



MEETING AGENDA - iLEAD California Charters 1 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 resource center between 9:00 am and 3:30 pm.

Meeting

Meeting Date	Wednesday, June 28, 2023
Start Time	2:30 PM
End Time	3:30 PM
Location	Address: 29477 The Old Rd, Castaic Address: 2850 Fairview Rd, Costa Mesa Address: 2110 W Ave K, Lancaster
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Approve Agenda

Due date: 6/28/2023

1.5. Approve Minutes

Due date: 6/28/2023

Documents

- 1.5 iCC1 Minutes-2023-06-21-v1.pdf
-

2. Public Comments

2.1. Public Comments

The public may address the iLEAD CA Charters 1 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 for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

3. Consent Items

3.1. Contracts over \$10,000



Due date: 6/28/2023

Documents

- 3.1 Disneyland Hotel iLEAD_California_Char (1).pdf
-

4. Hearing

4.1. LCAP Hearing

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

5. Action Items

5.1. LCAP and Local Indicators

Discuss and take action on the 2022 - 2023 Local Indicators and 2023 - 2024 LCAP.

Due date: 6/28/2023

Documents

- 5.1 2022-2023 iLEAD Hybrid Local Priorities Self-Reflection Tools (Rubrics and Narratives).pdf
-

5.2. LCAP Federal Addendum

Discuss and take action on the 2023 - 2024 LCAP Federal Addendum.

Due date: 6/28/2023

5.3. 2022-2023 Estimated Actuals & 2023-2024 Budget

Discuss and take action on the Estimated Actuals and projected budget.

Due date: 6/28/2023

Documents

- 5.4 EstimatedActuals2223.PreliminaryBudget2324.MYP_ForBoard.pdf
-

5.4. Revised Fiscal Policy

Discuss and take action regarding the revised fiscal policy.

Due date: 6/28/2023

5.5. Special Education Shared Resource Agreement

Discuss and take action regarding the revised iLEAD CA Sp. Ed. Shared Service Agreement.

Due date: 6/28/2023

5.6. Food Services MOU

Discuss and take action on the Food Services MOU.

Due date: 6/28/2023

Documents

- 5.6 MOU for Self Operation 23-24.pdf
-



5.7. 2023-2024 Family Guidebook

Discuss and take action regarding the 2023-2024 Family Guidebook.

Due date: 6/28/2023

Documents

- 5.7 2023-2024 iLEAD Antelope Valley Studio Guidebook.pdf
 - 5.7 2023-2024 iLEAD Exploration Family Guidebook TK-12.pdf
 - 5.7 AV Exploration 2023-2024 iLEAD Schools Family Guidebook.pdf
-

5.8. 2023-2024 Insurance Policies

Discuss and take action regarding the 2022-2023 insurance policies.

Due date: 6/28/2023

Documents

- 5.8 iLEAD 23-24 Premium Allocations - Hybrid.pdf
 - 5.8 iLEAD 23-24 Premium Allocations - Exploration.pdf
 - 5.8 iLEAD 23-24 Premium Allocations - iLEAD CA Charters 1.pdf
-

6. Comments

6.1. Board Comments

7. Closing Items

7.1. Next Meeting Date - September 7, 2023

7.2. Adjournment

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 California Charters 1 Board

Meeting

Date	Wednesday, June 21, 2023
Started	2:35 PM
Ended	3:24 PM
Location	Address: 29477 The Old Rd, Castaic Address: 2850 Fairview Rd, Costa Mesa Address: 2110 W Ave K, Lancaster
Purpose	Regular Scheduled Meeting
Chaired by	Cheri Bradford
Recorder	Julie Basse

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting was called to order at 2:35 p.m.

Status: Completed

1.2. Roll Call

Cheri Bradford - Present

Ellen Stohl - Present

Kenneth Scott - Arrived late at 2:36 p.m.

Kenchy Ragsdale - Absent

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited

Status: Completed

1.4. Approve Agenda

Motioned: Ellen Stohl

Seconded: Cheri Bradford

Cheri Bradford - yes

Ellen Stohl - yes

Kenneth Scott - yes

Kenchy Ragsdale - absent

Due date:



Status: Completed

1.5. Approve Minutes

Motioned: Ellen Stohl

Seconded: Kenneth Scott

Cheri Bradford - yes

Ellen Stohl - yes

Kenneth Scott - yes

Kenchy Ragsdale - absent

Due date:

Status: Completed

Documents

- iLEAD Hybrid_CA 2023-2024 Board Meeting Calendar (1).pdf
-

2. Public Comments

2.1. Public Comments

The public may address the iLEAD CA Charters 1 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 for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

No public comments

Status: Completed

3. Consent Items

3.1. Personnel Report

Motioned: Cheri Bradford

Seconded: Ellen Stohl

Cheri Bradford - yes

Ellen Stohl - yes

Kenneth Scott - yes

Kenchy Ragsdale - absent

Due date:

Status: Completed

Documents

- 6.21.23_EXP_PersonnelReport (1).pdf
 - 6.21.23 iCA_PersonnelReport.pdf
-



3.2. Check Register

Motioned: Cheri Bradford

Seconded: Ellen Stohl

Cheri Bradford - yes

Ellen Stohl - yes

Kenneth Scott - yes

Kenchy Ragsdale - absent

Due date:

Status: Completed

Documents

- iCC1_Payment Register Summary_20230614.pdf
 - iCC1_Payment Register_20230614.pdf
-

3.3. Contracts / Invoices over \$10,000

Motioned: Cheri Bradford

Seconded: Ellen Stohl

Cheri Bradford - yes

Ellen Stohl - yes

Kenneth Scott - yes

Kenchy Ragsdale - absent

Due date:

Status: Completed

Documents

- BrainPOP Renewal - iLead Exploration.pdf
 - iLEAD California Account 25450 - Asset Panda New Subscription Invoice 27105 PO# Fischer522023 (1).pdf
 - TPT Expl Quote for iLEAD Exploration Studio - 2023-06-06_preview.pdf
 - Zoom Renewal 23-24.pdf
-

3.4. iLEAD AV Lease Amendment

Motioned: Cheri Bradford

Seconded: Ellen Stohl

Cheri Bradford - yes

Ellen Stohl - yes

Kenneth Scott - yes

Kenchy Ragsdale - absent

Due date:

Status: Completed

Documents



- Avenue K_Seventh Amendment to Lease 23-26 DRAFT (2).pdf
-

3.5. iLEAD iCA /iLEAD Online Lease Addendum

Motioned: Cheri Bradford

Seconded: Ellen Stohl

Cheri Bradford - yes

Ellen Stohl - yes

Kenneth Scott - yes

Kenchy Ragsdale - absent

Due date:

Status: Completed

Documents

- iCA and iLEADOnline_SubLease Third Amendment 6-29-2023.docx.pdf
-

4. Discussion And Reports

4.1. CEO/Director Report

Amanda Fischer, CEO, reported enrollment is stable. Staff kickoff is scheduled for August 11, 2023.

Status: Completed

5. Closed Session

5.1. Conference with Legal Counsel - Anticipated Litigation

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

Status: Completed

5.2. Public Employee Performance Evaluation

Gov. Code section 54957(b)(1): CEO

Status: Completed

6. Report of Closed Session

6.1. Report of Closed Session

The Board took action to approve the settlement agreement for \$34,340. With a vote of 3 in favor, 0 opposed.

Motioned: Ellen Stohl

Seconded: Cheri Bradford

Cheri Bradford - yes

Ellen Stohl - yes



Kenneth Scott - yes

Kenchy Ragsdale - absent

Status: Completed

7. Action Items

7.1. CEO Employment Agreement

Discuss and take action regarding the CEO employment agreement.

The Board approved a 7% pay increase for the CEO effective July 1, 2023.

Motioned: Ellen Stohl

Seconded: Kenneth Scott

Cheri Bradford - yes

Ellen Stohl - yes

Kenneth Scott - yes

Kenchy Ragsdale - absent

Due date:

Status: Completed

7.2. Single Plan for Student Achievement

Discuss and take action regarding 2023-2024 Single Plan for Student Achievement.

Motioned: Ellen Stohl

Seconded: Cheri Bradford

Cheri Bradford - yes

Ellen Stohl - yes

Kenneth Scott - yes

Kenchy Ragsdale - absent

Due date:

Status: Completed

Documents

- Hybrid SPSA 23-24 SSC Approved.pdf
-

7.3. Shared Resource Agreement

Discuss and take action regarding the revised iLEAD CA Service Agreement.

Amanda Fischer presented the Shared Resource Agreement and answered questions of the Board.

Motioned: Kenneth Scott

Seconded: Ellen Stohl



Cheri Bradford - yes

Ellen Stohl - yes

Kenneth Scott - yes

Kenchy Ragsdale - absent

Due date:

Status: Completed

Documents

- iCA Service Agreement July 2023(7004719.2) (1).pdf
-

7.4. Special Education Shared Resource Agreement

Discuss and take action regarding the revised iLEAD CA Sp. Ed. Shared Service Agreement.

Tabled by the Board until June 28, 2023

Due date: 6/28/2023

Status: In progress / deferred until 6/28/2023

7.5. 2023 - 2024 Board Meeting Dates

Discuss and take action regarding the 2023 - 2024 Board Meeting Dates.

Motioned: Ellen Stohl

Seconded: Cheri Bradford

Cheri Bradford - yes

Ellen Stohl - yes

Kenneth Scott - yes

Kenchy Ragsdale - absent

Due date:

Status: Completed

Documents

- iLEAD Hybrid_CA 2023-2024 Board Meeting Calendar (1).pdf
-

8. Comments

8.1. Board Comments

Cheri said she enjoyed attending Exploration's Graduation. Kenneth raved about AV's promotion celebrations.

Status: Completed

9. Closing Items

9.1. Next Meeting Date - June 28 at 2:30 p.m.

Status: Completed

9.2. Adjournment

Meeting was adjourned at 3:24 p.m.

Status: Completed

Tuesday, June 20, 2023

iLEAD California Charters 1
3720 Sierra Hwy, Unit A
Acton, CA USA

Dear Julie:

Thank you for your time and for choosing the Hotels of *Disneyland®* Resort for your iLEAD California Charters 1 on Friday, August 11, 2023 at Disneyland® Hotel.

Enclosed is the final letter agreement created for your event that reflects selected inclusions and event details. Once you have reviewed, please sign electronically; upon receipt of your signature by the applicable due date, we will countersign and you will receive a fully executed copy for your records. Concurrently, please issue your deposit of \$6,000.00 by the Agreement Due Date Thursday, June 29, 2023. ACH/wire transfer instructions are included in the agreement. For credit card payments you will receive an email under separate cover from "Disney Events" through our Certain payment system to enter your credit card information. For check payments, please include your group code on the memo line to ensure accurate routing: HDiH23A. You may send check payments via traceable and/or overnight method to: JP Morgan Chase, Attn: DLR Groups 101690, 2710 Media Center Drive, Building 6, Suite 120, Los Angeles, CA 90065.

