Information Open House Meetings/Tours (attendance at which is strongly encouraged for admission);
- The School will issue press releases and/or utilize other communication strategies
  - The School will actively recruit learners throughout the community;
  - The School will host Information Open House Meeting(s)
  - The School will schedule School Tours beginning the second year of the program (attendance at which is strongly encouraged for admission);
  - The School will establish and hold an open enrollment period so that all interested learner may have an equal opportunity to apply for admission;
  - The School will determine the number of returning learners at each level;
  - The School will determine the number of new learners at each level;

- After the returning learners are placed, the School will hold a random public drawing, if necessary applying its identified preferences;
- The School will notify the families of the applicants who are accepted and rejected;
- Non-accepted families will be placed on the waitlist in the order in which the learners are drawn from the random public drawing. Children who complete the enrollment interest form process after the published deadline will be added to the waitlist..

A waitlist is maintained for each school year. Once on the waitlist, a learner would remain in that position until they are offered a spot in the school or expresses no further interest. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the waitlist are offered a position, they must accept that position within two business days or if they decline or fail to respond within three business days they may be removed from the waitlist or placed at the bottom of the waitlist if they desire.

V.   Final Admission

Once the learner has been enrolled, parents, guardians, education rights holders or learners will be required to provide proof of immunization status, date of birth, residency, examinations required by the Health and Safety Code, transcripts, copies of any IEPs and other learner records in order to complete the admissions process as described below.

In accordance with law, learners who qualify as homeless learners or foster learners may be admitted even if some of the above-referenced documents are not timely submitted.

No learner will be unconditionally admitted to attend school on campus unless the learner has been fully immunized as required by law or has a valid medical exemption on file.

No non-California residents will be admitted to the School. **For learners participating in Independent Study,** no learner who resides outside of the granting agency county or a county directly adjacent thereto will be admitted to the School, unless a legal exception applies.

No learner who does not meet the minimum age for admission in accordance with California law will be admitted to the School.

Proof of full immunization or exemption from the requirement;

Proof of health examinations required by the Health and Safety Code;

Proof of age with the registration for admission through documents such as the following: birth records, statements by the local registrar or a county recorder certifying the date of birth, baptism certificate duly attested, a declaration from the parent/guardian or a passport;

Proof of residency through documents such as the following: parent or guardian's drivers' license, ID card or DMV printout, a copy of a lease, utility bill or similar showing the address of the residence, etc., California tax returns giving California as the home address (within acceptable dates); car registration and/or car insurance; California health insurance or Medi-Cal ID;

If any information provided to by the parents/guardians could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any learners or families or bar children from enrolling in or attending the School. If parents or guardians choose not to provide information that could indicate their children's immigration status, citizenship status, or national origin information, the School shall not use such actions as a basis to discriminate against any learners or families or bar children from enrolling or attending school;

2022-2023
Family Guidebook

Free To Think. Inspired To Lead.

INTRODUCTION

Welcome to iLEAD Agua Dulce! You are part of a ground-breaking, innovative program designed to meet your child's individual needs and to foster in them a love of learning and the desire to be the leaders of the future.

iLEAD Agua Dulce may be different than some of your child's previous educational child experiences. First, your child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, history, science, the arts and technology. This setting will allow them to move at their own pace through inquiry-based learning strategies. Your child will also learn experientially through many field trips visiting local parks, beaches, organizations, businesses, and museums. Participation in these experiences will help your child apply their classroom learning. Finally, your child's growth will be measured along a continuum and in a variety of ways that demonstrate learning. In essence, your child will be empowered to take ownership of their learning experience.

Your experience as a parent/guardian at iLEAD Agua Dulce may also be different than what you have experienced at your previous schools. To make the transition a smooth one for your learner(s) and yourself, we encourage families to keep updated and informed about school events and parent/guardian programs. We encourage and depend upon our parents/guardians to be actively engaged both in and outside of their learner's classroom. You will work harder here as a parent/guardian, but your rewards will be tenfold. If you feel that you need support in any given area, please don't hesitate to ask for a meeting with your child's classroom facilitator, or another adult on campus that can advocate for you or your child. We work as a team in this environment and the only effective way to do that is to communicate and ask questions.

The Family Guidebook is designed to share iLEAD Agua Dulce's philosophy, expectations for learners and families, and other school information.

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SECTION 1:
iLEAD Agua Dulce' EDUCATIONAL OVERVIEW
OUR MISSION AND VALUES

iLEAD Agua Dulce Mission Statement
Free to Think. Inspired to Lead.

iLEAD Means...

International
Learning foreign languages and cultures makes learners compassionate, open-minded world citizens.

Leadership
Practicing leadership from a young age prepares learners for a lifetime of listening, collaborating, inspiring, and leading.

Entrepreneurial Development
Encouraging learners to work in teams, take risks and learn from failure nurtures the ability to innovate and ignites their entrepreneurial spirit.

Arts
Creating and exploring the world through the artistic experience enhances all subject areas.

Design Thinking
Participating in project-based learning leads to more meaningful experiences and a deeper understanding.

At iLEAD Agua Dulce we are not teaching static facts to learners, we are facilitating a dynamic process with our learners. We believe that education is not the filling of a vessel, but rather, the lighting of a flame.

OUR METHODOLOGY

Project-Based Learning (PBL)

Over the past 100 years, the world we live in has radically changed. If we as a society are going to keep up, the way we educate our children must also change. Project-based Learning (PBL) is a teaching methodology that actively engages learners by challenging them to deeply investigate a personally

interesting and complex question, problem or challenge. Then from this deep investigation, create and publically present something unique and original and authentic in response.

Project-Based Learnings' time has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn – and develop deeper learning competencies required for success in college, career, and civic life. Why are so many educators across the United States and around the world interested in this teaching method? The answer is a combination of timeless reasons and recent developments.

Through the PBL methodology, our learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way into the future. The development of rigorous, authentic projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

PBL makes school more engaging for learners. Today's learners, more than ever, often find school to be boring and meaningless. In PBL, learners are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.

PBL improves learning. After completing a project, learners understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, learners who gain content knowledge with PBL are better able to apply what they know and can do to new situations.

PBL builds success skills for college, career, and life. In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, learners learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

PBL helps address standards. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.

PBL provides opportunities for learners to use technology. Learners are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, facilitators and learners can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

PBL makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged learners doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their learners.

PBL connects learners and schools with communities and the real world. Projects provide learners with empowering opportunities to make a difference, by solving real problems and addressing real issues. Learners learn how to interact with adults and organizations, are exposed to workplaces and adult

jobs, and can develop career interests. Parents/Guardians and community members can be involved in projects.

Not just knowing but also DOING
PBL allows learners to apply their learning in real-world scenarios.

High levels of engagement
PBL gives learners a voice in their own education, activating their interest, which allows for greater and deeper learning!

True learning
PBL allows us to teach, observe, and measure growth of marketable 21st Century skills such as communication, critical thinking, and collaboration.

Focusing on your learner, not the curriculum, brings learning to life
PBL develops self-empowered learners who can analyze the world they live in, design a better tomorrow, and go create it!

***What is PBL? and PBL Outcomes from* [Buck Institute](#)**

Social and Emotional Learning (SEL)

It takes more than book-smarts to be an effective leader in the 21st century. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. **Social and Emotional Learning (SEL)** teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

Implementation and evaluation (assessment) of SEL has become an integral part of our approaches to teaching and learning through Project-Based Learning. Based on practices such as the [7 Habits of Highly Effective People/Kids/Teens®](#) (Stephen/Sean Covey) and [Character Lab®](#) aspects (Learner Outcomes), we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress. We have also developed SEL and Academic Rigor rubrics that add a well-balanced approach to mindfulness and reflective practice for facilitators, learners, parents/guardians, and administrators.

Other elements of SEL implementation, practice and assessment include: Leader Led Conferences (LLCs); Presentations of Learning (POLs); Passion Projects; Individualized Learning Plans (ILPs); Advisory Program; Learner Driven Ambassador Groups and Class Greeters.

CURRICULUM

The research-based instructional approach of Project Based Learning at iLEAD Agua Dulce is differentiated to engage learners through hands-on, serious, authentic experiences across subject areas. This methodology allows facilitators to address learners' individual differences, variations in learning styles, intelligence and abilities. Rather than rely on any one series of books, textbooks or guides, we employ multiple materials, resources and strategies to best meet the needs of individual learners.

Curriculum is implemented with the following best practices in education:

Global Understanding: 21st Century learners are faced with the challenge of engaging in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum covering global connectivity will give learners a sense of belonging in our ever changing world and prepare them to thrive in the global marketplace upon graduation and post-college. Exploring diverse cultures will give learners a positive attitude toward learning and greater understanding of the world around them.

Engaging Curriculum: Our curriculum delivers the California content standards through relevant learning experiences that engage learners' interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, engage in hands-on activities and experiences that build on their prior knowledge. Projects are used as a teaching tool to focus on higher order thinking and real world skills. We will encourage learners to apply their understanding in projects that gradually introduce more complexity, more learner-driven choice of topics and products. The goal is to foster self-motivation and self-directedness, as each learner discovers their unique strengths.

Multi-age Groupings: Research supports environments with two or more grades that allow learners the flexibility to progress at their own pace along a continuum of achievement. As such, select grade levels at iLEAD Agua Dulce are multi-age environments.

Facilitator Continuity (Looping): Multi-year relationships between facilitator and learner provide for deeper knowledge to guide instructional decisions and familiarity with the social-emotional health of a learner (Anderson and Pavan, 1993).

Advisory/Morning Meetings: Research shows that when learners feel connected to their school, they do better academically. One of the ways we achieve this with Middle and Diploma Programme learners is through our advisory program. In small group settings, we explore the causes and effects of cultural, personal, and community events. Our primary learners participate in daily morning and/or 'family' (classroom) meetings that provide an opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment.

California State Academic Standards: California along with most other States developed and adopted common academic standards in core curriculum areas. They are rigorous, internationally benchmarked, and research- and evidence-based.

Each state, and each district in California decides how they will teach and what resources they will use. More information can be found at www.cde.ca.gov/re/cc/ or www.corestandards.org. California's computer-based student testing system ties the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The assessments include the Smarter Balanced Assessment ConsortiumAssessments, California Science Tests

(CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents/Guardians can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604.5, 60615]

California Healthy Youth Act: The California Healthy Youth Act requires charter schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents/Guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants
5. Receive notice by mail or another commonly used method of notification fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
   a. The date of the instruction
   b. The name of the organization or affiliation of each guest speaker

English Learners Identification Notice: State law requires that parents/guardians of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

INDIVIDUAL LEARNING PLANS (ILPs) and LEARNER LED CONFERENCES (LLCs)

Each year, learners along with their facilitator(s) create an ILP to guide instruction. Each learner, along with their family and facilitator, work together to monitor the ILP and make adjustments, as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual and therefore will be working toward attainable goals appropriate to their individual development.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time. Throughout the year, learners will meet with their facilitator and their parents/guardians to look critically at what they have accomplished both in formal settings as well as at home with their families. At the end of the spring semester our learners will present their progress in the Learner Led Conference (LLC) Presentations.

Portfolio-based LLCs will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Additionally, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

SECTION 2:
GENERAL OPERATIONS

OFFICE HOURS 8:00am to 4:00pm

Front Desk Phone Number: (661) 268-6386

SCHEDULE
See the iLEAD Agua Dulce website at https://ileadaguadulce.org/ for the most up to date hours, including break and lunch schedule.

INSTRUCTIONAL CALENDAR
See the iLEAD Agua Dulce website at https://ileadaguadulce.org/academic-calendar/ for the current year's Instructional Calendar. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents/guardians of affected pupils as early as possible.

STAFF
See the iLEAD Agua Dulce website at https://ileadaguadulce.org/team-directory/ for staff listings.

POLICIES
Our school is governed by a set of Policies and Procedures that are updated regularly. If you are interested we encourage you to make an appointment to review the policies and procedures by contacting gladys.ramirez@ileadaguadulce.org or visit https://ileadaguadulce.org/.

SECTION 3:
DAILY OPERATIONS

DROP OFF AND VALET PROCEDURES

iLEAD Agua Dulce offers a convenient valet drop off system. This is the safest and most efficient way to drop off your learner(s). We strongly encourage all families, regardless of the learner's grade level, to use the valet system. Please note: The top lot is for staff parking only.

In order to keep the learners and families safe before and after school, we ask that you follow these parking lot procedures when driving your child to the iLEAD Agua Dulce campus;

- Drive slowly and watch for families and children walking through the parking lot;
- Do not use your cell phone while driving in parking lot;
- Give your attention to driving and exiting safely;
- Primary Grade children should be accompanied through the parking lot by a parent/guardian or older sibling.

Please help us keep the valet line safe and efficient by following these guidelines:

- Have your child seated so that they can exit quickly.
- Be prepared- have your child ready to exit with a backpack/school work/ lunch in hand.
- Please pull forward and wait for a valet attendant before exiting the vehicle.
- Make sure your child has exited safely and all volunteers are at a safe distance away from your vehicle
  before you drive away from the valet drop off area.
- If you need to get something out of your trunk, please park in the parking lot.

For more information please visit our website: ileadaguadulce.org

ATTENDANCE

We try to make every minute of school engaging for the learners, and our expectation is that all learners will be at school on time and for the entire course of the school day. Learners arriving late could miss important beginning of the day information that is relevant to their education.

Absence

If your child is going to be absent, please email us at attendance@ileadaguadulce.org or call the attendance line at (661) 268-6386 on the morning of the first day of the absence. You may leave a voicemail message when the office is closed.

iLEAD Agua Dulce urges parents/guardians to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. iLEAD Agua Dulce also asks that travel or other absences be avoided during the time school is in session. The higher the school's

daily attendance rate, the more a learner will learn and the greater the amount of funding that the school will receive from the state for classroom instruction, and academic programs. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize learner absences.

Following an absence, a learner is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

Excused Absences

Pupils, with the written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.
No pupil shall have their grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.
(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
(1) Due to their illness, including an absence for the benefit of the pupil's mental or behavioral health.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
(4) For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
(5) For the purpose of jury duty in the manner provided for by law.
(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent/guardian.
(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of their religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
(9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
(10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.
(11) For the purpose of participating in a cultural ceremony or event.
(12) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil

is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, means the parent/guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Chronic Absenteeism

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

Tardiness

We ask that you contact the school if you know your child is going to be tardy. Consistent tardiness will result in learners missing valuable time with their classmates and will require them to make up missed activities.

Truancy

Learners are expected to be in school every school day. Any learner who is absent from school without a valid excuse (46010, 46010.3, 48205 Ed. Code) is considered truant. Missing a class period without a valid excuse is also considered truancy. Truancy is a serious offense and may lead to serious consequences.

Illness

Any child who becomes ill while at school will be taken to the Health Office and parents/guardians will be called to pick up the sick child. Please note that your child needs to be fever free for 24 hours before returning to school.

If your child needs to take prescription medication on a temporary or permanent basis while at school, an authorization to administer medication must be on file at the school. This form is available on the web-site:

https://ileadaguadulce.org/medical-information/request-for-assistance-concerning-learner-medications/

Concurrent Enrollment

All learners may only be enrolled in one school at a time. Learners may not be enrolled in a public and/or charter school and a private school or a public school and charter school at the same time. The school may request proof of disenrollment from previous school prior to registration.

High School Class Enrollment

All learners enrolled in grades 9th-12th must be enrolled in a minimum of four classes with the school to maintain full time enrollment.

BEFORE AND AFTER SCHOOL CARE:

iLEAD Agua Dulce offers our own unique after school care program, **iCREATE.** iCREATE is an Innovative After School program providing learners a safe and welcoming space to exercise their mind, heart, body and creative spirit. Learners are guided through daily activities in the areas of science, arts, engineering, music, and indoor and outdoor activities, extending the philosophy of iLEAD Agua Dulce. Learners are inspired to grow their own creative after school experience.

iCREATE is available for learners in grades TK through 6th grade, Monday through Friday. For more information and schedules, go to: https://ileadaguadulce.org/programs/icreate-after-school-care/

SCHOOL LUNCH PROGRAM

iLEAD Agua Dulce offers a school lunch program.   iLEAD Agua Dulce offers healthy meals every school day because children need healthy meals to learn. Commencing in SY 2022–23 schools serving learners in grades TK–12 must provide two meals free of charge (breakfast and lunch) during each school day to learners requesting a meal, regardless of their free or reduced-price meal eligibility. Schools will still require eligible parents/guardians to submit a Household Data Collection form in order to remain in compliance for accounting purposes only. Please see the iLEAD Agua Dulce website at https://ileadaguadulce.org/school-lunch-program/.

ENRICHMENT ACTIVITIES

iLEAD Agua Dulce offers several clubs, sports and enrichment classes. A list of current ongoing extra-curricular offerings will be emailed home.

TRANSPORTATION

iLEAD Agua Dulce does not provide transportation. Families need to arrange their own transportation to and from campus/studio. Field Studies participation includes transportation details and are arranged on a per field study basis. Please see individual Field Study documentation for further information.

Prior to departure on a school activity trip, all learners riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

LOTTERY GUIDELINES

As a charter school, iLEAD Agua Dulce is a school of choice, and may have more learners interested in attending the school than there are spaces available. If the number of learners who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

SECTION 4:
LEARNER CONDUCT

EXPECTATIONS FOR SCHOOL BEHAVIOR

iLEAD Agua Dulce strives to present our learners with opportunities that exceed those available at most traditional schools. Our learners also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do their best, both academically and behaviorally. If there's a problem, we personally speak with the learner, discuss the options for making good decisions, set appropriate consequences, and strive to help the learner internalize the importance of taking responsibility for their own learning and behavior. As a framework for this, we have expected learning results.

At iLEAD Agua Dulce we utilize **Love and Logic**® to embrace each learner's uniqueness while modeling and expecting appropriate behavior. Our iLEAD Agua Dulce expectations for school behavior are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it.

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our learners to incorporate them into their daily lives. Parents/Guardians are encouraged to participate in the Love and Logic® courses offered at iLEAD Agua Dulce throughout the year.

Consequences

In addition to Love and Logic, our school focuses on Restorative Practices. This is an approach to resolving conflict and is used for preventative measures. Restorative Practices refer to a range of approaches including talking circles and peer mediation and utilizes strategies to rebuild relationships.

There are age appropriate consequences for not adhering to the behavior guidelines. Along with the Restorative Practice approach, family and staff will work together to make decisions that are in the best interest of the child. The following are examples of consequences that allow flexibility for individuals and varying situations.

- **Warning and reminder:** This may take place in or out of the classroom.
- **Reflection time:** This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.
- **A respectful, related consequence:** This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.

- **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what they could have done differently, and what could be changed at the school that could prevent this from happening again.
- **Suspension/parental/guardian supervision :** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
- **Emergency Removal:** See *Emergency Removal* section on the next page.

Suspension/Expulsion Procedures

Rules of suspension and expulsion must follow due process mandates. They are stated below.

Suspension

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the Administrator. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their defense.
- A written notice of suspension must be sent or given within one school day to the parent/guardian or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD as the Board of Director's designee.

Note: A learner under a suspension shall have the right to make up all academic work missed. From the day they return to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

Expulsion

- Only the School Director can recommend expulsion. *EDN 48900*
- The School Director may grant an extension of time. If granted, the Administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.
- The learner and parent/guardian must have an opportunity to appear, on request, before the school Administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion
- Only the governing board may make the decision to expel a learner. Following that decision:

- The letter of expulsion is sent.
- Within one (1) school day, the Administrator shall notify the Registrar, in writing of the decision to expel.
- The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school Administrator within fourteen (14) calendar days of the written letter of expulsion. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

Emergency Removal

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Guidebook.

Student Search

The school director or administrative designee may search the personal property of a learner, the learner, or the backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

Electronic Nicotine Delivery Systems (E-Cigarettes)

The school prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all school property and in school vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Learners using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code**.**

Tobacco Free Campus

The use of tobacco and nicotine products is prohibited on school grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco products include, but are not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

Release of Learner to Peace Officer

If an iLEAD Agua Dulce official releases your learner from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your learner, except when a learner has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian. [EC 48906; PC 11165.6]

Parent/Guardian Responsibility

Parents/Guardians are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents/Guardians are also liable for any school property loaned to the learner and willfully not returned.

If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. [EC48900.1]

Academic Dishonesty

The school expects learners to do their own work and to succeed in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the facilitator and/or School Director or designee.

SECTION 5:
TECHNOLOGY

ELECTRONICS

Cell phones, tablets, and other electronic items are often used for instructional practices. We are guiding our learners in appropriate use of technology, helping them to make appropriate choices concerning these items. We realize that many parents/guardians give their children cell phones for safety and convenience. We ask that learners limit use of the phones during the school day to academic purposes only. Families may contact their child in an emergency situation by calling the school office and learners may use cell phones or school phones to contact families in an emergency. Learners should respect their facilitator's requests regarding appropriate time to use technology. Should technology disrupt the learning environment or if used inappropriately, parent/guardian will be notified and cell phones or other devices will be stored in a safe place and returned to the learner at the end of the school day. Continuous misuse of technology will result in consequences.

INTERNET USAGE

iLEAD School's computers have access to the Internet. The school works diligently to protect our learners from inappropriate content. The iLEAD Agua Dulce staff works closely in training our learners as to the appropriate use of the Internet. Before using the Internet, parents/guardians and learners should read the following "Network Use Guidelines." All parents/guardians and learners must also sign a Student & Parent/Guardian Network Responsibility Contract.

NETWORK USE GUIDELINES

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet as part of your educational experience. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people.

Learners will have access to:

1. Electronic mail (e-mail) communication with people all over the world.
2. Information and news from a variety of sources and research institutions.
3. Public domain and shareware software of all types.
4. Discussion groups on a wide variety of topics.
5. Many university libraries, the Library of Congress, and more!
6. Educational Software

Giving our learners the skills to thrive in the 21st Century means giving them access to technology. With computers as part of every classroom curriculum, iLEAD Agua Dulce uses very strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection

Act requires. While we have filters at the network level for inappropriate Websites, there are still instances when those Websites can come through. Please be assured that iLEAD Agua Dulce remains committed to restricting the use of such Websites.

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13).

The facilitators/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. iLEAD Agua Dulce takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

The purpose of schools having access to the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of iLEAD Agua Dulce.

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

1. Any information which violates or infringes upon the rights of any other person.
2. Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. Advertisements, solicitations, commercial ventures, or political lobbying.
4. Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
5. Any material which violates copyright laws.
6. Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited.
7. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.

NETIQUETTE (Network Etiquette)

The use of the Internet requires that you abide by accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not send abusive messages to anyone.

2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.

3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent/guardian release authorizing publication.

4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without their permission.

5. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.

6. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must notify iLEAD Agua Dulce staff.