The deposit is non-refundable after signing the Agreement and secures the date, time and function space for you. If your deposit and the signed Agreement are not received by the due date, the venue and the selected event date will be released.

We look forward to sharing our magic at the Happiest Place on Earth! Soon after your signed agreement and deposit are confirmed, you can expect an email from me introducing you to your Catering & Convention Services Manager who will advise more on the timing of the planning process and manage event details through your arrival.

Walt Disney once said, 'You can dream, create, design and build the most wonderful place in the world, but it requires people to make the dreams a reality'. Our cast stands ready to plan and deliver a memorable event for you and your guests.

In the meantime, if you have any questions, please do not hesitate to call me Monday through Friday between 8:30AM and 5:00PM (PST) at (714) 956-6716 or email at terry.de.lorenzo@email.disney.com.

Thank you again and we look forward to making your event fun, magical and meaningful.

Sincerely,

Terry De Lorenzo
Senior Sales Manager
Disney's Catered Events
Disneyland Resort

Enclosures

AGREEMENT

Thank you for choosing the *Disneyland®* Resort.

This Agreement (this '**Agreement**'), dated as of June 20, 2023, between Disney Destinations, LLC ('**Disney**') and iLead California Charters 1 (the '**Organization**'), when fully executed, confirms the understanding between Organization and Disney for Organization's meeting (the '**Event**') to be held at Disneyland Hotel (whether one (1) hotel or more, the '**Hotel**') located in the *Disneyland®* Resort (the '**Resort**'). If there are more than one (1) hotel, the term the 'Hotel' shall be interpreted to mean the applicable Hotel.

1. GENERAL INFORMATION**Organization's Contact Information**

Organization: iLead California Charters 1
 Representative: Julie Basse
 Title: Executive Assistant
 Address: 3720 Sierra Hwy, Unit A
 Acton, CA
 93510 USA
 Phone Number: (818) 424-8793
 E-mail Address: julie.basse@ileadcalifornia.org
 Organization's Event Name: iLEAD California Charters 1
 Program Dates: Friday, August 11, 2023

Disney's Contact Information

Organization: Disney Destinations, LLC
 Contact: Terry De Lorenzo
 Title: Senior Sales Manager
 Address: 1150 W. Magic Way, DRC Building, 3rd Floor
 Anaheim, CA 92802
 Phone Number: (714) 956-6716
 E-mail Address: terry.de.lorenzo@email.disney.com
 Group Booking Reference: HDiH23A

Key Dates

Agreement Due Date: Thursday, June 29, 2023 (the "**Agreement Due Date**")
 Deposit Due Date: June 29, 2023 (See "Non-Refundable Deposit" Section of this Agreement)

2. MEETING AND BANQUET PROGRAM

iLead California Charters 1

All Functions being held at the Disneyland® Hotel

1150 West Magic Way

Anaheim, CA 92802

Meeting space is blocked at Disneyland Hotel as shown in **Exhibit A**

The meeting agenda below outlines the function space currently reserved for the Event.

EXHIBIT A

Date	Time	Event	Room	Setup	GTD/EXP	Property
Fri, 08/11/23	8:00 AM - 4:00 PM	Registration	Magic Kingdom Foyer	Registration	500	Disneyland Hotel
Fri, 08/11/23	9:00 AM - 4:00 PM	Meeting	Magic Kingdom Ballroom	Rounds of 10	500	Disneyland Hotel
Fri, 08/11/23	12:00 PM - 1:30 PM	Luncheon	Magic Kingdom Ballroom	Rounds of 10	500	Disneyland Hotel

3. **MINIMUM FOOD EXPENDITURE**

Thirty Thousand Dollars (\$30,000.00) (excluding service charge, currently 23% and sales tax currently 7.75%)

Catered Food and Beverage will be subject to Taxes (defined in the "Taxes and Assessments" Section of the Additional Terms and Conditions to this Agreement), including, without limitation, sales taxes (currently seven and three quarters percent (**7.75%**)) and a service charge in effect at the time of the Event (currently twenty-three percent (**23%**)). Service charges are also subject to applicable Taxes. A portion of the service charge (currently seventeen- and one-half percent (**17.50%**) of food and beverage sales) will be distributed to food and beverage staff as tip income, while the remainder (currently five- and one-half percent (**5.5%**)) will be applied toward costs or expenses other than wages and tips of employees.

4. **NON-REFUNDABLE DEPOSIT**

A non-refundable deposit in the amount of Six Thousand Dollars (\$6,000.00) is due June 29, 2023. If additional rooms and/or food and beverages are desired, an additional deposit may be required. The deposit(s) received will be applied to Organization's master account and/or any cancellation fees, if applicable. Please send payment by an ACH/wire transfer to the Disney account identified in the "Payment" Section of this Agreement or to such other account designated in writing by Disney from time to time. If Organization fails to pay Disney any deposit(s) or other payment(s) when due, Disney may, by giving Organization written notice, terminate this Agreement (and thereby terminate all of Disney's obligations hereunder) as more fully provided under the "Default; Damages; Late Fee" Section of this Agreement.

5. **PAYMENT**

All charges related to the Event will be charged to Organization's master account (other than those charges, if any, to be paid directly by Attendees pursuant to this Agreement). Disney will provide Organization with Disney's estimate of the amounts to be charged to Organization's master account, and Organization agrees to pay Disney one hundred percent (100%) of this estimated amount (less any deposit(s) previously paid) no later than thirty (30) days prior to the first Program Date. Please note that certain items that Organization may desire to purchase for Attendees in connection with the Event, such as theme park tickets and gift cards, need to be paid for, in full, in advance. Payment for these items would be in addition to the estimated amount (or percentage thereof) required to be paid to Disney pursuant hereto (and would be calculated separately). Please send all payments by an ACH/wire transfer to the Disney account identified below, or to such other account designated in writing by Disney.

Notwithstanding the foregoing, if at any time Disney reasonably determines that there has been a material adverse change in Organization's financial condition or if Organization fails to pay when due any amounts Organization owes Disney and/or any other Disney Companies (defined in the 'Indemnification' Section of this Agreement) under this Agreement or any other agreement, Disney may require that Organization pay to Disney, within thirty (30) days of Disney's request or thirty (30) days before the first Program Date, whichever is sooner, one hundred percent (100%) of the amounts that Disney estimates will be charged to Organization's master account in connection with the Event.

Any charges not previously invoiced and/or paid will be invoiced to Organization after the Event. Organization will pay all charges to the master account (subject to Organization's right described below to dispute such charges). Disney will provide Organization with a statement of account after the last Program Date and may provide supplemental statements for any amounts not included in the initial statement. Organization must pay all unpaid charges within thirty (30) days after Organization receives the applicable invoice(s) and/or statement(s). However, Organization agrees to advise Disney of any disputed charges on any such invoice or statement within ten (10) days after receiving that invoice or statement so Disney can work with Organization to correct any inaccuracies, and any charge Organization disputes in good faith will not be payable until thirty (30) days after Disney provides Organization with reasonable supporting documentation for that charge. Disney does not bill third parties.

It is important for Organization's protection that Organization give Disney a list of those persons authorized to sign for expenditures to be billed to Organization's master account, together with any expenditure limits that Organization wishes to impose. Please provide Disney with the names of those persons as soon as they become available, but no later than the Cut-Off Date identified in the 'General Information' Section of this Agreement. If, prior to the Cut-Off Date, Organization has not given Disney a list of persons authorized to sign for expenditures to be billed to Organization's master account, together with any expenditure limits that Organization wishes to impose on such signatories, Organization will be deemed to have agreed that Organization's Representative identified in the 'General Information' Section of this Agreement and the person who signed this Agreement on behalf of Organization are the only persons who have authority to sign for expenditures to be billed to Organization's master account.

Organization's address for all estimates, statements and invoices shall be the address set forth in the 'General Information' Section of this Agreement.

Our Address:	ACH Transfer Information (subject to change by Disney as set forth in the Agreement):
<p>If Sending Via U.S. Mail: Disneyland Depository Lockbox 101690 Pasadena, CA 91189</p> <p>If Sending Via Overnight Courier ONLY: Disney Destinations, LLC 1150 W. Magic Way, DRC 3rd Floor Anaheim, CA 92802</p>	<p>JPMorgan Chase Bank, N.A. 4 New York Plaza New York, NY 10004 ABA Number for ACH Payment: 021000021 SWIFT Address: CHASUS33 Account Number: 700627511 Amount in U.S. Funds Payable to: Disney Destinations Federal Tax ID#: 59-3125104 Attn: Groups/Conventions; HDiH23A; iLead California Charters 1</p>

6. PARKING

HOSTED SELF PARKING

Disney understands that Organization wants to offer hosted self-parking for Attendees' vehicles. The hosted self-parking charge applicable at the time of the Event (currently Fifteen Dollars (\$15.00) per person, per day) will be posted to the Organization's master account (regardless of what other billing arrangements have been made) based on the amount of Attendees established in the Banquet Event Order ("BEO") for the Event which Disney will send to the Organization for execution in accordance with **Exhibit A** or based on the amount served, whichever is greater. These charges are for once in, once out privileges and not for in/out privileges. Attendees must use parking lot of the Hotel where the Event is being held. The hosted self-parking charge does not cover parking lots at other *Disneyland*® Resort Hotels, the Downtown Disney® District or theme park parking lots. Valet parking for Attendees is an additional Sixty Five Dollars (\$65.00) per car, per day and will be the responsibility of the Attendee choosing this option. All parking fees are subject to applicable Taxes.

7. WI-FI CONNECTION

Wi-Fi is available at no or low cost in meeting and convention facilities in the Hotel, in addition to complimentary Wi-Fi available in guest rooms and public areas of the Hotel. Organization is advised, however, that this Wi-Fi service is provided for the convenience of the Hotel's guests, and is not designed for streaming of high definition video or for high volume business use (e.g., if a large percentage of Attendees were to seek to access this Wi-Fi service at the same time). The meeting rooms and exhibit halls in the Hotel are equipped with redundant, high-capacity internet bandwidth and hard-wired services for groups of varying sizes. This budget-friendly capability maximizes the time Attendees spend at a meeting or convention by enabling them to use their digital device to stream video, share content, connect socially and beyond - all for no or low cost, depending on the options Organization selects for the Event. Organization is not permitted to engage any third party to provide wireless or wired network services for Organization or Attendees to access the internet at the Hotel during the Event.