7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

SUPERVISION AND MONITORING

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any learner or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

CYBERBULLYING

iLEAD Agua Dulce provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/Guardians, learners, and community members also may be provided with similar information.

Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the learner is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

SECTION 6:
HIGH SCHOOL

GENERAL OVERVIEW

iLEAD Agua Dulce is a strong proponent of passion-based learning and the development of 21st century skills to pursue lifelong endeavors. The high school program enables families to work closely alongside with school staff to determine the high school path that best aligns with each learner's academic and vocational goals.

GRADUATION PATHS

iLEAD Agua Dulce offers several paths to fulfill graduation requirements. A collaborative effort between the learner, family, and high school staff will direct, support and encourage the learner on their graduation path.

IB Path
IB programmes aim to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and meaningful relationships. The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. This graduation path requires 280 credits to graduate.

UC/CSU A-G Path
California State University and the University of California school systems have established seven admission requirements labeled A-G. Learners who are planning on directly attending a University of California (UC) or California State University (CSU) are required to complete these specific UC Admissions Requirements during their high school experience. This track requires 240 credits to graduate. More information on the A-G requirements can be found on the University of California website. A-G courses are approved by the UC system. A list of iLEAD Agua Dulce's currently approved A-G courses may be found in UC Doorways.

Basic Path
Learners in special circumstances may qualify for reduced graduation requirements and be placed on the basic graduation path according to the California State Graduation Requirements. This path requires 180 credits to graduate and requires administrative approval.

High School Subject Area	Basic Instruction: Graduation Requirements	CSU/UC Graduation Requirements	IB Diploma Program Path Graduation Requirements	Certificate of Completion (EC Section 56390) iLEAD Agua Dulce may award a learner with a disability a COC if the following requirements, (a),(b), or (c) are met. a. The learner has satisfactorily completed a prescribed alternative course of study approved by the governing board of iLEAD Agua Dulce b. The learner has satisfactorily met his or her IEP goals and objectives during high school as determined by the IEP program team. c. The learner has satisfactorily attended high school, participated in the instruction under his or her IEP, and has met the objectives of the statement of transition services.
English	3 Years (30cr)	4 Years (40cr)	4 Years (40cr)	
Math	2 Years (20cr) Algebra 1 required	3 Years (30cr) Geometry or Integrated Math 2 required	4 Years (40cr) Including Math Analysis and Approaches, SL Year 1 and SL Year 2 (may be 5 years if used Integrated Math 1)	
Science	2 Years (20cr) Biological Sci lab recommended (10cr) Physical Sci (10cr)	2 Years required (3 recommended) Biological Science with lab(10cr) Physical Science with lab(10cr)	4 Years (40cr) Including Biology SL or Physics SL Year 1 and 2	
History/Soc Studies	3 Years (30cr) World History (10cr) U.S. History (10cr) American Govt (5cr) And Economics (5cr)	3 Years (30cr) World History (10cr) U.S. History (10cr) American Govt (5cr) And Economics (5cr)	4 Years (40cr) World History/Modern Civ; IB History of The Americas Yr 1 and Yr 2 (HL); U.S. Government (5cr); Economics (5cr)	
Language other than English	1 Year (10cr) OR	2 Years (3 recommended) must be in the same language (20cr)	4 Years (40cr) Including SL Year 1 and Year 2	
Visual and Performing		1 Year (10cr) VAPA Options: dance,	4 Years (40cr) Including HL Year 1 and HL	

Arts/ CTE	1 Year (10 cr)	drama/theater, music,visual arts (same VAPA 10cr)	Year 2	
Physical Education	1 Year (10 cr)	1 Year (10cr)	1 Year (10cr)	
Electives	Various Electives College and Career Prep (60cr)	A-G Electives (10cr) Various Electives College and Career (70cr)	Required for IB Diploma Candidates (20cr): Creative Action Service (CAS) Extended Essay (EE) Theory of Knowledge (TOK)	
			Various Electives College and Career Prep (10cr)	
Total Credits	180 Credits	240 Credits	280 Credits	

Certificate of Completion

Learners with modified curriculum as indicated on their IEP may be placed on the Certificate of Completion path. This path does not result in a high school diploma as learners work towards their IEP goals, not the state graduation requirements. Learners on the Certificate of Completion path may be enrolled until the age of 22.

Exemptions

Under Ed. Code 51225.1, the following learners may be exempted from iLEAD Agua Dulce's graduation requirements under specific circumstances:

- Foster Youth
- Homeless Youth
- Former Juvenile Court Youth
- Children of Military Families
- Migrant Youth
- Newcomer Youth

Should a learner in one of the above groups meet the requirements under EC 51225.1, school counselors will work with the learner who will either choose to:

- Complete a 5th year at iLEAD Agua Dulce in order to meet iLEAD Agua Dulce diploma requirements, OR
- Complete the iLEAD Agua Dulce Graduation Requirement Exemption waiver to become eligible for a diploma under California's minimum graduation requirements.

Golden State Seal

The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas. Learners who are eligible for the GSSMD will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

Biliteracy Seal

The State Seal of Biliteracy (SSB) is a recognition conferred by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Learners who are eligible for the seal will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

CAREER AND TECHNICAL EDUCATION (CTE)

Career Technical Education (CTE) is an opportunity for high school learners to gain exposure and experience in careers in which they are interested and meet the school's graduation requirements through CTE courses. Learners will take courses and work with industry professionals to gain the knowledge and skills needed for entry into further training and career opportunities in the chosen

industry sector. This work will set them on the path toward certifications, preparation for college majors, and experience for the workforce. CTE pathways are a 3 year commitment culminating in a capstone course project where learners create a college/career portfolio with components needed to be competitive in college admissions and the workforce. CTE programs will offer additional college and career counseling, industry certification opportunities, extra curricular leadership opportunities, and work-based learning and internship experiences through each course in the 3-year pathway.

The following Career and Technical Education pathways are available for the 2022-2023 school year. Additional offerings may be available through the local community college. Contact the academic counselorfor more information.

Industry Sector: Marketing, Sales, Service	Pathway: Entrepreneurship
Course Introduction to Entrepreneurship	**Sequence Level** Introduction Year Grades 9/10

HIGH SCHOOL ADVISEMENT

School Counselors

School Counselors serve high school learners in the areas of academic, college and career, and social emotional. School counselors partner with the learner and family to guide course selection and ensure the completion of all graduation requirements in alignment with future college and career goals. School Counselors are available to conduct regular graduation checks and provide necessary support to prepare learners for life after graduation.

College and Career Planning Tools

iLEAD Agua Dulce has partnered with Scoir for college and career planning.

- **Scoir:** Scoir is a college search and exploration tool which allows learners to find and connect with thousands of colleges. Scoir offers virtual tours and videos, tracks deadlines and testing requirements, and allows quick access to the college advisor for pressing questions. College planning and the application process are completed through Scoir.

- **College Admissions/Planning**: School counselors and staff provide support for learners and their families assistance with college planning and application process.

HIGH SCHOOL POLICIES AND PROCEDURES

Transcripts

- **Requests**: Transcript requests (unofficial and official) can be made via the academic counselor.
- **College Credit Courses**: Learners must request official transcripts from the college for final grade assignments when they participate in dual enrollment. Learners are assigned an incomplete grade

until the official transcript is received from the community college.
- **Transfer**: Learners transferring from another public school must provide an official transcript during the enrollment process to verify previously completed coursework.
- **PSA/Private**: Learners who have previously filed a Private School Affidavit (PSA) or attended a private school must provide a transcript during the enrollment process. In addition, learners may be asked to submit a portfolio and/or work samples to verify previously completed coursework in order to grant credits accordingly. Unless courses were taken through an online program with approval, these courses will be listed without the A-G designation.

Course Load

Learners must be enrolled in at least four courses per semester. In order to fulfill the credits necessary for graduation, it is recommended that learners take six to seven courses each semester.

AP Courses and Testing

AP courses must be taken from online AP course providers through online independent study vendors with teacher support and are subject to approval. It is not required to enroll in AP courses in order to take AP exams. AP courses are assigned weighted grades. It is the family's responsibility to register for AP exams directly through the College Board before the October 1 deadline. In order to register please use **CEEB Code 055000** for our school and work with the academic counselor for testing days/location. Eligible high school learners may receive financial assistance to cover the costs of the Advanced Placement examination fees, or both. Please contact the academic counselor for information.

Find more information under College Testing or visit the College Board website. (https://apcentral.collegeboard.org/courses/exam-dates-and-fees)

IB Courses and Testing

LEAD Agua Dulce is a candidate school for the IB Career Program. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students. Click HERE for more information on the IB CP program.

Add/Drop Deadlines

Using the following guidelines, learners may drop a class and/or add a replacement class:

DEADLINES		
	Fall 2022	Spring 2023
Add	Sept. 9th	Feb. 3rd
Drop without a "W"	Sept. 9th	Feb. 3rd
Drop with a "W"	Sept. 12-Oct. 21	Feb. 6 - March 17
Drop with a "WP" or "WF" *(Withdrawal Pass, Withdrawal Fail)*	October 22 - December 16	March 18 - June 2

Incomplete Grade

A grade of "I" (Incomplete) is a temporary grade which may be assigned at the end of a term for learners who have requested and received approval for a course extension. This grade may be made up to a passing grade within the approved course extension time frame. The "I" (Incomplete) will be changed to an "F" (Failing) if work is not satisfactorily completed within the agreed upon time frame.

Course Extensions

Course extensions of up to 10 days may be granted by school staff upon formal request and approval. If the learner does not complete the course within the time period allotted, the actual grade earned for the coursework completed (points earned/points possible) will appear on the learner's transcript.

Math Placement

In compliance with board policy, learners will be assessed within the first month of instruction and learners and/or parent/guardian may request a reassessment if questions the pupil's placement results. Learners and/or parent/guardian may request reassessment in writing. For more information, visit https://ileadschools.org/board/wp-content/uploads/2021/06/Approved_-_iLEAD_Agua_Dulce_Math_Placement_Policy.pdf.

Middle School Learners Seeking High School Credit

Learners who show readiness for high school level material may take high school level courses during middle school. This option is primarily reserved for 8th graders and is permitted in math or foreign language courses only. If a learner chooses to follow the high school guidelines and requirements for those courses, then the course title will be reflected on the learner's high school transcript, but with 0 credits. Only courses taken after July 1 of the learner's freshman year will be considered for graduation credit, including community college courses. Courses taken must be rigorous enough to ensure that the learner will be successful in the next level placement upon entering high school.

Academic Honesty

The school expects learners to practice Academic Honesty by doing their own work and succeeding in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the facilitator and/or School Director or designee to help support growth and prevention of future plagiarism activity.

Grading Scale

Assignments will be reviewed and evaluated by the course facilitator. Report of Progress grades are provided at the end of the semester grading period. High school grades are based on evidence of the learner's progress shown through learner work and assessments. Insufficient, weak, late or missing

assignments will affect the learner's grades.

GRADE SCALE			
Letter Grade	Standard GPA	AP GPA	Dual Enrollment
A	4.0	5.0	5.0
B	3.0	4.0	4.0
C	2.0	3.0	3.0
D	1.0	N/A	N/A
F	0.0	N/A	N/A

Grade Appeals

Grade appeals must be requested within two weeks after issuance of reports of progress. The learner (or parent/guardian if under age 18), wishing to appeal a final grade in a course must submit a written grade appeal request to their course facilitator first and then academic counselor if not resolved. The learner will be required to re-submit any past completed assignments where re-evaluation is requested. The course facilitator will respond to the learner's questions in writing. If the learner/guardian is not satisfied, they may request an evaluation of the identified course grades by the High School administrator or designee. The High School administrator's or designee's decision is considered final.