30. DELIVERY AND SHIPMENT OF ITEMS

The Hotel does not have the facilities to store equipment or materials before the Event. Disney may, in its sole and absolute discretion, allow delivery, shipment and/or storage of certain items relating to the Event. If allowed, deliveries relating to the Event should be sent to arrive at the Resort no more than three (3) days prior to the set-up date for the Event. At the end of the Event, Organization must make arrangements to ship such items from the Resort no more than three (3) days after the tear down date for the Event. Storage fees will be applied to shipments held more than three (3) days after the tear down date of the Event, or Disney may, in its sole and absolute discretion, dispose of such items, at Organization's cost and expense. If delivery, shipment and/or storage of items is allowed by Disney, the following will apply:

- Disney's handling fees for incoming items currently cover: (i) receiving those items from the carrier or at the front drive of the Hotel from Organization or Attendees, as the case may be; (ii) storage of those items for up to three (3) days before the Event; and (iii) delivery of those items to the proper location inside the Hotel.
- Disney's handling fees for outgoing items currently cover: (A) storage of those items for up to three (3) days after the Event; and (B) either placing the items with the carrier for shipment within that three (3) day period or placing the items at the front drive of the Hotel for pickup by Organization or Attendees, as the case may be.

Organization or an Attendee, as applicable, will pay Disney the applicable handling fee at the time of the Event (currently, Forty Dollars (\$40.00) per hundred weight (or portion thereof)) for such items. Organization or an Attendee, as applicable, will pay Disney the applicable handling fee at the time of the Event (currently, Eleven Dollars (\$11.00) minimum per item) each way (inbound and outbound) for each individual item. All handling fees are subject to applicable Taxes. For large deliveries or shipments of items, additional fees may apply including, without limitation, additional storage fees. Items requiring special handling will be charged to Organization according to applicable rates in effect at the time of the Event. Attendees with deliveries or shipments will be subject to the handling fees as outlined above. Handling fees will be charged to Organization's master account, unless paid by an Attendee at the time of the Event.

Disney may refuse to allow delivery, shipment or storage of any items in its sole and absolute discretion. The Disney Indemnified Parties (defined in the "Indemnification" Section of this Agreement) shall not be responsible for any damage or loss to any items shipped or delivered to or from the Resort or for the storage of any such items. Organization agrees, to the fullest extent

permitted by law, to Indemnify (defined in the "Indemnification" Section of this Agreement) the Disney Indemnified Parties from and against all Claims/Damages (defined in the "Indemnification" Section of this Agreement) which directly or indirectly arise out of, relate to or occur in connection with or are alleged to arise out of, relate to or occur in connection with the shipment and/or delivery of items to and from the Resort and/or the storage of such items at the Resort.

31. ALCOHOLIC BEVERAGES

For any event in excess of thirty (30) minutes where alcohol is served, a minimum of Twenty-Five Dollars (\$25.00) per person (plus service charge and Taxes) in hosted food must be paid for by Organization (as a charge to its master account) and served by Disney. If the event is a pre-reception to a full dinner event that will immediately follow the pre-reception bar service, this requirement is waived.

33. MEETING ROOM SERVICES

Disney will provide, at no charge to Organization, but subject to availability, a reasonable amount of meeting equipment such as tables, chairs, standing podiums, easels for signs, risers, dance floor, etc. This arrangement does not include special set-ups or extraordinary formats that would require rental of an additional supply to accommodate Organization's needs. If Organization requires a special set-up or an extraordinary format, Organization must let Disney know at least six (6) months in advance of the first Program Date and Disney will quote charges to Organization or, at Organization's request, refer Organization to approved equipment Vendors (defined in the "Third Party Contractors" Section of the Additional Terms and Conditions to this Agreement). If equipment and/or services of Disney's in-house Vendor(s) are utilized by Organization, the costs associated therewith shall be charged to Organization's master account. If equipment (such as tables, chairs, standing podiums, easels for signs, risers, dance floor, etc.) and/or services of outside Vendors (such as production companies, audio visual companies, entertainment, /DJs, etc.) are utilized by Organization, the costs associated therewith shall be established by the Vendors and paid directly to the Vendors by Organization. Electrical fees are quoted and charged to Organization's master account for all power used.

34. CLEARANCES/PAYMENT FOR USE OF MEDIA

In the event Organization brings Organization's own media (e.g., audio, audio visual, etc.) to use at the Event, Organization will be solely responsible for the clearance and payment of and for all elements embodied in any media as used at and/or in connection with the Event, including, without limitation, permissions from and payments to actors, writers, directors, producers, owners and/or administrators of any musical compositions and/or recordings synchronized with any audio-visual materials, other music rights holders, musicians and/or vocalists and/or applicable unions or collective bargaining entities. Organization shall, to the fullest extent permitted by law, Indemnify the Disney Indemnified Parties from and against all Claims/Damages which directly or indirectly arise out of, relate to or occur in connection with or are alleged to arise out of, relate to or occur in connection with any breach of the representations and warranties of Organization, as the case may be, contained in this Section.

35. CANCELLATION

Organization acknowledges and agrees that if Organization cancels the Event for any reason, Disney would incur substantial damages from the loss of room charges and food, beverage and other ancillary revenue, but the actual amount cannot be readily determined at this time. Accordingly, in such event, Organization will immediately provide written notice of cancellation to Disney and pay to Disney (except in the case of cancellation in accordance with the "Force Majeure" Section of the attached Additional Terms and Conditions to this Agreement), together with that notice, as liquidated damages and not as a penalty a food and beverage cancellation fee (in each case, plus applicable Taxes and other fees).

The food and beverage cancellation fee will be equal to (i) the greater of (A) the food and beverage revenue Disney would have received if the paid attendance for the Event had been equal to one hundred percent (100%) of the estimated number of attendees listed for the Event in the BEO for the Event and the food and beverage prices were those established in the BEO or (B) the Food & Beverage Minimum, multiplied by (ii) the applicable percentage shown below (based, in each case, on the number of days before the first Program Date that Disney receives Organization's cancellation notice and the cancellation fees), plus applicable Taxes and other fees.

CANCELLATION FEE TABLE	
Number of Days Prior to the First Program Date that Disney Received Organization's Written Notice of Cancellation, together with the Cancellation Fees	Food and Beverage Cancellation Fee Percentage
0 - 30 Days	100%
31 Days - 60 Days	85%
61 Days - 180 Days	50%
More than 181 Days	0%

If the cancellation fees are not received by Disney when due, the cancellation notice will be deemed to have been received on the date the cancellation fees are received by Disney. If no cancellation notice is received, or the cancellation fees are not received by Disney, the cancellation fees will be calculated as if the cancellation notice was received less than 90 days before the first Program Date.

The non-refundable deposit(s), if any, actually paid by Organization pursuant to the "Non-Refundable Deposit" Section of this Agreement and the room cancellation fee, if any, actually paid by Organization pursuant to the "Attendee Billing" Section of this Agreement (if and to the extent retained by Disney) will be applied toward the cancellation fees payable by Organization under this Section. Notwithstanding anything to the contrary contained herein, the cancellation fees payable by Organization under this Section will not be less than the amount of such non-refundable deposit(s) paid by Organization.

Organization acknowledges and agrees that food and beverage cancellation fee are fair and reasonable based on the circumstances existing on the date of this Agreement. If Organization contracts with Disney for functions or other activities in connection with the Event (other than those food and beverage functions listed under this Agreement or on the attached meeting agenda, as the case may be), Organization will also be responsible for any losses Disney may incur by reason of Organization's cancellation of those functions or other activities.

36. RENOVATION

If the Hotel is undergoing renovations during the Program Dates, Disney will notify Organization in a timely manner consistent with good faith business practices and work with Organization to limit the amount of any disruption to the Event and Attendees.

37. RAFFLES/CONTESTS/CHARITABLE EVENTS

If Organization wishes to conduct a casino-type event, sweepstakes, contest, raffle (or other charitable event) ("**Promotion**") on the premises of the Disneyland® Resort, Organization hereby represents and warrants that Organization has, or will have complied with, prior to conducting a Promotion, all rules, regulations and laws regarding the conduct of a Promotion and that Organization has the legal right to conduct such Promotion. Organization hereby acknowledges that it should consult with its own legal counsel regarding the rules, regulations and laws governing the conduct of a Promotion. Further, Organization shall, to the fullest extent permitted by law, Indemnify the Disney Indemnified Parties from and against all Claims/Damages which directly or indirectly arise out of, relate to or occur in connection with or are alleged to arise out of, relate to or occur in connection with: (i) any aspect of the Promotion, including without limitation, any and all advertising and promotion of the Promotion conducted by Organization under each BEO, except that such duty to Indemnify shall not apply to claims arising solely due to other material provided by Disney thereunder; (ii) the acts and/or omissions of Organization, its officers, directors, representatives, agents, and/or employees, in connection with the Promotion; and/or (iii) any breach of Organization's representations and/or warranties as set forth in this Section.

38. INDEMNIFICATION

To the fullest extent permitted by law, Organization agrees to defend (with counsel approved by Disney), indemnify and hold harmless (collectively, "**Indemnify**") Disney and Disney's parent, subsidiary, related and affiliated companies (collectively, including Disney, the "**Disney Companies**") and the officers, directors, shareholders, employees, agents and assigns of each (collectively, the "**Disney Indemnified Parties**") from and against any and all liabilities, obligations, claims, suits, actions, causes of action, judgments, fines, penalties, settlements, damages, costs and expenses (whether based on tort, breach of contract, product liability, patent or copyright infringement or otherwise) including, without limitation, attorneys' fees, costs of court, and costs of other professionals through and including any appeals (collectively, "**Claims/Damages**") which directly or indirectly arise out of, relate to or occur in connection with or are alleged to arise out of, relate to or occur in connection with: (i) any breach of this Agreement and/or any misrepresentation by Organization; and/or (ii) any acts and/or omissions committed by Organization and/or any of Organization's employees, agents, Attendees and/or Vendors. The obligation of Organization to Indemnify the Disney Indemnified Parties in this Section and contained elsewhere in this Agreement will not be limited by the amount of insurance, if any, required under this Agreement or maintained by Organization.

To the fullest extent permitted by law, Disney agrees to Indemnify (with counsel reasonably satisfactory to Organization) Organization from and against any and all third party Claims/Damages incurred in connection with the Event to the extent that any Claims/Damages arise solely out of any breach of this Agreement by Disney or any negligent acts or omissions or willful misconduct committed by Disney or any of Disney's employees. The obligation of Disney to Indemnify Organization in this Section will not be limited by the amount of insurance, if any, required under this Agreement or maintained by Disney. Nothing herein, however, will constitute a waiver of any statutory limitations of liability applicable to the Disney Companies (e.g., as the operator of a public lodging or food service establishment).

The obligation of Organization to Indemnify the Disney Indemnified Parties in this Section and contained elsewhere in this Agreement shall be an independent covenant and shall survive, indefinitely, the Event or any cancellation thereof or any rights or obligations hereunder and/or the expiration or sooner termination of this Agreement, and will extend to Claims/Damages occurring after the expiration or earlier termination of this Agreement as well as to Claims/Damages occurring while this Agreement is in force.

39. DEFAULT; DAMAGES; LATE FEE

If there is any breach of any of Organization's representations, warranties or obligations under this Agreement, or if there is or has been, within the three (3) year period prior to such termination, any breach of any of Organization's representations, warranties or obligations under any other agreement between any of the Disney Companies and Organization Disney may, by giving Organization written notice, terminate this Agreement and/or any other agreement between any of the Disney Companies and Organization (and, as a consequence, thereby terminate all of Organization's rights and Disney's (and the applicable Disney Companies') liabilities and obligations hereunder and thereunder), except those that expressly survive the expiration or sooner termination of this Agreement. Any and all monies collected prior to the termination will be retained by Disney and not be

refunded to Organization. The parties acknowledge that Disney is entering into this Agreement based on Disney's understanding that Organization will use the Guest Rooms in the Guest Room Block and pay the Food & Beverage Minimum. Upon termination or cancellation of this Agreement pursuant to this Section, Organization will pay Disney the cancellation and other fees provided for in the "Cancellation" Section of this Agreement to the same extent as if Organization had canceled the Event.

If Organization fails to make any payment under this Agreement to Disney when due, Organization will pay Disney a late payment charge on the unpaid balance at the rate of 1.5% per month or, if less, the maximum rate allowed by law plus, to the extent allowed by applicable law, any costs Disney may incur to collect any amount owed to it including, without limitation, attorneys' fees, costs of court and costs for other professionals up through and including any appeal. Organization acknowledges that late payments will cause Disney to incur costs not contemplated by this Agreement, the exact amount of which costs are extremely difficult and impracticable to calculate. Disney and Organization agree that the late charge described above represents a fair and reasonable estimate of the extra costs incurred by Disney as a result of such late payment and not a penalty. Such late charge will not be deemed a consent by Disney to any late payment, nor a waiver of Disney's right to insist upon timely payments at any time, nor a waiver of any remedies to which Disney is entitled hereunder, at law or in equity.

Except to the extent this Agreement provides for liquidated damages, any rights and/or remedies Disney has under this Agreement are in addition to any other rights and/or remedies Disney has under this Agreement or at law or in equity and all such rights and remedies will, whenever possible, be cumulative with all other rights and remedies. AS A MATERIAL CONSIDERATION TO DISNEY FOR ENTERING INTO THIS AGREEMENT: (I) IN NO EVENT WILL ANY OF THE DISNEY INDEMNIFIED PARTIES BE LIABLE TO ORGANIZATION OR ATTENDEES FOR ANY NON-ECONOMIC, INCIDENTAL, INDIRECT, SPECIAL, CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES OR LOST PROFITS ARISING OUT OF OR RELATING TO THIS AGREEMENT OR THE EVENT, WHETHER IN CONTRACT, TORT OR OTHERWISE (INCLUDING, WITHOUT LIMITATION, UNDER ANY INDEMNITY PROVISIONS HEREOF), EVEN IF DISNEY OR ANY OF THE OTHER DISNEY INDEMNIFIED PARTIES HAS BEEN ADVISED OF THE POSSIBILITY THEREOF; (II) IN NO EVENT WILL ANY OFFICERS, DIRECTORS, SHAREHOLDERS, EMPLOYEES, AGENTS AND ASSIGNS OF THE DISNEY COMPANIES HAVE ANY PERSONAL LIABILITY TO ORGANIZATION OR ATTENDEES; AND (III) ORGANIZATION'S REMEDY SHALL BE LIMITED SOLELY TO MONETARY DAMAGES (IF AND TO THE EXTENT AVAILABLE), AND ORGANIZATION HEREBY WAIVES ANY AND ALL RIGHTS IT MAY HAVE TO ANY FORM OF EQUITABLE RELIEF, INCLUDING, WITHOUT LIMITATION, ANY TEMPORARY RESTRAINING ORDER, PRELIMINARY INJUNCTION, PERMANENT INJUNCTION, SPECIFIC PERFORMANCE OR IN ANY OTHER FORM OF RELIEF IN EQUITY. Notwithstanding anything to the contrary contained herein, all provisions of this Agreement which, from their sense and context, are intended to survive the termination of this Agreement or contemplate performance after the termination of this Agreement (including, without limitation, provisions regarding indemnity and damages) shall survive the termination of this Agreement.

40. AGREEMENT DUE DATE/EXECUTION

Each party represents that the individual who signs this Agreement on behalf of such party has full and complete authority to do so.

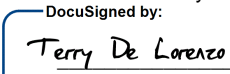
The arrangements described in this Agreement are being tentatively held until the Agreement Due Date identified in the "General Information" Section of this Agreement. Notwithstanding the foregoing, if Disney has another possible client prior to the Agreement Due Date, Disney may elect to notify Organization and give Organization three (3) business days to sign and return this Agreement via DocuSign and deliver the deposit, if applicable. If Disney does not receive a signed DocuSign copy of this Agreement (without modification) by the Agreement Due Date (or by the end of the three (3) business-day period, if applicable), together with any deposit as and when required, all rooms and space being tentatively held will be released and neither party will have any rights or obligations under this Agreement. The Agreement Due Date may be extended only if Disney expressly agrees in writing to such an extension in its sole and absolute discretion.

This Agreement (or any agreement or document required by this Agreement, or any amendment to this Agreement) may be executed in as many counterparts as necessary or convenient, including both counterparts that are executed on paper and counterparts that are electronic records and executed electronically (such as through DocuSign), and each executed counterpart shall be deemed an original. All such counterparts shall constitute one and the same agreement. Delivery of a manually executed paper counterpart of this Agreement (or of any agreement or document required by this Agreement or any amendment to this Agreement) by e-mail, facsimile, or other electronic imaging means shall be as effective and enforceable as delivery of such manually executed paper counterpart of this Agreement and such document shall be deemed to be an original.

If this Agreement (including, without limitation the Additional Terms and Conditions and any other attachments to this Agreement, each of which forms a part of this Agreement) correctly sets forth Organization's understanding of the terms and conditions of this Agreement, please sign in the space provided below and return a fully-executed copy of this Agreement to Disney.

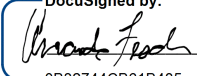
Disney appreciates the valued patronage of Organization and looks forward to working with Organization.

Disney Destinations, LLC

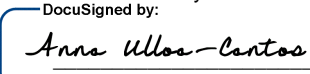
By: 
DocuSigned by:
ED91CDAC668B436...
Name: Terry De Lorenzo
Title: Senior Sales Manager
Date: 6/21/2023

iLead California Charters 1

"Organization"

By: 
DocuSigned by:
0B32744CB61B485...
Name: Amanda Fischer
Title: CEO
Date: 6/20/2023

Disney Destinations, LLC

By: 
DocuSigned by:
C03D18F387264F2...
Name: Anna Ulloa-Cantos
Title: Assistant Resort Sales Director
Date: 6/21/2023

ADDITIONAL TERMS AND CONDITIONS

Alcoholic Beverages and Personal Conduct: All alcoholic beverages sold or served on the premises of the Hotel or any other premises owned and/or operated by Disney or any of the other Disney Companies at the Resort under a liquor license held by Disney or any of the other Disney Companies will only be dispensed by Disney employees, bartenders, and agents. Disney will comply, in all material respects, with all applicable alcoholic beverage control laws including, without limitation: (i) requesting proper legal identification of any person of questionable age; (ii) refusing service of any alcoholic beverages to any person or persons who are underage or cannot produce, upon request, proper identification, as determined by Disney in its sole and absolute discretion; and (iii) refusing service of any alcoholic beverages to any person who, in Disney's judgment, appears to be intoxicated or under the influence of a mind-altering substance.

If minors are observed consuming alcoholic beverages at the Event, Disney shall have the right to terminate the Event without any further obligation to Organization or anyone else. No Attendee shall bring into any Park or any other area in the Resort, nor enter any Park or any other area in the Resort with, any alcoholic beverages, marijuana or any other illegal drug or substance, or any legal drug or substance that has mind altering effects that negatively impairs judgment and/or physical coordination (individually and collectively, "Drug") or be under the influence of such Drug.

Food and Beverage: All food and beverages offered and/or consumed at the Event on the premises of the Resort, including, without limitation, food and beverages in Hotel function rooms or the Hotel's public meeting rooms and/or floors, must be provided and served by Disney (as arranged by Organization and coordinated through Organization's assigned Disney Catering & Convention Services Manager).

Discounted Theme Park Tickets: Organization may, subject to availability, purchase bulk discounted theme park tickets through Organization's assigned Disney Catering & Convention Services Manager up to sixty (60) days prior to the Event (ten (10) tickets minimum). In addition, Disney may provide Organization with a custom ticket store link to provide Attendees ability to pre-purchase discounted theme park tickets up to the ticket store close date and time which will be specified when Organization receives the ticket store link from Organization's assigned Disney Catering & Convention Services Manager. These discounted tickets are only for the use of Attendees and promoting them or forwarding the link to other than Attendees is forbidden. Misuse of the discounted ticket store link will result in the link being de-activated and any existing ticket orders being cancelled. These discounted tickets are not available at the theme park main entrance.

Ticket programs are subject to change or cancellation without notification, and certain block-out dates and other restrictions apply.

Organization acknowledges that the Resort will manage attendance through a new theme park reservation system that will require all Guests, including Attendees with theme park tickets or Magic Key passes, to obtain a reservation for park entry in advance. Theme park reservations will be limited and subject to availability. Park admission and offerings are not guaranteed, and attendance at the Event does not guarantee a theme park reservation.

Additional information about reservations, limitations on benefits, features, experiences and offerings, enhanced health and safety measures and other information can be found at Disneyland.com/Updates.

Security: In accordance with City of Anaheim Fire Marshal and Resort Fire Department requirements, a minimum of two (2) security personnel must be deployed during decorator and exhibitor move-in and move-out. Organization agrees to use only Disney's security staff to provide security for the Event. Disney's security personnel are not armed. Fees for Disney's security services will be Disney's standard rates which are in effect at the time of the Event (currently Forty-Five Dollars (\$45.00) straight time per hour per security person, Sixty-Seven Dollars and Fifty Cents (\$67.50) overtime per hour per security person if requested within 30 days) and Organization agrees to pay Disney such rates, with a four (4) hour minimum, which will be charged to Organization's master account.

Use of Costumes: Attendees or others associated with the Event may not wear costumes (Disney characters or other) to or at the Event, unless approved in advance by Disney in its sole and absolute discretion. If Attendees or others associated with the Event want to wear costumes (Disney characters or other), notify Organization's assigned Disney Catering & Convention Services Manager no more than One Hundred Eighty (180) days or less than Forty Five (45) days prior to the first Program Date to seek Disney's approval. If Disney approves, the Hotel may provide requirements applicable to wearing costumes that must be complied with by all Attendees and others associated with the Event.