Work Permits

Learners interested in employment under the age of 18 who have not passed the CHSPE are required to obtain a school issued work permit. Work permits are contingent upon good academic standing and attendance. Learners on academic probation are not eligible for a work permit (EC§49130). Download the B1-1 Form from the CDE website and have the employer complete the workplace information. Return the signed form to the academic counselor. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy. A work permit must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor.

Entertainment Permit

An application for permission to work in the entertainment industry is conditional upon satisfactory school attendance and academic performance. To request permission, download the DLSE-277 form and complete the personal information but do not sign until the approved form is returned in the mail. Forward the form to the academic counselor Once returned to the family from the school, please sign the form and return it to the Labor Commissioner. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy.

High Schoolers Age 18+ College Credit Courses

To remain enrolled at iLEAD Agua Dulce, learners turning 18 who attend community college courses must

continue to submit special admit forms to obtain signatures prior to registration. It is the family's responsibility to obtain the special admit form directly from the community college.

High Schoolers Age 18+ Privacy Policy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents/guardians certain rights with respect to their children's education records until they are age 18. For more information on FERPA, visit the U.S. Department of Education's website at: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Educational Rights for Adult Learners

Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent/guardian without the prior written consent of an eligible student if the disclosure meets the condition. (e.g.if learners are dependents of the parents/guardians under IRS tax codes or for a health or safety emergency). Please reach out to the school administrator to request all educational rights to be transferred to the learner as an adult learner.

Cal Grant Program - EC 69432.9

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent/guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents/guardians by January 1 of the students' 11th grade year.

Federal Student Aid - EC 51225.8

Under state law, schools are to ensure that learners prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and learner personal information will be protected according to state and federal

privacy laws and regulations. Information will be communicated to families via email from the academic counselor.

Education of Homeless Youth: Right to Apply for Financial Aid

Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact gladys.ramirez@ileadaguadulce.org for more information of services and policies related to homeless education rights.

California High School Proficiency Exam

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent/guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Pupils planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CHSPE only if they meet one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application shall not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: http://www.chspe.net/.

Educational Equity: Immigration and Citizenship Status

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyles, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

COLLEGE TESTING

To learn more about college admissions testing requirements, visit www2.calstate.edu/apply, fairtest.org, or admission.universityofcalifornia.edu/.

College Entrance Examination Board (CEEB) Code: 055000

Learners taking college entrance exams will be asked to report their school's CEEB code. Learners should have CEEB code 055000 on hand on the day of testing.

PSAT

All 10th and 11th grade learners are encouraged to take the PSAT/NMSQT exam which is offered in early

October. The PSAT exam tests knowledge in reading, writing, language, and math and is a practice test for the SAT which is typically taken during the spring of junior year. The junior year test is also the qualifying exam for the national merit scholarship. Visit College Board PSAT for specific testing questions and free practice exams.

SAT/ACT

Learners interested in attending a four year university are encouraged to take the Scholastic Aptitude Test (SAT) or American College Test (ACT) during their junior or senior year before applying to colleges/universities. Both of these exams are offered in the fall and spring each year at various locations. Registration is available through College Board (SAT) or ACT Test Center websites.

While both tests generally cover the same topics, the school recommends researching which tests (or both) would be right for the learner: SAT vs ACT: Which Test is Right for You? For practice tests and more information visit ACT Testing and College Board (SAT).

CLEP

CLEP exams help learners receive college credit for content that has been mastered in a particular subject area. Not all colleges recognize CLEP exams for college credit, so it is important to check the college admissions handbook prior to pursuing this option.

Additionally, colleges may place a limit on the total amount of credit a learner can earn through CLEP, or may only grant exemptions to specific courses but not award credit toward a degree. For further information, please visit: https://clep.collegeboard.org

Advanced Placement (AP) Exams

AP courses are available only through online vendors who offer those courses with teacher support. Colleges may provide transfer or exemption credit based on a minimum passing score determined by each individual college. Review the AP credit policy at the prospective college/university for further information. Registration for AP exams is available through College Board and a learner must find a local testing site that offers the desired AP exam and is willing to test outside learners. This should be done at the onset of the school year in the fall.

Services for Students with Disabilities (SSD)

Learners with an IEP or 504 plan may qualify for accommodations through the College Board. The process can take up to two months to process. To initiate the application process, contact roger.rivera@ileadaguadulce.org.

COLLEGE CREDIT COURSES

College credit courses are a popular option for learners on both the A-G and customized paths. Most semester-long college courses fulfill a year's worth of high school credit. While learners in all high school grades are allowed to register for community college courses, it is important that a learner is socially, emotionally, and academically ready for the rigor and content of college level classes. College classes do not count towards the learners full time enrollment at the school, but can count as high school credit toward graduation.

Registering for College Courses

Families are responsible for registering for courses on their own and paying for all course material fees and requests for transcripts. Colleges require signatures from high school officials before learners are permitted to register. The Special Admit form must be submitted directly to the school counselor. The California Department of Education limits the number of courses taken by a high school learner to 5 units over summer and 11 units during the regular fall/spring terms. Check the local community college for their specific policy. Courses taken through college credit courses are listed on permanent college transcripts.

Credit Evaluation

All college courses will be evaluated by the school counselor to determine high school credit. College courses worth a minimum of 3 or more units generally receive 10 credits toward graduation requirements when a C or above is earned. Foreign language courses may be equivalent to 2 years of high school foreign language credit if they are listed that way in the college's catalog. College courses taken prior to 9th grade are not eligible for high school graduation credit, but may fulfill UC/CSU admission requirements. It is the learner's responsibility to be aware of both the college and high school add/drop dates.

Grade Evaluations

The grade earned in the course by the professor will be the same grade issued on the high school transcript. Facilitators will issue an incomplete grade at the end of the semester until official college transcripts are received.

Transcripts

Upon course completion, official transcripts must be requested and sent to the high school.
- Please request e-transcripts to be sent directly to: gladys.ramirez@ileadaguadulce.org
- For paper transcripts, please have the college forward official sealed transcripts to iLEAD Agua Dulce's address upon course completion each semester:
    iLEAD Agua Dulce
    11311 Frascati Street
    Agua Dulce, CA 91390

HIGH SCHOOL ACTIVITIES

Service Projects

iLEAD Agua Dulce periodically provides service projects for learners to earn volunteer hours. To inquire about opportunities, please contact armine.movsisyan@ileadagua.org.

Clubs

iLEAD Agua Dulce offers leadership opportunities through learner voice and choice and are learner led with an approval of a club advisor and approval by a school administrator. Club formation and information may be obtained at the start of each year. For more information, contact armine.movsisyan@ileadagua.org

SECTION : 7
EXPLORATION (INDEPENDENT and HOME STUDY)

PROGRAM DESCRIPTION

iLEAD Agua Dulce Exploration is passionate about personalized learning, providing opportunities for each child to thrive through their own individualized learning plan. Families are paired with a credentialed teacher who develops and oversees an individualized learning plan (ILP) based on grade-level standards and the learner's passions. Under the guidance of a credentialed educational facilitator, families can incorporate a variety of learning methods and educational activities to achieve educational goals. Instructional funds are allocated by facilitators to support and enhance each learner's individualized learning plan.

iLEAD's dedicated staff partners with each family to plan, advise, and encourage the learner to reach their goals. Each month, the educational facilitator will work with the family to develop meaningful, standards-based assignments using the learner's passions/interests, curriculum, and educational activities. Families meet with their educational facilitator weekly to check in to share all learning activities and assignments from their individualized learning plans completed that week. Work samples are collected for every subject, and parents/guardians sign learning logs to verify daily engagement. At least one weekly meeting a month needs to be face to face (either in person or via zoom)

iLEAD Agua Dulce Exploration also values community, providing opportunities to foster friendships through a variety of field studies, service projects, park days, and family gatherings.

MASTER AGREEMENT, INDIVIDUALIZED LEARNING PLANS AND ASSIGNMENT WORK RECORD

The school's guidelines require a detailed agreement between the learner, parent/guardian, and the credentialed teacher. This agreement is called the Master Agreement, and it must be completed and signed by the learner, parent/guardian, and educational facilitator on or before the learner's start date. An acknowledgment of responsibilities, signed by the learner, parent/guardian, and educational facilitator, emphasizes each person's responsibility in the learner's education.

In addition to the Master Agreement, learners and educational facilitators create Individualized Learning Plans (ILP) on their Assignment Work Records (AWR) to guide instruction. Learners complete the work and activities on their ILP/AWR as assigned by their facilitator each learning period. The primary goal of the ILP/AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving

their ability to self-assess over time.

Attendance
As an independent study program of public charter school, iLEAD Agua Dulce has guidelines that govern how attendance is calculated. In independent study, attendance is granted by evaluating two components - the daily engagement (learning log) and completion of assigned work (time value).

1. **Engagement**: Learners must be engaged in assigned educational activities listed on the Assignment Work Record/individualized learning Plan (AWR/ILP) on every school day listed on the school calendar. If a learner does not engage in an assigned educational activity listed on the Assignment Work Record/Individualized Learning Plan (AWR/ILP) on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the activity log that the parent/guardian signs at the end of each learning period (LP). Engagement is based on daily activities for each school day.

2. **Time Value**: Learners must complete, show, and discuss the body of work with their facilitator in all academic subjects as assigned on the Assignment Work Record/Individualized Learning Plan (AWR/ILP). Generally, the Assignment Work Record/Individualized Learning Plan will reflect about an hour of work per subject per day (a little less for TK/K). If a learner does not complete the assigned work in a given subject for the learning period, they will not receive full time value for that subject.

When attendance is claimed at the end of a learning period, the EF takes into consideration both engagement and time value and must claim the lesser of the two.

Truancy and Compliance

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether independent study is an appropriate strategy/program. The process may include interventions, Inadequate Progress contracts, and student success team meetings. The school will contact learners and families by phone, email, or in-person meetings to determine interventions needed for success. Any violation of the Master Agreement could result in removal from iLEAD Agua Dulce Exploration's independent study program.

Per California Education Code Section 51747, the governing board of iLEAD Agua Dulce maintains this board policy establishing the criteria before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study.

Inadequate Progress
Inadequate Progress, established by this policy, occurs when the student fails to attend one learning period meeting, fails to complete at least 75% of work assigned for one learning period, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator. This is referred to as "Inadequate Progress." Learners making Inadequate Progress are considered to be truant.

Evaluation After Truancy

Once the learner meets the criteria for truancy, an evaluation will be conducted by school administration including the learner's supervising teacher to determine whether it is in the best interest of the learner to remain enrolled in independent study (herein referred to as the "Evaluation"). The Evaluation may include items as outlined on the student's Master Agreement, but is not limited to the review of the following:

1. Attendance based on completion of assigned work and daily engagement as quantified by the supervising teacher
2. Learner's demonstration of adequate and appropriate progress toward Common Core State Standards due to lack of engagement or insufficient work completion
3. Attendance at scheduled school appointments
4. Appropriate learning environment
5. Parent/Guardian's ability to monitor student learning in the home

As part of the Evaluation process, the learner, parents/guardians, or the learner's educational rights holder (if the learner is a foster child or youth or a homeless child or youth), will be invited to present evidence to the individual(s) conducting the Evaluation. During the Evaluation, the School will determine whether it is in the best interest of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's mandatory interim record.