Third Party Contractors: All contractors, subcontractors and vendors (collectively, "Vendors") Organization wishes to hire for the purpose of providing entertainment or other services (including, without limitation, photography, videography and floral services) at the Resort are subject to Disney's written approval in its sole and absolute discretion. Before performing any services at the Resort, all approved Vendors must provide to Disney proof of insurance which: (i) is satisfactory to Disney in its sole and absolute discretion; (ii) names Disney, the other Disney Companies and the officers, directors, shareholders, employees, agents and assigns of each as additional insureds; (iii) is primary and not secondary; and (iv) includes a waiver of subrogation against the additional insureds. Organization is responsible for all acts and omissions of Organization's Vendors. Notwithstanding the foregoing, entertainment, décor or audiovisual services in all areas accessible to guests not attending the Event must be provided by or through Disney. Organization acknowledges that Disney may subcontract, arrange for or acquire goods and/or services through third parties and that Disney may receive a commission, referral and/or other fee in connection with goods or services that Disney acquires through third parties. Disney may offer Organization a list of outside Vendors and Disney may receive a commission, referral and/or other fee from such Vendors. Disney may also charge Organization an administration fee for using outside Vendors (not on Disney's list of outside Vendors) to provide Organization any services at the Hotel. All arrangements with outside Vendors (including, without limitation, those Disney and/or the Hotel may designate, recommend or approve to Organization) are between Organization and those Vendors.

Organization will not hold the Disney Indemnified Parties responsible for the quality or price of any products or services provided by those Vendors (or any of Organization's other Vendors) and Organization assumes full responsibility for all acts and omissions of those Vendors (and any of Organization's other Vendors) including, without limitation, any damage to the Resort caused by any of them. Designation, recommendation and/or approval of Vendors by the Disney Companies is not a guarantee or endorsement of the work of such Vendors. Organization's selection of any Vendors shall be conclusive evidence that Organization is independently satisfied with any and all concerns Organization may have about the qualifications of such Vendors.

Smoking and Vaping: Please note that smoking/vaping is not allowed indoors (including guest rooms, patios and balconies) at the Hotel and is allowed only in designated outdoor smoking areas. A recovery fee will be charged to Organization's master account (plus applicable Taxes) for smoking/vaping in unauthorized areas (including guest rooms, patios and balconies at the Hotel by any Attendees or others associated with the Event. The recovery fee will be established by Disney from time to time and is currently \$250.00 -\$500 for smoking/vaping in guest rooms or on patios or balconies and varies for other portions of the Hotel based on size and other factors.

Affiliated Groups: Organization acknowledges that it is in no way affiliated, associated with or in conflict with any other group, convention, association or event which is being held at the Resort or the Anaheim Convention Center during the Guest Room Block Dates. If Organization and/or the Event is found to be in conflict with or in association with any other group, convention, association or event which is being held at the Resort or the Anaheim Convention Center during the Guest Room Block Dates, this Agreement and the Event may be terminated by Disney without obligation and/or liability by Disney and any deposit will be forfeited by Organization.

Decorations and Signage, Condition of Premises: All exhibits, displays, decorations, table set-ups, signs, third party logos and trademarks and any other materials to be used in connection with the Event are subject to Disney's prior approval, in its sole and absolute discretion, and, if required, the prior approval of the Anaheim Fire Marshal. Open candles, confetti, glitter, or free-floating helium balloons are not permitted at the Event. No signs, posters, banners, or other items may be attached to any wall, floor, window, door, column or ceiling with nails, staples, tape or any other substance without Disney's prior approval, which approval may be granted or withheld in its sole and absolute discretion. If approved, Disney's Engineering Department will assist Organization with hanging such items at Organization's sole cost and expense, which will be charged to Organization's master account (plus applicable Taxes and fees). All badges and promotional items for distribution must be of materials other than gummed stickers or labels (use of this material is strictly prohibited) and are subject to Disney's prior approval in Disney's reasonable discretion. Organization agrees to leave the Hotel in a neat, orderly and good condition, free of debris or display refuse, no later than the scheduled conclusion of the Event, and will reimburse Disney, based on time and labor, for any extraordinary clean-up Disney may be required to perform as a result of the Event (i.e., above and beyond routine clean-up of guest and/or function rooms in the ordinary course of Disney's business). Organization will be responsible for any damage (other than normal wear and tear) to the Resort resulting from or in connection with the Event.

Private Theme Park Events: Notwithstanding anything to the contrary in this Agreement, as to as to any events or functions at a Park, Organization must order through Disney all décor, props, signs and other materials, as well as all entertainment, needed by Organization. Organization acknowledges and agrees that no outside products and/or services can be brought into any Park from outside sources.

Use of Disney Materials: Please allow Organization's assigned Disney Catering & Convention Services Manager to proof all registration and reservation materials before going to print. In view of the goodwill associated with the Hotel and the Disney Companies, except as otherwise permitted in this Agreement or under another written grant or other written license by Disney or any other Disney Company (including, without limitation, Marvel Enterprises, Inc.), Organization agrees that Organization will not use the name "Disney", "Disneyland® Resort", "Disneyland® park", "Disney California Adventure® park", "Downtown Disney® District" "Disneyland® Hotel", "Disney's Paradise Pier® Hotel," or "Disney's Grand Californian Hotel® & Spa" or the name "Marvel" (either alone or in conjunction with or as part of any other word or name), any picture of the Resort or any fanciful character, design, logo, trademark, tradename, copyrighted work or symbol of any of the Disney Companies (including, without limitation, Marvel Enterprises, Inc.): (i) in any advertisements, promotions, publicity, exhibits, displays or other materials; (ii) to express or to imply any endorsement of Organization's products or services; or (iii) in any other manner whatsoever (whether or not similar to the uses prohibited above) without Disney's prior written approval (which approval may be granted or withheld in Disney's sole and absolute discretion). If Organization fails to strictly comply with the provisions of this Section, the Disney Companies will suffer irreparable harm and injury and, accordingly, Organization agrees that such failure will be a material breach which will entitle Disney to terminate this Agreement (effective upon delivery to Organization of written notice to the effect from Disney) and/or obtain injunctive and/or other equitable relief against Organization, in addition to any other rights and remedies available to Disney. The provisions of this Section shall be an independent covenant and shall survive, indefinitely, the Event or any cancellation thereof or any rights or obligations hereunder and/or the expiration or sooner termination of this Agreement, and will extend to Claims/Damages occurring after the expiration or earlier termination of this Agreement as well as to Claims/Damages occurring while this Agreement is in force.

Photography/Videography/Broadcast: Attendees may take photos or video of the Event meetings or functions solely for their own personal and non-commercial use without obtaining Disney's approval. In addition, Organization may take photos and video of the indoor functions that it holds within the Hotel's private meeting rooms without obtaining Disney's approval, so long as the photos and video do not contain any "Disney Materials" (defined below) and are used by Organization only for private, non-commercial purposes. Any other taping, photography, videography, webcast or other recording or broadcast must be pre-approved by Disney, in its sole and absolute discretion, and is subject to Disney's standard terms regarding this activity. Disney may refer certain outside Vendors to Organization that can provide photography or videography services for the Event meetings or functions. For assistance regarding these matters, please contact Organization's assigned Disney Catering & Convention Services Manager. Upon Disney's request, Organization will provide Disney with copies of Organization's photos and video for Disney to confirm they do not contain any Disney Materials. "Disney Materials" means any identifiable image of the Hotel or any part thereof; any name, mark, symbol, character or copyrighted material of any of the Disney Companies; any reference to, or any other materials that may be associated with, any of the Disney Companies; and any depiction of or reference to any employee of any of the Disney Companies. Disney has a selection of slides and other artwork that Organization may wish to use for the Event's promotional and display materials. Disney, upon

Organization's request, will provide Organization with complimentary copies of this artwork, subject to Disney's written approval of Organization's materials.

Sound Levels: The maximum sound level at the Event shall not exceed eighty-five (85) decibels. Disney shall have the right to monitor the sound level at the Event and Organization shall correct such sound level as needed. Disney shall have the right to terminate the Event (or portions thereof) without any further obligation to Organization or anyone else if the sound level at the Event exceeds eighty-five (85) decibels.

Waiver, Release, Etc.: Disney may require that each Attendee and any of Organization's Vendors complete and sign a waiver and release to participate in the Event or any portion thereof, including, without limitation, to participate in any athletic or physical activities Organization conducts (or arranges for a third party to conduct) for Attendees at the Resort (and Organization will, to the fullest extent permitted by law, Indemnify the Disney Indemnified Parties against any injury, claim or other matter arising out of or in connection with those activities and any failure by an Attendee, and/or any of Organization's Vendors to complete and sign such waiver).

Insurance: In addition to any other requirements set forth in this Agreement, each party agrees to carry insurance adequate to protect its own activities against claims arising out of activities conducted by it in the Hotel facility during the Event. In furtherance and not in limitation of the foregoing, Organization agrees that it is Organization's sole responsibility to obtain insurance covering personal property that Organization brings to the Hotel.

Governing Law; Determination of Disputes: This Agreement, and any dispute or claim arising out of or in connection with this Agreement, shall be construed, interpreted and governed by the codified and common laws of the State of California without giving effect to any conflict of law provisions thereof. Any dispute or claim arising out of or in connection with this Agreement will be submitted exclusively to the Superior Court of Orange County, California (or if the Superior Court will not have jurisdiction over the subject matter thereof, then exclusively to such other court sitting in such county and having subject matter jurisdiction) for trial and determination by the Court sitting without a jury to the extent permitted by law. **THE PARTIES HEREBY IRREVOCABLY AND UNCONDITIONALLY CONSENT TO THE EXCLUSIVE JURISDICTION OF ANY SUCH COURTS AND AGREE TO ACCEPT SERVICE OF PROCESS OUTSIDE THE STATE OF CALIFORNIA PURSUANT TO THE REQUIREMENT OF SUCH COURTS IN ANY MATTER SUBMITTED TO ANY SUCH COURT AND THE PARTIES EXPRESSLY WAIVE ALL RIGHTS TO A JURY TRIAL REGARDING ANY MATTER TO THE EXTENT PERMITTED BY LAW.** This Agreement is intended to comply with all applicable laws. If any provision of this Agreement is determined to be unconstitutional, unenforceable, void, invalid or inoperative by any tribunal exercising competent jurisdiction, such provision shall be deemed automatically adjusted to conform to the requirements for validity as declared at such time, and, as so adjusted, shall be deemed a provision of this Agreement as though originally included herein. If the provision is of such a nature that it cannot be adjusted, such provision of this Agreement shall be stricken from and construed for all purposes not to constitute a part of this Agreement as though that provision had never been entered into, and the remaining provisions of this Agreement shall remain in full force and effect and shall, for all purposes, constitute this entire Agreement, provided such fundamental terms and conditions of this Agreement remain legal and enforceable. If the remaining provisions of this Agreement cannot operate as intended by the parties when entering into this Agreement without such provision, this Agreement may be terminated by either party and neither party shall have any obligations to the other, except for those which survive the expiration or sooner termination of this Agreement. Organization will comply with all laws, codes and regulations applicable to the Event.

Force Majeure: If the performance by either party of any obligation under this Agreement (other than any payment obligation) is directly delayed or prevented in whole or in part by any cause not reasonably within its control (including, without limitation, acts of terrorism or unavailability of transportation that prevents the occurrence of the Event or at least fifty percent (50%) of Attendees from attending the Event; acts of God; war; civil disturbances; accidents; or labor disputes; but excluding, if the Event is being booked for a third party, any cause within that third party's control), that party will be relieved of performance of such obligation (and the other party will be relieved of its obligation to pay for such performance) to the extent such performance is so directly delayed or prevented, without liability of any kind (and if the Event cannot be held due to any such cause Organization will not be liable to Disney for any cancellation fees and Disney will promptly refund Organization any amounts Organization paid Disney for services or products not provided). Nothing in this Agreement will be construed as requiring either party to accede to any demands of labor or labor unions, suppliers or other entities that it considers unreasonable.

New or Joint Ideas: Any information, ideas, concepts or plans that may be conceived or developed during or as a result of discussions and meetings between the Disney Companies and Organization may be used or exploited by the Disney Companies without liability or compensation.

Miscellaneous: This Agreement is deemed entered into in the State of California. Any exhibits, schedules, attachments and addenda (including, without limitation, the Additional Terms and Conditions and **Exhibit A**) attached to this Agreement are an integral part hereof and will be deemed incorporated into this Agreement to the same extent as if set forth in full in the body of this Agreement. This Agreement (including any other such exhibits, schedules, attachments and addenda) constitutes the entire agreement, and supersedes any and all prior or contemporaneous communications, representations or agreements, whether written or oral, express or implied, between the parties with respect to the Event. Neither party has relied on any understanding, statement or representation, expressed or implied, other than as expressly set forth in this Agreement. Except as expressly otherwise provided in this Agreement, if at all, Organization represents and warrants that neither Organization nor any of its directors, officers, agents or employees has used any meeting planner or finder or other third party or incurred any liability for any finders' fees or commissions or similar payments to any third party in connection with this Agreement.

Section headings used throughout this Agreement are for reference and convenience only and in no way define, limit, describe or affect the provisions of this Agreement. No provision of this Agreement may be modified or waived except by a written instrument duly signed by both of the parties. Organization may not assign or transfer this Agreement or any interest herein (including, without limitation, rights and duties of performance) nor will the same be assignable by operation of law without the prior written consent of

Disney at the Disney's sole and absolute discretion. This Agreement is intended for the exclusive benefit of Disney and the other Disney Companies (and, where expressly provided, their respective officers, directors, shareholders, agents, employees and assigns) and Organization, and will not create any rights in or be enforceable by any other individual or entity. As used in this Agreement, the term "business days" means Monday through Friday (inclusive) that is not a day on which national banks where the Hotel is located are closed or a holiday, all references to "dollars" or "\$" shall mean United States dollars and all references to time mean the time where the Hotel is located.

Commercial Activities: Organization acknowledges and agrees that it may not conduct commercial activities within the Hotel and/or the Resort theme parks.

Tours: Organization acknowledges and agrees that Organization may not conduct tours within the Resort theme parks and/or the Hotel.

Resort Policies: Organization, Attendees, and Organization's Vendors will comply with all Resort policies in effect at the time of the Event and applicable to the Event, including, without limitation, those related to COVID-19. For the latest updates on general Resort policies and other important information regarding Resort theme parks, hotels, restaurants, attractions, experiences and other offerings, please visit [Disneyland.com/Updates](https://disneyland.com/Updates). Additional Resort policies applicable to meetings and events held at the Hotel will be provided to Organization by Organization's assigned Disney Catering & Convention Services Manager. Each party acknowledges that an inherent risk of exposure to COVID-19 exists in any public place where people are present. COVID-19 is an extremely contagious disease that can lead to severe illness and death. By visiting the Resort, Organization, Attendees and Organization's Vendors voluntarily assume all risks related to exposure to COVID-19.

Taxes and Assessments: All amounts payable under this Agreement (whether so specified) are subject to payment by Organization of applicable governmental taxes, assessments and fees ("**Taxes**"), including, without limitation, City of Anaheim occupancy taxes and the applicable Anaheim Improvement District assessment, which are subject to change without notice.

Applicable Rates: When this Agreement provides that fees, charges or other amounts will be set at the rate applicable at the time of the Event (or words of similar import) any current amounts stated are solely for reference and all such fees, charges or other amounts (and any allocation thereof stated in this Agreement) are subject to change, without notice, in Disney's sole and absolute discretion.

Tax Exempt Status: If Organization believes that it may qualify for sales tax exempt status in the State of California, please be advised that the State of California DOES NOT automatically recognize the sales tax exempt status granted by other states or by the federal government. To be exempt from sales tax in the State of California under this Agreement, Organization MUST have been issued a California Consumers Certificate of Exemption, which Organization is responsible for obtaining, and Organization MUST provide Disney with a copy of such Certificate of Exemption before the first Guest Room Block Date. No other state's certificate will be accepted. If Organization fails to provide Disney with such Certificate of Exemption before the first Guest Room Block Date, all amounts payable by Organization under this Agreement will be subject to applicable sales tax. If and to the extent payment is made by anyone other than Organization, such amounts will also be subject to applicable sales tax. The foregoing is a brief summary of the applicable requirements and the requirements are subject to change. Organization (and not any of the Disney Companies) is responsible for ensuring that it complies with the applicable requirements.

Small Party Labor Fee: If the Event is attended by fewer than twenty-five (25) guests, a Two Hundred Fifty Dollar (\$250.00) labor charge (plus applicable Taxes) will be added to Organization's master account.

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Burbank, CA 91521

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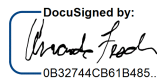
Signer Events

Amanda Fischer

amanda.fischer@ileadcalifornia.org

Chief Executive Officer

iLEAD CA Charter 1

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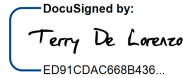
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Terry De Lorenzo

terry.de.lorenzo@disney.com

Senior Sales Manager

TWDC - eSignature Standard

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Electronic Record and Signature Disclosure:

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Anna Ulloa-Cantos

Anna.Ulloa-Cantos@disney.com

Assistant Sales Director

TWDC - eSignature Standard

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Signed: 6/21/2023 8:49:54 AM

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In Person Signer Events**Signature****Timestamp****Editor Delivery Events****Status****Timestamp****Agent Delivery Events****Status****Timestamp****Intermediary Delivery Events****Status****Timestamp****Certified Delivery Events****Status****Timestamp****Carbon Copy Events****Status****Timestamp**

Carbon Copy Events	Status	Timestamp
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Payment Events	Status	Timestamps
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CONSENT TO ELECTRONIC COMMUNICATIONS

You have indicated that you wish to enter into an agreement ("Contract") with us electronically. In connection with the Contract, you will receive Communications (defined below) electronically by entering into the terms and conditions of this consent agreement ("Agreement") by clicking the 'I agree' box as indicated below. We may be required by law to give you certain information "in writing" - which means you are entitled to receive it on paper. Therefore we need your consent in order to provide you Communications electronically, instead.

The words "we," "us," and "our" mean Disney Enterprises, Inc. and its affiliates and subsidiaries. The words "you" and "your" mean the person giving consent and entering into this Agreement.

"Communications" means each disclosure, notice, contract, agreement, authorization, acknowledgement, undertaking, fee schedule, periodic statement, record, document, signature or other information we provide to you, or that you sign or submit or agree to at our request in connection with the Contract. Electronic Communications will be provided through the DocuSign, Inc. electronic signing system ("DocuSign").

1. Your Consent. You agree that any of the Communications we provide to you, or that you sign or agree to at our request, may be in electronic form through DocuSign, unless you tell us otherwise in accordance with the procedures described herein. We may also use electronic signatures and obtain them from you on any Communication. You agree that electronic delivery of any Communication will be effective delivery to you and be deemed received by you when sent or made available to you, whether or not you actually access or view the Communication. We may always, in our sole discretion, provide you with any Communication in writing or on paper, even if you have chosen to receive it electronically. Sometimes the law, or our Communication with you, requires you to give us a written notice. You must still provide these notices to us on paper, unless we tell you how to deliver the notice to us electronically.

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- i. decline to sign a document from within your DocuSign session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an e-mail to CORP.DL-eSignature@disney.com and in the body of such request you must state your e-mail, full name, US Postal Address, and telephone number. We do not need any other information from you to withdraw consent. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process.

3. How to Update Your Contact Information. It is your responsibility to provide us with an accurate and complete e-mail address and other contact information, and to maintain and update promptly any changes in this information. You understand and agree that if Disney sends you an electronic Communication but you do not receive it because your email address on file is incorrect, out of date, blocked by your service provider, or you are otherwise unable to receive electronic Communications, Disney will still be deemed to have provided the Communication to you. To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at CORP.DL-eSignature@disney.com and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address. In addition, you must notify DocuSign to arrange for your new email address to be reflected in your DocuSign account by following the process for changing e-mail in DocuSign.

4. Hardware and Software Requirements. To receive electronic Communications, you must have access to:

- a Current Version (defined below) of Internet Explorer (Windows only), Safari (Mac only) or Firefox,
- a connection to the Internet,
- a Current Version of a program that accurately reads and displays to you PDF files,
- a per screen resolution of 800 x 600,
- enabled security settings to allow per session cookies, and
- a computer and an operating system capable of supporting all of the above. You will also need a printer if you wish to print out and retain records on paper, and electronic storage if you wish to retain records in electronic form.

You must also have an active email address.

By "Current Version," we mean a version of the software that is currently being supported by its publisher. From time to time, we may offer services or features that require that your Internet browser be configured in a particular way, such as permitting the use of JavaScript or cookies. If we detect that your Internet browser is not properly configured, we will provide you with a notice and advice on how to update your configuration. We reserve the right to discontinue support of a Current Version of software if, in our sole opinion, it suffers from a security flaw or other flaw that makes it unsuitable for use in connection with the Communications.

If our hardware or software requirements change, and that change would create a material risk that you would not be able to access or retain electronic Communications, we will give you notice of the revised hardware or software requirements. Continuing to use this service after receiving notice of the change is reaffirmation of your consent.

5. Paper Copies. At any time, you may request from us a paper copy of any Communication provided or made available electronically to you by us. You will have the ability to download and print Communications we send to you through the DocuSign system during and immediately after a signing session and, if you elect to create a DocuSign signer account, you may access them for a limited period of time (usually 60-90 days) after such Communications are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you may request delivery of such paper copies from us by following the procedure described below.

To request delivery from us of paper copies of the Communications previously provided by us to

you electronically, you must send us an e-mail to CORP.DL-eSignature@disney.com and in the body of such request you must state your e-mail address, full name, US Postal address, and telephone number. We will bill you for any fees at that time, if any.

6. Acknowledging your access and Consent to receive Communications electronically. To confirm to us that you can access this information electronically, which will be similar to other electronic Communications that we will provide to you, please verify by checking the 'I agree' box below that you were able to read this electronic Agreement and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this Agreement to an email address where you will be able to print on paper or save it for your future reference and access.