Additional Consideration for Students with a Section 504 Plan or IEP

If the school recommends removal from independent study as a result of the Evaluation and the learner has a Section 504 Plan or IEP, the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

1. Whether the Inadequate Progress (e.g. missed assignments) was caused by or had a direct and substantial relationship to the learner's disability.
2. Whether the Inadequate Progress (e.g. missed assignments) was the direct result of the school's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the Inadequate Progress is a manifestation of the learner's disability and the school will follow applicable state and federal laws to ensure that the learner is offered a free appropriate public education.

If the answer to either (1) and (2), above, is no, then the learner may be removed from independent study consistent with this policy.
This meeting may be combined with the Evaluation at the discretion of the school.

Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parents/guardians shall be notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the parents/guardians and provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

1. The school's intent to remove the learner as it is not in their best interest to remain in independent study.
2. The opportunity of the parent/guardian to request a hearing that follows the same procedures as the school uses for expulsions. Parents/Guardians (or the learner if over 18) must submit the request for hearing in writing and the request must be received by the School within five (5) calendar days from the date of the Notice.
3. If parents/guardians or learner over 18 requests a hearing:
    a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved charter.
    b. The learner shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the learner shall be removed from the charter school on the date listed on the Notice. The learner's district of residence will be notified of the removal.

The learner and/or parents/guardians will receive a copy of the Notice.

NON-TRUANT ABSENCES

Based on how attendance is granted in independent study, the school is required to report attendance based on daily engagement and work completion. If learners are unable to engage or complete work on a school day, they will be marked absent but not considered truant if any of the following circumstances apply.

a) Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
    1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
    2. Due to quarantine under the direction of a county or city health officer.
    3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
    4. For the purpose of attending the funeral services of a member of the immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
    5. For the purpose of jury duty in the manner provided for by law.
    6. Due to the illness or medical appointment during school hours of a child of whom the learner is the custodial parent/guardian.
    7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
    8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
    9. For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a

combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

10. For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.
11. For the purpose of participating in a cultural ceremony or event.
12. Authorized at the discretion of a school administrator, as described in subdivision (c) of section 48260.

b) A learner absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a learner is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the learner missed during the absence.

c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

e) "Immediate family," as used in this section, means the parent/guardian, sibling, grandparent, or any other relative living in the household of the learner.

CHRONIC ABSENTEEISM

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

INSTRUCTIONAL FUNDS

Instructional funds are public dollars allocated to the school by the state. The educational facilitator, a credentialed teacher within the state of California, will guide families in the selection of academic materials and services from the approved vendor list that supports the educational goals of the learner. As the teacher of record, the facilitator is required to ensure all learners have access to grade-level, standards-based materials. The materials and services ordered will support the assignments, projects, and activities listed on the learner's Assignment Work Record (AWR)/Individualized Learning Plan (ILP).

2022-2023 Instructional Funds	
Grades TK-K	$2,300/year
Grades 1-8	$2,800/year
Grades 9-12	$3,000/year
Note: Once the school year begins, funds are depreciated based on the learner's start date.	

The primary focus is the learner's adequate progress with instructional funds supporting core subjects and other academic areas of need based on internal benchmark testing, state testing, curriculum assessments, and academic progress on the AWR/ILP. The educational facilitators and the vendor department will use their professional judgment to evaluate the appropriateness of requested materials and services. The school makes the final determination on the use of funds to support the learner's

academic progress.

Orders cannot be placed until the Master Agreement and Acknowledgement of Responsibilities are signed by the learner and parent/guardian. The learner's Assignment Work Record (AWR)/Individualized Learning Plan (ILP) must reflect the academic plan addressing the core curriculum needs. Core curriculum must be in place prior to requesting supplemental and/or extracurricular materials/courses.

LEARNING PERIOD EXPECTATIONS

Assignment Work Record/Individualized Learning Plan (ILP)

The Assignment Work Record/individualized learning plan lists assignments and activities that must be completed by the learner during each learning period. The EF ensures that the assignments and activities support grade-level content standards and social-emotional learning. The AWR/ILP also serves as a grade book and goal-setting tool for learners and families. As the credentialed teacher of record, the facilitator will review the assignments and activities listed from each learning period at the meeting, and provide feedback, suggestions, and grade determinations. Learners who are not meeting grade-level expectations are provided intervention support.

The AWR/ILP is maintained by the EF and incorporates assignments that will utilize a variety of materials, resources, and activities. The facilitator will guide the discussion at learning period meetings to plan, review and assign work on the AWR/ILP in collaboration with the learner and family. The unique learning styles and interests of each learner are considered in the development of assignments reflecting state standards. At monthly learning period meetings, the body of work, as listed on the AWR/ILP, is showcased by the learner. The EF will collect samples in each subject area as listed on the Master Agreement. Curriculum purchased with instructional funds and assigned by the teacher of record on the AWR/ILP must be accessible to the teacher for planning purposes and to monitor progress.

The AWR/ILP reflects the grade-level guidelines as defined by the state of California and include:

Instructional Time Requirements (CDE)		
Grade	Min/Year	Average Daily
TK/Kinder	36,000 min	205 min/day
1st - 3rd	50,400 min	288 min/day
4th - 8th	54,000 min	308 min/day
9th - 12th	64,800 min	370 min/day

a. **Assignments**: Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
b. **Time Value:** The EF's assignments must meet the instructional time requirements for charter schools as listed by the CDE. The assignments reflect time value for an average student to complete their work by grade-level guidelines. https://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp

Learning Period Meetings

Learners and parents/guardians must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 20 instructional days in addition to weekly check ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as

needed to support learner progress. At these meetings, the educational facilitator will review the body of work and collect work samples for each subject as listed on the Master Agreement. The learner will showcase, discuss, and provide work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. Additionally, the facilitator will work in collaboration with the family to assign work for the next learning period meeting. Should an emergency arise, the parent/guardian should communicate with the educational facilitator to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed and/or missed learning period meetings may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Master Agreement could result in removal from iLEAD Agua Dulce Exploration's independent study program.

Monthly Work Samples

At the learning period meeting, learners will discuss and show the body of work assigned in the AWR/ILP by their facilitator. This includes all completed assignments from which the educational facilitator will collect work samples per subject listed on the Master Agreement each learning period. Work samples should:

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the AWR/ILP.
- Reflect original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
  - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.
- Not contain any religious materials or references unless the course on the Master Agreement requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the educational facilitator.

If the educational facilitator determines additional samples are needed to demonstrate progress and learning in specific areas, the educational facilitator may assign additional work or ask the learner to revise what they have already submitted.

Learning Log

Parents/Guardians must sign a monthly activity log confirming learner engagement in educational activities on school days. Parents/Guardians will be required to sign off on the learning log on the last day of each learning period. Attendance is determined based on the work assignments completed (time value) and the daily engagement (learning log).

Learning Period (LP) End Dates			
LP1	9/16/22	**LP6**	3/10/23
LP2	10/21/22	**LP7**	4/7/23
LP3	11/18/22	**LP8**	5/12/23
LP4	12/16/22	**LP9**	6/16/23
LP5	2/10/23		

Synchronous Instruction and Daily Live Interaction

Learners will be provided opportunities for daily synchronous instruction for grades TK through three, daily live interaction and at-least weekly synchronous instruction for grades four through eight, and at-least weekly synchronous instruction for grades nine through twelve. Participation in the synchronous instruction and daily live interaction are optional but highly encouraged for learners. If a learner does not participate in these optional offerings letters/emails will be sent encouraging learners to attend in order for the school to be in compliance with tiered reengagement.

ORDERING TECHNOLOGY WITH INSTRUCTIONAL FUNDS

Technology items can be purchased with instructional funds. Families should be aware of the potential benefits and risks that come with technology use. Please contact your Educational Facilitator for further information on purchasing electronics.

Device Usage

The right to use a school computer at home is a privilege. If learners do not adhere to the rules and guidelines in this Guidebook, the privilege to use their school computer/tablet/electronic device at home may be restricted or eliminated. An Equipment and Technology agreement form must be signed before the EF can place the technology order.

I. Hardware and Software
    A. In the box
        • Computer/Electronic Device
        • Power supply
    B. On the device
        • Operating System software
    C. Backup and file storage
        • Files are not backed up.
        • Computers: Learners need to keep 1/3 of the hard drive space free at all times for optimal operation.
    D. Software support
        • First avenue of support – Application's help system (online, email, in person)
        • Second avenue of support – Google

• Third avenue of support – iLEAD Tech Support

II. Learner and Parent/Guardian Responsibilities
By allowing learners to use a school-owned electronic device at home, families assume some risk. Parents/Guardians will be responsible for making sure repairs are done and paid for (beyond warranty) or replacement is made in the event of theft, loss or damage due to intentional or unintentional abuse or misuse.

A. Handling and care of the device
   ● Keep the electronic device in a protective case.
   ● Use the electronic device on a flat, stable surface.
   ● Do not set books on top of the electronic device.
   ● Avoid carrying the electronic device with the screen open.
   ● Be careful not to leave pencils or pens or papers on the keyboard when closing the screen.
   ● Do not pick up the electronic device by the screen.
   ● Do not have food or drink around the electronic device.
   ● Cleaning – wipe surfaces with a clean, dry, and soft cloth.
   ● Avoid touching the screen with fingers, pens, or pencils.
   ● If hands are dirty, wash them before using the electronic device.
   ● Do not use the electronic device in a dusty or dirty environment.
   ● Do not leave the electronic device exposed to direct sunlight or near heat or moisture sources.
   ● Do not leave the electronic device in a car (heat, theft).

B. Power management
   ● It is the learner's responsibility to recharge the device's battery.
   ● Whenever the electronic device is not in use, close the screen to put it to sleep in order to extend battery life.

C. Transport
   ● Electronic devices should be transported closed and in their protective case.
   ● Do not leave the electronic device in a vehicle. Many devices are stolen this way plus heat can be very damaging.

D. Ethical and appropriate use
   Technology is intended for instructional use and school-related business. It is not intended for commercial use. Users will not engage in unauthorized activities. Any unauthorized activities will result in immediate termination of use and the electronic device must be returned immediately. These include, but are not limited to:
   ● Accessing data for which users do not have privilege.
   ● Knowingly deploying viruses.
   ● Violating copyright laws (music, photos, software) or the privacy rights of others.
   ● Plagiarism
   ● Learners will not create, access, download, view, store or print content that:
     ○ Depicts profanity, obscenity, use of weapons, or violence.
     ○ Promotes use of tobacco, drugs, alcohol, or other illegal or harmful products.
     ○ Contains sexually explicit or suggestive material.

- ○ Contains rude, disrespectful, or discourteous expressions inconsistent with civil discourse or behavior.

E.   Financial responsibility
- Families are responsible for replacement and/or repair costs.

F.   If electronic device is lost, stolen, or damaged:
- If lost, stolen, or damaged, please notify the school immediately.
- If the electronic device is lost or stolen, a police report is required for coverage.
- If damaged, submit a ticket through iLEAD Tech Support to use the school purchased warranty for damages or technical issues. For damage beyond the warranty, or if warranty has expired, the family is responsible for that cost. For damage beyond normal wear and tear, the family must pay to fix or replace the device. Any costs for repair that are not covered under warranty are the responsibility of the family. If the item is under warranty, the family is responsible for any copay. Failure to pay the repair in a timely manner may mean the learner loses the privilege to have the electronic device.

G.   Monitoring and supervision
- The electronic device should be used in a location where use can be monitored and supervised by a parent/guardian. Unsupervised use is strongly discouraged (e.g. use in a child's bedroom).
- Use of the electronic device by other family members is not allowed unless listed on the agreement.
- Learners should not allow other learners to borrow their electronic device because they are ultimately responsible for that device.

H.   Internet access at home
- Learners are allowed to access the internet using broadband or wireless connection.
- While internet filters provide an important level of protection, no filter program provides 100% protection. Monitoring and supervision are still very important.

HIGH SCHOOL POLICIES AND PROCEDURES
Master Agreement
The state requires independent study programs to create a detailed course agreement between the learner, parent/guardian, and the educational facilitator. This agreement is called the Master Agreement, and it must be completed and signed by the credentialed teacher, parent/guardian, and learner at the beginning of the year or on the learner's start date (if transferring to iLEAD after the school year has started). The Master Agreement will list all courses for the academic school year for each learner. All learners enrolled in grades 9th-12th must be enrolled in a minimum of four classes with the school to maintain full time enrollment. Instructional funds are only allocated for courses listed on the Master Agreement.

Master Agreement Addendum
In specific instances, such as a course change, a Master Agreement addendum must be signed by the educational facilitator, learner, and parent/guardian in order to reflect the change.

Learner Withdrawal/Graduation

When a learner withdraws or graduates from iLEAD Agua Dulcel Exploration, all items purchased with instructional funds must be returned to the school.

Other High School Specifics

Please refer to the High School section of the Family Guidebook for additional information on High School.

SECTION 8:
POLICIES AND PROCEDURES

ACCELERATION AND RETENTION PROCEDURES

Learners are expected to progress through each grade within one year. In unique circumstances, learners may be considered for acceleration or retention. The acceleration and retention process involves parents/guardians, credentialed teachers, counselors, and administrators who carefully review the learner's progress, testing results, academics, and social-emotional needs to make a final decision that is in accordance with state law and board policies. The decision to accelerate or retain a learner is a joint decision between the student study team (including the parent/guardian of the learner) and the school/program director or designee. If a consensus cannot be reached, the final decision resides with the school/site director or designee according to the Board's Acceleration and Retention policy.

ATTIRE

We do lots of walking, running, sitting on the carpet, art, etc. Therefore, our parents/guardians and learners have found that loose-fitting, comfortable clothing and closed-toed sneakers or comfortable walking shoes work best at our school. Distracting clothing is discouraged and although we do not wish to limit our learners' freedoms by imposing guidelines we will contact the parents/guardians to inform them about the inappropriate choice of clothing when necessary.

COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a parent/guardian has a classroom concern, it is expected that they will try to resolve the concern with the classroom facilitator. If the concern is not resolved, please bring your concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

EMERGENCY AND HEALTH PROCEDURES

Emergency Medical Authorization

Each parent/guardian is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms will include the necessary information the school must have should an emergency arise. It is <u>extremely</u> important that the authorization and Emergency Contact Information be fully completed. If there are any updates to the Emergency Medical Authorization during the year, email gladys.ramirez@ileadaguadulce.org

LEARNER MEDICATIONS ASSISTANCE

If your learner requires emergency or other medications (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the front office. A parent/guardian or guardian must complete a Request for Assistance Concerning Learner Medications

form prior to the learner attending classes at iLEAD Agua Dulce. This form is available in the front office or on the iLEAD Agua Dulce website at: ileadaguadulce.org

Emergency Treatment for Anaphylaxis

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to learners who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history.

Entrance Health Screening

State law requires that the parent/guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible learners through the Child Health Disabilities Prevention Program.

Oral Health Assessment

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

Immunizations

Learners must be immunized against certain communicable diseases. Learners are prohibited from attending school unless immunization requirements are met for age and grade. The school shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any learner whose parents/guardians have consented in writing. Beginning January 1, 2016, parents/guardians of learners in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the learner enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Learners are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunizations records for these learners to their schools. The immunization requirements do not prohibit learners from accessing special education and related services required by their individualized education programs.

A learner not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Physical Examination

A parent/guardian may file annually with the school director a written statement, signed by the parent/guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Disease Prevention Strategies

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (https://www.ed.gov/coronavirus):

- If you are sick or feeling unwell, stay home.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

Sudden Cardiac Arrest

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until they are evaluated by, and receive written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent/guardian or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

EMERGENCY PROCEDURES

Drills

Emergency drills, such as earthquake and fire drills are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners.

If an emergency occurs during regular school hours, learners will be directed by their facilitator to follow emergency procedures for the specific event. If an emergency occurs when the learners are not on-site, learners will be directed to the supervising aid, parent/guardian volunteer or other school staff member. These supervisors will call iLEAD Agua Dulce to provide an update and next steps.

Actual Emergency

If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents/guardians or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only.

When you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child. Please do not leave the school.

School Safety Plan

A Comprehensive School Site Safety Plan has been adopted at iLEAD Agua Dulce. This plan is available upon request from the school office.

FACILITATOR QUALIFICATIONS

Parents/Guardians may request the following regarding their child's facilitator(s):
- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

STUDENT RECORDS

A cumulative record, whether recorded by handwriting, print, or other means, must be maintained on the history of a pupil's development and educational progress. The School will protect the privacy of such records. Parents/Guardians have the right to 1) inspect and review the pupil's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School

officials with legitimate educational interests may access pupil records without parental/guardian consent as long as the official needs to review the records in order to fulfill their professional responsibility. Upon request from officials of another school district in which a pupil seeks or intends to enroll, the school shall disclose educational records without parental/guardian consent.

A parent/guardian's request to access their pupil's educational records must be submitted in a written form to and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of pupil records are available to parents/guardians for a fee of per page.

Any challenge to school records must be submitted in writing to gladys.ramirez@ileadaguadulce.org. A parent/guardian challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the pupil.

FERPA: The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records.

For more information on FERPA, visit the U.S. Department of Education's website at: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Educational Rights for Adult Learners: Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent/guardian without the prior written consent of an eligible student if the disclosure meets the condition. (e.g.if learners are dependents of the parents/guardians under IRS tax codes or for a health or safety emergency). Please reach out to gladys.ramirez@ileadaguadulce.org to request all educational rights to be transferred to the learner as an adult learner.

Directory Information: "Directory Information" includes one or more of the following items: learner's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. Directory information may be disclosed without prior consent from the parent/guardian unless the parent/legal guardian declines upon registration denying access to their pupil's directory information.

Pupil Records Obtained from Social Media: The school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and learner safety. All social media information gathered will be destroyed within one year after the learner turns 18 years or older one year after the learner is no longer enrolled, whichever comes first.

SERVICES TO DISABLED PUPILS

If a parent/guardian has reason to believe their learner has a disability requiring special services or accommodations, contact the learner's facilitator. The learner will be evaluated to determine whether they are eligible for free special or modified instruction or services. The school has policies guiding procedures for identification and referral. Learners identified with special needs will receive a Free Appropriate Public Education (FAPE) in the least restrictive environment. Certain special education services can only be provided while the learner is in the state of California. Please contact the case manager or school office if you will be out of state.

Child Find System

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent/guardian in the least restrictive environment.

Instruction for Pupils with Temporary Disabilities

A learner with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the learner is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. Please contact gladys.ramirez@ileadaguadulce.org for further information. Charter schools are not allowed to provide Home Hospital.

A learner with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the responsibility of the parent/guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a learner with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the learner will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A learner with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program. An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a learner who is terminally ill, from the resident governing school board, a county office of education or a charter school.

PUPIL FEES

iLEAD Agua Dulce is a tuition-free public school and does not have any mandated fees.

SEXUAL HARASSMENT

iLEAD Agua Dulce is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that they are being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another learner or adult to immediately contact their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: (661) 268-6386

NON DISCRIMINIATION

iLEAD Agua Dulce is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental/guardian status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The School assures that lack of English language skills will not be a barrier to admission or participation in School programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process.

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, guidebook will be updated. Please contact the school directorL if you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp

SAFE PLACE TO LEARN ACT

iLEAD Agua Dulce is committed to maintaining a learning environmentthat is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at (661) 268-6386.

BULLYING

iLEAD Agua Dulce is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: *https://www.cde.ca.gov/ls/ss/se/bullyres.asp* If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact gladys.ramirez@ileadaguadulce.org to assist you in identifying and stopping this behavior.

FOSTER AND HOMELESS YOUTH

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact: gladys.ramirez@ileadaguadulce.org for more information on services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

LCFF and LCAP

The school LCAP is available for viewing on our website and is updated annually.

SCHOOL ACCOUNTABILITY REPORT CARD

The school SARC is available for viewing on http://sarconline.org and is updated annually.

DRUG AND ALCOHOL/TOBACCO PREVENTION

iLEAD Agua Dulce functions as a drug, alcohol, and tobacco free workplace.

PESTICIDE USE

iLEAD Agua Dulce may utilize outside companies to control pests. If, in any given situation, non-chemical methods of pest management are ineffective and it is deemed necessary to use a pesticide during the school year, the area of application will be placarded in advance, as required by law. Parents/Guardians who wish to be personally notified of any pesticide applied at an iLEAD location, please contact the office.

ASBESTOS MANAGEMENT PLAN

The School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact gladys.ramirez@ileadaguadulce.org

MENTAL HEALTH AND SUICIDE PREVENTION POLICY

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee have developed preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all learners by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In order to initiate access to available pupil mental health services, you may contact the school counselor or visit our counseling website at https://ileadstudentsupport.org/counseling/ . Our school will notify parents/guardians at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year via email. .

FIELD STUDIES

Throughout the school year, learners will take many trips, often planned through facilitator and parent/guardian collaboration. These trips are a part of iLEAD Agua Dulce's project-based curriculum and may include walking trips, trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged.

A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in iLEAD Agua Dulce's ongoing walking field trip program throughout the school year. Facilitators will not send home trip slips for each individual walking field trip.

Field Trip Permission Slips will be required for all non-walking field trips. Learners must have a permission slip on file in order to participate in a field trip.

Approved volunteers* are encouraged to accompany your child's class on a field trip, please let the facilitator know in advance. We appreciate all volunteers for trips. *See Family Expectations for information on the volunteer process.

MISCELLANEOUS POLICIES

Harm or Destruction of Animals

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their facilitator of the objection. Objections must be substantiated by a note from the pupil's parent/guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the facilitator believes that an adequate alternative education project is possible. The facilitator may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Surveys

Our school will not use tests, questionnaires, surveys or examinations containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, unless the parent/guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent/guardian consents in writing.

Civility on School Grounds

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars ($500).
It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Child Abuse and Neglect Reporting

iLEAD Agua Dulce is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent/guardian access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any learner release situation which leaves the learner's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents/Guardians are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent/guardian when a parent/guardian or any other person not listed on the emergency card attempts to pick up a child.

Electronic Listening or Recording Device

The use by any person, including a learner of any electronic listening or recording device in any classroom without the prior consent of the facilitator and the school director is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the learner willfully in violation shall be guilty of a misdemeanor. Any learner in violation shall be subject to appropriate disciplinary action.

Gun-Free School Zone Act

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the School Director This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to $1,000, or both imprisonment and fine.

Title IX

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental/guardian, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: Lisa Latimer at lisa.latimer@ileadav.org.

Property Damage

Parents/Guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

Williams Complaint Policy & Procedure

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no facilitator vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at https://ileadaguadulce.org/wp-content/uploads/2020/02/charter_school_complaint_ad-hybrid-online-empower.pdf . Parents/Guardians, learners, facilitators or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.

SECTION 9: COMMUNICATION

COMMUNICATION METHODS

WEBSITE

The best way to keep updated with current events and activities at iLEAD Agua Dulce is via the website: ileadaguadulce.org

MONDAY MESSAGE

Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the iLEAD Agua Dulce website homepage ileadaguadulce.org.