7. Termination/Changes/Other. We reserve the right, in our sole discretion, to discontinue the provision of your electronic Communications, or to terminate or change this Agreement or the terms and conditions on which we provide electronic Communications, in whole or in part. We will provide you with notice of any such termination or change as required by law. Any dispute, claim, or controversy arising out of or relating to this Agreement or the breach, termination, enforcement, interpretation or validity thereof, shall be determined in Los Angeles, California in accordance with California law without giving effect to principles of conflicts of laws. If any provision of this Agreement is declared invalid or unenforceable, such provision shall be deemed modified to the extent necessary and possible to render it valid and enforceable. In any event, the unenforceability or invalidity of any provision shall not affect any other provision of this Agreement, and this Agreement shall continue in full force and effect and be construed and enforced as if such provision had not been included or had been modified as provided above, as the case may be.

By checking the 'I agree' box, you are (i) entering into this Agreement, (ii) consenting to the use and receipt of Communications, (iii) confirming that you have the hardware and software requirements described above, (iv) are able to receive and view Communications exclusively in electronic format on the terms and conditions described above, and (v) have an active email address.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: iLEAD Hybrid

CDS Code: 19753090131987

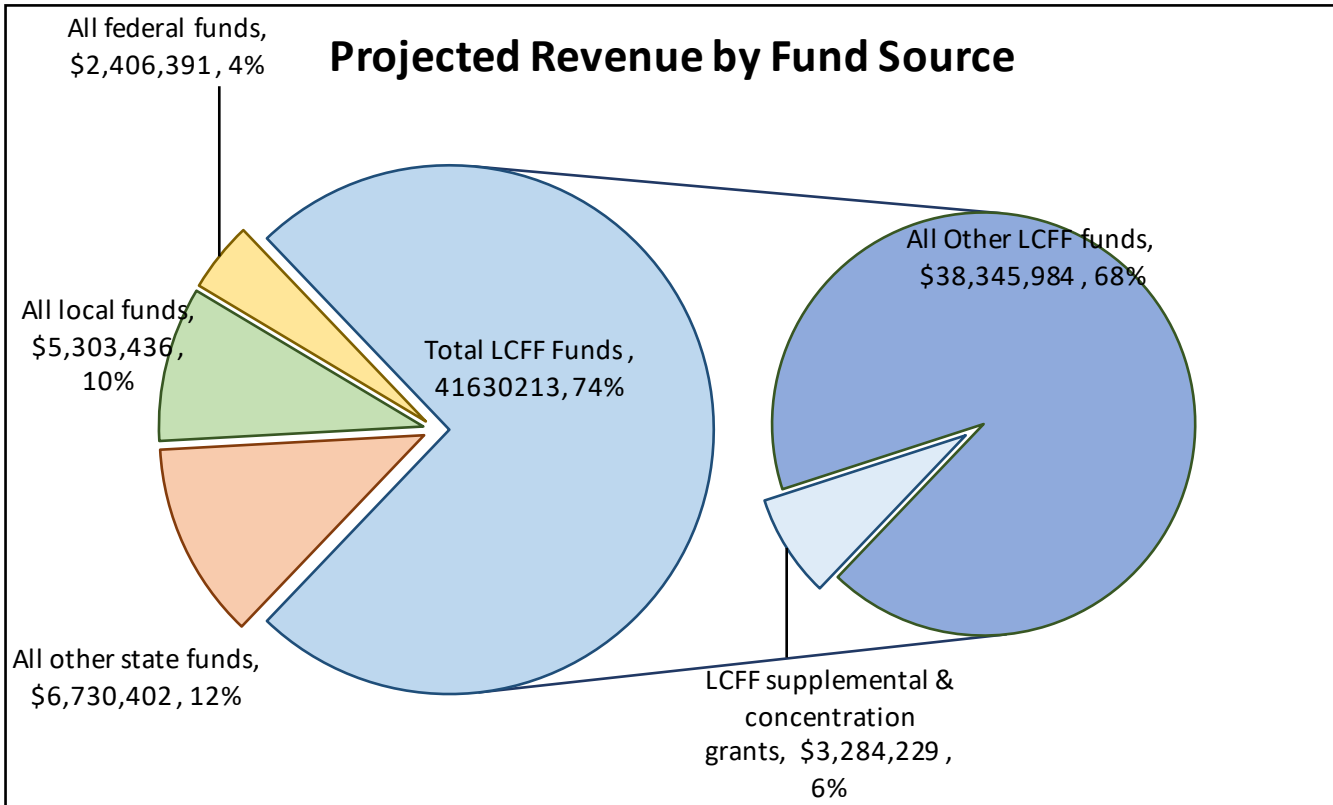
School Year: 2023 – 2024

LEA contact information: Amanda Fischer661-904-2481amanda.fischer@ileaschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023 – 2024 School Year

Projected Revenue by Fund Source

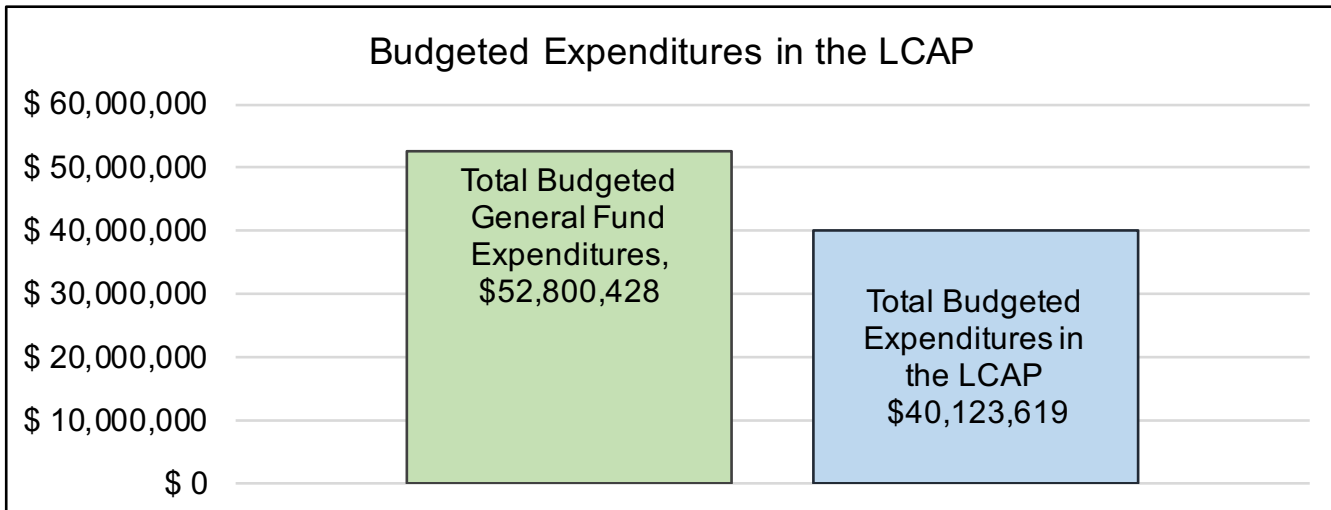


This chart shows the total general purpose revenue iLEAD Hybrid expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for iLEAD Hybrid is \$56,070,442.00, of which \$41,630,213.00 is Local Control Funding Formula (LCFF), \$6,730,402.00 is other state funds, \$5,303,436.00 is local funds, and \$2,406,391.00 is federal funds. Of the \$41,630,213.00 in LCFF Funds, \$3,284,229.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school district must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much iLEAD Hybrid plans to spend for 2023 – 2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: iLEAD Hybrid plans to spend \$52,800,428.00 for the 2023 – 2024 school year. Of that amount, \$40,123,619.48 is tied to actions/services in the LCAP and \$12,676,808.52 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

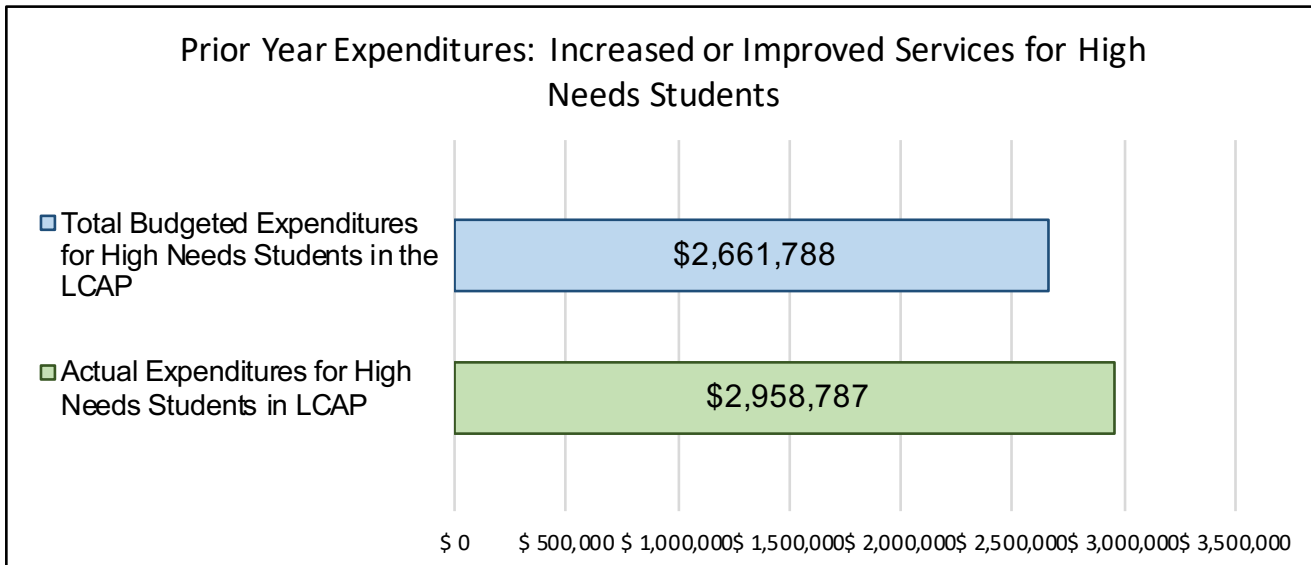
Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district and other sources such as legal, business services fees, banking, audit and district fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2023 – 2024 School Year

In 2023 – 2024, iLEAD Hybrid is projecting it will receive \$3,284,229.00 based on the enrollment of foster youth, English learner, and low-income students. iLEAD Hybrid must describe how it intends to increase or improve services for high needs students in the LCAP. iLEAD Hybrid plans to spend \$3,284,229.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023



This chart compares what iLEAD Hybrid budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what iLEAD Hybrid estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-2023, iLEAD Hybrid's LCAP budgeted \$2,661,788.00 for planned actions to increase or improve services for high needs students. iLEAD Hybrid actually spent \$2,958,787.00 for actions to increase or improve services for high needs students in 2022-2023.