SOCIAL MEDIA

You can follow our journey at ileadaguadulce.org

CLASS NEWSLETTERS/WEBSITE

Most facilitators/grade level teams have an informational website. Your learner's facilitator will provide this website information at Meet the Facilitator Night.

PHONE/TEXT

You will receive periodic phone calls and/or text from our automated calling system. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times.

To update your information, email: gladys.ramirez@ileadaguadulce.org

SECTION 10:
FAMILIES AND iLEAD Agua Dulce WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

iLEAD Agua Dulce seeks to make education a community passion. To this end, parent/guardian participation is essential to the success of the education process. Parents/Guardians are strongly encouraged to participate in the operation of the school as an integral part of the staffing and support team and with the charter staff in the development and successful completion of the individual learning plan for your child.

It is because of families like you that we are able to offer such a unique program for our children here at iLEAD Agua Dulce.

Volunteering and participation are always optional. We do strongly encourage participation in order to foster the home-school connection and work tirelessly to create a culture where families feel welcome to come onto campus often, but of course, we understand that is not an option for every family. If possible, families are asked to participate 40 hours per year, which works out to 1 hour per week or 4 hours per month. These hours can be earned through a variety of opportunities intentionally designed to accommodate a range of schedules and ability to participate, including classroom volunteering, operational / facilities assistance, relevant professional expertise, administrative tasks or by attending Parent University workshops and seminars.

See the Volunteering page for a list of volunteer needs, and watch the Monday Message for current volunteer needs at: glays.ramirez@ileadaguadulce.org.

Families having difficulties meeting the participation commitment should contact glays.ramirez@ileadaguadulce.org.

EXAMPLES OF FAMILY VOLUNTEER WORK

- In-class support as an educator aide
- Adult workshops – parents/guardians teaching other parents/guardians
- Outside research in support of specific school projects
- Driving on field trips (must register as driver)
- Organizing a community service project for learners
- Supervising at the school – lunch periods, recess, before school
- Operation support – maintenance of the campus
- Hosting an activity in your home or business

NOTE: All volunteers working with children must have a current TB test on file which are valid for 4 years, as well as a LiveScan criminal background check. LiveScan screenings are valid for the full duration of stay

at the school. LiveScan can be obtained at various LiveScan locations and could take up to 2 weeks to clear. Please see the iLEAD Agua Dulce website at ileadaguadulce.org for a list of locations as well as the necessary LiveScan paperwork.

RECORDING VOLUNTEER HOURS

All volunteers should record their volunteer hours into the Check In system located in the iLEAD Agua Dulce lobby. Hours completed off-campus can be forwarded to glays.ramirez@ileadaguadulce.org .

TRADITIONS

At iLEAD Agua Dulce we have several traditions in place. These are the traditions which we consider our cornerstone events:
- Multicultural Feast
- Winter Production
- Play Day
- Gamboree

You will be notified of the exact dates for these events, as well as other learning displays and community building events in the Monday Message or via the Events Calendar on the iLEAD Agua Dulce website. Ileadaguadulce.org.

ANNUAL FAMILY GIVING

Annual Family Giving is a tradition at many charter schools in California. As a charter school, iLEAD Agua Dulce receives significantly less per child funding from the state than a traditional school would get. In addition to reduced funding, iLEAD Agua Dulce directly pays the lease for our buildings.

The iLEAD Agua Dulce Annual Family Giving Campaign donations directly benefit every learner by providing hands-on curricula, state-of-the-art technology, field trips, college visits, art materials, professional development, and the day-to-day operating expenses that are not funded by the state of California.

Annual Family Giving Campaign is an important part of strengthening your child's school as well as demonstrating our collective commitment to iLEAD Agua Dulce.   While family giving is voluntary, our school expenses are mandatory, and no financial gift is too small.

SECTION 11:
GOVERNANCE

HISTORY

iLEAD Agua Dulce's Governing Board is comprised of community leaders passionate about providing innovative educational opportunities within the Agua Dulce. Each of these Board members came to iLEAD Agua Dulce with the vision and ability to create and maintain a successful school. For a list of current board members, please visit the iLEAD Agua Dulce website.

SCHOOL GOVERNANCE

iLEAD Agua Dulce is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. While iLEAD Agua Dulce's charter authorizing agency is the Acton-Agua Dulce Unified School District, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current iLEAD Agua Dulce Board of Directors can be found on the iLEAD Agua Dulce website: ileadaguadulce.org.

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD Agua Dulce's policies and operations, and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and generally regularly on the campus of iLEAD Agua Dulce. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office.

iLEAD Agua Dulce is an innovative public charter school organization that works closely with our learners, families and communities to develop leaders for the 21st century. We do so through a rigorous, project-based curriculum, which gives a great deal of voice and choice to our learners. We feel that our schools are on the forefront of project-based learning which is giving our children the skills to thrive, not only in the future, but to be active members of their community today. We thank you for joining us on this journey.

P.O. BOX 2707   **Sav-On Fence, Inc.** *(*661) 948-2623
LANCASTER, CA. 93539   Lic. # 1078915 C-13

Quote Only

March 17, 2022

ilead-Charter
Attn: Nicole
44648 Raysack Ave
Lancaster, CA

Installation of 5' High Chain Link Fencing and Gates

1. Supply and install approximately 95 lineal feet of 5' high 11-gauge chain link fencing, two 5' high x 4' single gates and one set of 5' high x 20' wide double drive gates (2 – 10' wide gates per the set).
2. Posts: Shall be 2 3/8" o.d. 20wt. ends, corners, and gate posts. Line posts shall be 1 7/8" o.d. 20wt. Posts shall be set in concrete footings and or anchored to existing concrete slab.
3. Top Rail: 1 5/8" o.d. 20wt.
4. Gates: Shall have 1 5/8" o.d. frame with 11-gauge chain link fabric.
5. Fasteners: Shall be heavy type ties, hog rings, and 9-gauge tension wire.
6. Price includes all labor and materials necessary to complete job.
7. **Note:** Quote is good for 10 days.

Prevailing Wages Apply
Total Amount: $10,370.00

Price does not include any special insurance requirements or wording. These will be additional cost if needed.

Customer is responsible for the clearing of any trees, bushes, brush, debris, etc. and for relocation of any sprinkler/water lines. Sav-On Fence is not responsible for any damage to sprinkler/water and utility lines.

Submitted By:

J. Frampton
Sales Estimator
Sav-On Fence, Inc.
jframptonsavonfence@gmail.com

iLEAD Hybrid — Preliminary Budget FY22/23

Summary totals: 47,266,575 | 35,550,120 | 2,661,788

Budgeted Revenue (by fund): 585,080 | 765,828 | 516,663 | 403,849 | 830,178 | 218,442 | 205,182 | 75,696 | 215,004 | 370,630 | 495,875 | 81,789 | 0 | 57,575 | 193,264 | 288,174 | 2,997,224 | 38,301 | 2,995 | 509,600 | 109,037

FY22/23 Prelim Budget	LCFF (Non-S+C)	LCFF (S+C)	Account	Lottery (Base Unrestricted)	EPA	Title I	ESSER II	ESSER III	ESSER III (20%)	ESSER II (ELO)	GEER II (ELO)	ESSER III (ELO)	ESSER III State Reserve (ELO)	SpEd Federal	Title II	Title IV	Child Nutrition Federal	Educator Effectiveness	Lottery (Prop 20 Restricted)	SpEd State	SpEd Mental Health	Child Nutrition: State Meal Reimbursement	ELO	ELO - Paraprofessional Staff
			REVENUE																					
36,046,836			8011 | State Funding - Current Year LCFF																					
765,828			8012 | State Funding - EPA																					
0			8019 | State Funding - Prior Years																					
2,165,072			8096 | State Funding - Property Taxes																					
495,875			8181 | Federal Special Education - Entitlement																					
57,575			8220 | Federal Child Nutrition Programs																					
598,452			8290 | Federal Revenue - All Other Federal Revenue																					
2,318,981			8291 | Federal Revenue - Other Revenue																					
2,997,224			8311 | Other State Apportionments - Special Education																					
38,301			8312 | Other State Apportionments - Special Education Mental Health																					
0			8313 | Other State Apportionments - Facilities Reimbursement																					
0			8319 | Other State Apportionments - Prior Year																					
2,995			8520 | State Child Nutrition																					
0			8530 | State Child Development Program																					
89,282			8550 | State Mandated Costs																					
873,254			8560 | State Lottery																					
811,901			8590 | All Other State Revenues																					
0			8631 | Sale of Equipment and Supplies																					
0			8632 | Sale of Publications																					
0			8634 | Food Service Sales																					
0			8639 | All Other Sales																					
0			8640 | After School Care																					
0			8645 | Student Activities																					
0			8650 | Leases and Rentals																					
0			8655 | Facilities Use																					
0			8660 | Interest																					
0			8672 | Nonresident Student (Exchange, etc)																					
0			8680 | Service Fees																					
0			8682 | Start-Up Reimbursements																					
0			8689 | Fees & Contracts - Coaching/Training/Devl																					
0			8690 | Misc Local Income																					
0			8705 - Camp Income																					
0			8710 | Vendor Program & Online Classes																					
0			8715 | PreSchool Tuition																					
0			8721 | Special Education SELPA Transfers																					
0			8810 | Family Giving Donations																					
0			8820 | Private & Corporate Donations																					
5,000			8830 | Fundraising																					
0			8840 | Grants																					
47,266,575																								
			Certificated Salaries																					
732,000	222,400		1110 - Credentialed Teacher Salaries																					509,599.78
11,386,431	9,885,303		1120 - Credentialed Home Study Teacher Salaries		765,828	317,800.00		396000				21500												
1,950,752	87,875		1130 - Credentialed Education Specialist Salaries (SpEd)											408,000.00						1,454,877.00				
0	0		1140 - Credentialed Elective Teacher Salaries																					
61,000	0		1150 - Credentialed Substitute Teacher Salaries				61,000.00																	
0	0		1190 - Credentialed After School/Extra Duty Salaries																					
320,566	0		1210 - Credentialed Psychologist & Counseling Services (SpEd)																	288,794.00	31772			
0	0		1220 - Credentialed Speech Therapy & Other Services (SpEd)																					
213,963	0	213,963.00	1230 - Credentialed Academic Counseling Salaries																					
398,535	309,535	89,000	1310 - Credentialed Directors																					
0	0		1320 - Credentialed Student Support Coordinators (SpEd)																					
0	0		1910 - Credentialed Coaching & Curriculum Salaries																					
0	0		1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support																					
327,689	0	214302	1930 - Credentialed Other Support				45900								67487									
15,390,936	**10,505,113**	**517,265**	**Total Certificated Salaries**	0	765,828	317,800	106,900	396,000	0	0	0	21,500	0	408,000	67,487	0	0	0	0	1,743,671	31,772	0	509,600	0
			Classified Salaries																					
49,970	0		2110 - Classified Elective Salaries				49970																	
716,537	0	556,537.00	2120 - Classified Classroom Aide Salaries			80,000.00				80,000.00														
0	0		2130 - Classified Substitutes																					
0	0		2140 - Classified Intern Teacher Salaries																					
0	0		2150 - Classified Online Teacher																					
0	0		2160 - Classified Preschool Teacher																					
92,559	0		2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)																	92,559.00				
0	0		2220 - Classified Speech Therapy & Other Services (SpEd)																					
75,000	40,000	35,000	2230 - Classified Academic Counseling Salaries																					
0	0		2310 - Classified Directors																					
1,066,985	615,435	350,000.00	2410 - Classified Clerical, Technical, and Office Staff Salaries				100,000.00															1550		
0	0		2910 - Classified CARE Team Yard Duty Salaries																					
0	0		2920 - Classified After School Misc Salaries																					
0	0		2930 - Classified After School Care Salaries																					
36,400	36,400		2940 - Classified Food Services Salaries																					
90,163	90,163		2950 - Classified Facilities/Maintenance Salaries																					
0	0		2960 - Classified Preschool Aide Floater																					
0	0		2985 - Classified Educational Coaches																					
32,413	22,413	10,000	2990 - Classified Health Office Support (Nurse)																					
2,160,027	**804,411**	**951,537.00**	**Total Classified Salaries**	0	0	80000	149970	0	0	80000	0	0	0	0	0	0	0	0	0	92559	0	1550	0	0.00
			Employee Benefits																					
2,939,669	2,250,083	98,797.62	3101 - State Teachers' Retirement System - Credentialed positions			60,700	20,418	75,636	0	0	0	4,107	0	77,928	12,890	0	0	0	0	333,041	6,068	0		
0	0		3102 - State Teachers' Retirement System - Classified positions																					
0	0		3201 - Public Employees' Retirement System - Credentialed positions																					
0	0		3202 - Public Employees' Retirement System - Classified positions																					
0	0		3301 - OASDI (Social Security) - Credentialed positions																					
128,961	44,913	58,995.29	3302 - OASDI (Social Security) - Classified positions	0	4,960	9,298	0	0	4,960	0	0	0	0	0	0	0	0	0	0	5,739	0	96		
219,083	166,732	7,500.34	3311 - Medicare - Credentialed	0	4,608	1,550	5,742	0	0	0	312	0	5,916	979	0	0	0	0	25,283	461	0			
30,161	-25,863	13,797.29	3312 - Medicare - Classified	0	8,360	15,672	0	0	8,360	0	0	0	0	0	0	0	0	0	9,672	0	162			
1,614,234	1,486,003	15,000.00	3401 - Health & Welfare Benefits - Credentialed positions											4,031.00						109,200.00				
473,709	444,879	20,795.00	3402 - Health & Welfare Benefits - Classified positions			235.00														7,800.00				

iLEAD Hybrid — Preliminary Budget FY22/23

FY22/23 Preliminary Budget	LCFF (Non-S+C)	LCFF (S+C)	Budgeted Revenue	Lottery (Base Unrestricted)	EPA	Title I	ESSER II	ESSER III	ESSER III (20%)	ESSER II (ELO)	GEER II (ELO)	ESSER III (ELO)	ESSER III State Reserve (ELO)	SpEd Federal	Title II	Title IV	Child Nutrition Federal	Educator Effectiveness	Lottery (Prop 20 Restricted)	SpEd State	SpEd Mental Health	Child Nutrition: State Meal Reimbursement	ELO	ELO - Paraprofessional Staff
47,266,575	35,550,120	2,661,788		585,080	765,828	516,663	403,849	830,178	218,442	205,182	75,696	215,004	370,630	495,875	81,789	0	57,575	193,264	288,174	2,997,224	38,301	2,995	509,600	109,037
100,233	94,157		3501 - State Unemployment Insurance - Credentialed positions																		6,076.00				
17,647	17,213		3502 - State Unemployment Insurance - Classified positions																		434.00				
0	0		3503 - Federal Unemployment Insurance - Credentialed positions																						
0	0		3504 - Federal Unemployment Insurance - Classified positions																						
419,503	419,503		3601 - Worker Compensation Insurance - Credentialed positions																						
28,233	28,233		3602 - Worker Compensation Insurance - Classified positions																						
0	0		3701 - Retiree Benefits - Credentialed positions																						
102,683	102,683		3702 - Retiree Benefits - Classified positions																						
0	0		3801 - PERS Reduction - Credentialed positions																						
0	0		3802 - PERS Reduction - Classified positions																						
0	0		3901 - Other Benefits - Credentialed positions																						
0	0		3902 - Other Benefits - Classified positions																						
6,074,116	5,028,537	214,885.54	**Total Employee Benefits**	0	0	78,862.90	46,938	81,378	0	13,320	0	4,418	0	87,875.00	13,869	0	0	0	0	497,245.46	6,529	258	0.00	0.00
			Books and Supplies																						
177,423	100,423	57,000	4110 - Core Curriculum - Texts, Workbooks, etc			20000																		
90,770	49,170	41,600.00	4120 - Core Curriculum - Software & Programs																					
22,500	0	2500	4130 - Other Curriculum								20,000													
403	0		4210 - Professional Development References												403									
0	0		4220 - Other Books & References																					
42,084	0	4,000.00	4305 - Educational Supplies (Classroom, Project, SpEd, Etc)				18,084.00			11862	8138													
0	0		4310 - Science Supplies																					
0	0		4315 - Art Supplies																					
0	0		4317 - Assessment Supplies																					
0	0		4320 - PE Supplies																					
8,532	0		4325 - Custodial Supplies				8532																	
2,342	0		4330 - Health & Safety				2342																	
9,870,668	8,997,414		4335 - Home Study Stipend	585,080															288174					
8,854	0		4340 - Office Supplies				8,854.00																	
3,157	0		4345 - Printing & Reproduction Supplies				3157																	
0	0		4350 - Spiritwear																					
3,953	0		4355 - Facilities Supplies				3953																	
19,545	0		4410 - Classroom Furniture & Equipment				19545																	
5,240	2,240	3000	4420 - NonClassroom Furniture & Equipment																					
310,404	0		4430 - IT Equipment & Supplies					262,626.00			47778													
59,020	0		4710 - Vended Food Service														57,575.00						1445	
604	604		4720 - Food Supplies																					
0	0		4730 - Catering Supplies																					
0	0		4740 - Cafe Other Supplies																					
10,625,499	9,149,851	108,100.00	**Total Books and Supplies**	585080.18	0	20000	64,467.00	262626	0	11862	75916	0	0	0	403	0	57575	0	288174	0	0	1445	0.00	0
			Services and Operating Expenditures																						
73,500	0		5210 - Travel for PD, Conferences, & School Development															73,500						
23,500	0		5220 - Travel for Intersite Business - Mileage*															23,500						
13,000	0		5230 - Conference & Workshop Registration Fees															13,000						
17,000	0		5240 - Professional Development - Meetings & Collaborations															17,000						
78,000	48,000	20,000.00	5310 - Professional Dues, Memberships, and Subscriptions			10,000																		
154,849	154,849		5410 - Liability Insurance																					
0	0		5420 - Other Insurance																					
32,717	32,717		5510 - Utilities - Electricity																					
5,598	5,598		5520 - Utilities - Gas																					
9,563	9,563		5530 - Utilities - Water																					
5,290	5,290		5540 - Utilities - Trash																					
975	975		5550 - Operations - Janitorial Services																					
4,902	4,902		5560 - Operations - Security																					
0	0		5570 - Utilities - Other																					
389,736	339,736	50,000.00	5610 - Rent - Facilities Rent and CAM Charges																					
0	0		5620 - Leases																					
19,238	19,238		5630 - Repairs & Maintenance - Facilities																					
0	0		5640 - Repairs & Maintenance - Elevator Service																					
0	0		5650 - Repairs & Maintenance - Auto																					
0	0		5660 - Repairs & Maintenance - Other Equipment																					
0	0		5710 - Transfers of Direct Costs																					
0	0		5750 - Transfers of Direct Costs - Interfund																					
6,082,513	5,215,675	800,000.00	5801 - Professional Services - Service Fees				35574													31264				
389,731	389,731		5802 - Professional Services - District Oversite Fees																					
132,000	132,000		5803 - Professional Services - Business Services																					
30,000	30,000		5804 - Professional Services - Auditing & Tax Preparation																					
96,000	96,000		5805 - Professional Services - Payroll Fees																					
101,875	1,875		5806 - Professional Services - Consultant Fees							100,000														
35,000	0		5807 - Professional Services - BTSA																35,000					
175,774	175,774		5808 - Professional Services - Legal Fees																					
48,506	48,506		5809 - Professional Services - Shared/Leased Employees																					
-19,063	-19,063		5810 - Contra Account - Shared Employees Reimbursement																					
0	0		5811 - Professional Services - Course Development																					
0	0		5820 - Professional Services - Contributions/Donations																					
11,750	11,750		5822 - Operating Expenditures - Licenses & Other Fees																					
0	0		5823 - Operating Expenditures - Fingerprinting Fees																					
0	0		5824 - Operating Expenditures - Fundraising & Grantwriting																					
26,100	26,100		5825 - Operating Expenditures - Banking Charges & Fees																					
7,479	7,479		5826 - Operating Expenditures - Interest																					
1,312	1,312		5827 - Operating Expenditures - Other Benefit Fees																					
0	0		5828 - Operating Expenditures - Staff Recruitment																					
17,773	17,773		5829 - Operating Expenditures - Events																					
21,269	21,269		5830 - Operating Expenditures - Marketing & Advertising																					
0	0		5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)																					
25,222	25,222		5840 - Operating Expenditures - Software Licenses																					
225,459	225,459		5850 - Student Services Expenditures - Student Information System																					
22,082	22,082		5851 - Student Services Expenditures - Student Assessment Services																					
3,456,242	2,792,493		5852 - Student Services Expenditures - Special Education Contracted Services																		663,749.00				
6,691	6,691		5853 - Student Services Expenditures - Student & Group Activities																					
22,000	22,000		5854 - Student Services Expenditures - Electives & Enrichment																					
0	0		5855 - Student Services Expenditures - Substitutes																					

iLEAD Hybrid — Preliminary Budget FY22/23

			Budgeted Revenue	585,080	765,828	516,663	403,849	830,178	218,442	205,182	75,696	215,004	370,630	495,875	81,789	0	57,575	193,264	288,174	2,997,224	38,301	2,995	509,600	109,037
47,266,575	35,550,120	2,661,788																						
FY22/23 Peliminary Budget	LCFF (Non-S+C)	LCFF (S+C)		Lottery (Base Unrestricted)	EPA	Title I	ESSER II	ESSER III	ESSER III (20%)	ESSER II (ELO)	GEER II (ELO)	ESSER III (ELO)	ESSER III State Reserve (ELO)	SpEd Federal	Title II	Title IV	Child Nutrition Federal	Educator Effectiveness	Lottery (Prop 20 Restricted)	SpEd State	SpEd Mental Health	Child Nutrition: State Meal Reimbursement	ELO	ELO - Paraprofessional Staff
9,048	9,048		5910 - Telephone & Fax																					
15,994	15,994		5915 - Cell Phones																					
24,493	24,493		5920 - Internet Services																					
47,218	47,218		5925 - Website/Communication Fees																					
0	0		5930 - Freight Expense																					
12,353	12,353		5940 - Postage Expense																					
11,852,689	9,980,102	870,000.00	Total Services and Operating Expenditures	0	0	10000	35574	0	0	100000	0	0	0	0	0	0	0	193,264	0	663749	0	0	0	0
46,103,267	35,468,014	2,661,787.54	Total Expense	585,080.18	765,828.00	506,662.90	403,848.96	740,004.00	0.00	205,182.00	75,916.00	25,918.25	0.00	495,875.00	81,758.58	0.00	57,575.00	193,264.00	288,174.00	2,997,224.46	38,301.15	3,253.08	509,599.78	0.00
1,163,308	Net Income																							
1,383,098	3% Reserve Set-Aside																							