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 Hybrid	Amanda Fischer Executive Director	amanda.fischer@ileadschools.org 661-904-2481

Plan Summary 2023-2024

General Information

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

iLEAD Hybrid, located in southern California, is a nonclassroom-based, WASC-accredited, public charter school with 3,575 TK-12 learners enrolled during the 2022-23 school year. The school opened in 2015, and its current population is 37.1% White; 36.2% Hispanic or Latino; 10.7% Two or More Races; 6.7% African American; 5.5% Asian; 1.6% Not Reported; 1.4% Filipino; 0.4% American Indian or Alaska Native; and 0.4% Pacific Islander. 45.5% of iLEAD Hybrid learners qualify for free and reduced meals. The school serves independent study learners in the counties of Los Angeles, Orange, Kern, San Bernardino, and Ventura.

iLEAD Hybrid offers a learner-centered approach to education that focuses on personalized learning options, interdisciplinary project-based learning at its learning studios, 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 Hybrid’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 reflect together on student growth in each of these areas through use of the iLEAD Comprehensive Growth Card.

iLEAD Hybrid’s School Programs

1) iLEAD Exploration

iLEAD Exploration is the independent study component of iLEAD Hybrid serving learners in grades TK-12. It is a program that supports educational options and flexibility, as many learners are pursuing outside passions such as sports, theater arts, music, acting, etc. while enrolled in the Exploration program. Exploration meets the needs of families who prefer independent study, personalized learning options for their children under the guidance of a credentialed facilitator. All learners work with facilitators to select a standards-based curriculum that supports their learning style. Additionally, many of the learners take courses at vetted and approved educational vendors throughout Southern California and have access to online courses. The OC Studio serves learners in grades K-8, offering in-person classes twice a week. Science and social studies topics are explored through project-based learning, book studies, and learning fairs.

Through the guidance of academic counselors, Exploration’s high school program continues to prepare learners for college and career through college-prep a-g coursework, AP classes, Career Technical Education (CTE), college credit courses, and other work-based learning opportunities.

The iLEAD Exploration program offers many engaging activities for family involvement. Some of these events include Parent University webinars, a talent show, book clubs, science fairs, and end of year celebrations.

2) iLEAD Antelope Valley Studio

iLEAD Antelope Valley (AV) serves independent study learners in grades TK-8. This hybrid independent study option offers interdisciplinary project-based learning under the guidance of a grade-level credentialed facilitator. Learners attend direct, in-person instruction two days per week at the Lancaster studio. The studio also offers many enrichment activities throughout the year to develop community and showcase learning. School staff cultivates community through school events such as its Fall Festival and Winter Production.

3) iLEAD Hybrid Antelope Valley Exploration

iLEAD Hybrid Antelope Valley Exploration utilizes innovative methods of delivering quality project-based and social-emotional learning to independent study learners in grades TK-8. Developed as a result of the COVID-19 pandemic and new California charter legislation, the program provides guidance to families who prefer academic support through an independent study program. Learners are assigned a credentialed facilitator according to grade level spans where they utilize projects and a core curriculum. Instructional funds are used to support and enhance each learner's individualized learning plan with extracurriculars and enrichment classes. Workshops are offered twice a week in the areas of art, physical education, STEAM, performing arts, yoga, mindfulness, thematic units incorporating language arts, math, science, and social studies, and remedial help in math and ELA.

All three programs within iLEAD Hybrid utilize thoughtfully-designed personal learning environments and have implemented professional learning on diversity, equity, and inclusion. It is iLEAD Hybrid'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 (2.6%), Students with Disabilities (14.9%), Socioeconomically Disadvantaged (45.5%), those experiencing Homelessness (1.3%), and Foster Youth (less than 1%). At iLEAD Hybrid, personalized learning includes supporting English learners with integrated and designated language support during the school day and Students with Disabilities according to the needs of their individualized education plans providing them with the least restrictive environment possible.

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.

Depending on the program and grade level span, iLEAD Hybrid also provides numerous school activities and events such as clubs, enrichment classes, workshops, webinars, community events, and aerospace opportunities.

Reflections: Successes

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

During the 2022-23 school year, iLEAD Hybrid successfully:

- Continued its Equity Task Force with a year-long data analysis project to identify systems gaps in serving vulnerable populations
- Continued to innovate on the forefront of independent-study and homeschooling project-based learning opportunities
- Supported families through engaging school events and synchronous instruction resulting in a low chronic absenteeism rate.
- Increased parent support and in-person events post-pandemic to increase parent engagement and field studies opportunities, such as field days, book clubs, entrepreneurship fairs, prom and graduation, park meet-ups, and field studies.
- Expanded MTSS Tier II and III intervention opportunities for increased student growth and achievement
- Offered expansive STEM aviation and aerospace opportunities, including glider projects and science experiments being launched to the International Space Station through NASA partnerships

- Focused on increased enrollment in a-g coursework and college-credit courses
- Continued significant campus improvements at the iLEAD AV campus in Lancaster

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.

Identified needs from 2022-23. This includes:

- Academic Achievement: ELA and Math (WASC Goal 1 and 5)
- Improve CAASPP test participation
- Increase the percentage of learners graduating as prepared (WASC Goal 2)
- Increase English Learner Progress

Additional identified needs involve:

- Ongoing monitoring of teacher credentialing and staff retention (WASC Goal 3)

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 Hybrid'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.
Single-School LEA-not eligible for CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.
Single-School LEA-not eligible for CSI

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.
Single-School LEA-not eligible for CSI

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.
<p>iLEAD Hybrid 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 Hybrid 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 Hybrid's three existing goals were maintained, expanded or modified to further learner achievement and continue the development of program offerings.</p> <p>During the 2022-23 school year, monthly parent meetings were held at iLEAD AV, while iLEAD Exploration held three virtual town hall meetings over the course of the year with multiple other parent meetings (ELAC, SSC, park days, LP meetings, etc) held throughout the year. This allowed opportunity for school staff and families to connect regarding the school program. Informal feedback was also received by families through monthly learning period meetings and at schoolwide events. ELAC meetings were held in spring and fall to provide an open forum for questions and feedback on the EL program. 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 School Site Council met twice to discuss data, safety, and approve the Single Plan for Student Achievement, which aligns with LCAP goals and measures and provided an opportunity for parent, learner, and staff input into this year's LCAP.</p> <p>Twice a year, 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, staff, and learner surveys regarding aspects of the program were sent in the spring of 2023 to solicit feedback.</p>

These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Various learner clubs allowed opportunities for discussion and feedback. Additionally, in the fall and spring of 2022-2023, iLEAD Schools' Equity Task Force also conducted listening sessions and/or facilitated surveys of staff, leadership and learners.

Monthly board meetings were held with the opportunity for anyone from the public to attend (including staff, parents and learners).

A summary of the feedback provided by specific educational partners.

As an ongoing 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. There is varying feedback on the rigor of academics, as indicated by parent surveys, learner achievement of academic goals, staff feedback and the 2022 CA School Dashboard data. Academic data on internal benchmarks and the 2022 CA State Dashboard show areas for growth, and learners are benefitting from additional tutoring and academic resources provided through synchronous instruction and more frequent check-ins. The WASC mid-cycle report and visit provided ongoing areas of focus that were also included in the LCAP. Areas for improvement include: college career readiness, graduation rates, recruitment and retainment of qualified staff, ongoing refinement of the MTSS process, and utilizing effective processes to measure and track all learner achievement. The high school team continues to work closely with all learners to increase college and career readiness, and are seeing a need to increase the number of community partnerships provided to unduplicated leaders.

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

Diversity, Equity, and Inclusion, MTSS, and Staff Retention (Goal 1): There is an ongoing need for building awareness in the area of diversity, equity, and inclusion. School staff continues to work on developing MTSS so that all struggling learners are receiving the support needed. As a result of the pandemic, there is also a need to increase the retention rate of staff.

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 Hybrid'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: 16 Misassignments of Teachers of English Learners 16 Total Teacher Misassignments	2020-21 SARC: 18 Misassignments of Teachers of English Learners 18 Total Teacher Misassignments	Year 2 2021-22 SARC Data not yet released by the state		0 Misassignments of Teachers 0 Misassignments of EL Learners
CA School Dashboard Local Indicator: Percent Of Students Without Access To Their Own Copies Of	2019 CA School Dashboard Local Indicator: 0% Percent Of Students Without Access To Their	2019 CA School Dashboard Local Indicator: 0% Percent Of Students Without Access To Their	2022 CA School Dashboard Local Indicator: 0% Percent Of Students Without Access To Their Own Copies Of		0% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

Standards-Aligned Instructional Materials For Use At School And At Home	Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	Standards-Aligned Instructional Materials For Use At School And At Home		
SARC	<p>2019-20: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).</p> <p>2020-21: The school was rated with a ""good"" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).</p>	2020-21: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2021-22: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).		The school will be rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).
2019 CA School Dashboard Local Indicator: Implementation of Academic Standards	2019 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met	2019 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met	2022 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met		Implementation of Academic Standards: Standard Met
CA School Dashboard: English Learner Progress	2019 English Learner Progress: 51.3% making progress towards English language proficiency	2019 English Learner Progress: 51.3% making progress towards English language proficiency	2022 CA School Dashboard, 34.9% of English learners are making progress towards English language proficiency.		English Learner Progress: 55% making progress towards English language proficiency
Professional Learning Attendance	2020-21: 100% of staff have engaged in professional learning to improve learner outcomes.	2021-22: 100% of staff have engaged in professional learning to improve learner outcomes.	2022-23: 100% of staff have engaged in professional learning to improve learner outcomes.		100% of staff will have engaged in professional learning to improve learner outcomes.

CA School Dashboard Local Indicator: Access to a Broad Course of Study	2019 CA School Dashboard: Access to a Broad Course of Study: Standard Meet	2019 CA School Dashboard: Access to a Broad Course of Study: Standard Meet	2022 CA School Dashboard: Access to a Broad Course of Study: Standard Meet		Access to a Broad Course of Study: Standard Meet
CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met	2022 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met		Basics: Teachers, Instructional Materials, Facilities: Standard Met
Paycom	2020-21: 85.93% staff retention rate	2020-21: 85.93% staff retention rate	2021-22: 79.9% staff retention rate		89% staff retention rate
CA School Dashboard: College/Career Levels and Measures Report and Data	Based on the 2019 CA School Dashboard: A-G: 18.1% fulfilled the A-G measure College Credit Courses: 25.3% fulfilled the college credit measure AP: 6% fulfilled the AP measure CTE: 0% fulfilled the CTE measure	Based on the 2019 CA School Dashboard: A-G: 18.1% fulfilled the A-G measure College Credit Courses: 25.3% fulfilled the college credit measure AP: 6% fulfilled the AP measure CTE: 0% fulfilled the CTE measure	2022 CA School Dashboard: A-G: 23.8% fulfilled the A-G measure College Credit Courses: 26.3% fulfilled the college credit measure AP: 0% fulfilled the AP measure CTE: 1.5% fulfilled the CTE measure		A-G: 21% fulfilled the A-G measure College Credit Courses: 30% fulfilled the college credit measure AP: 8% fulfilled the AP measure CTE: 2% fulfilled the CTE measure
Panorama Survey	2021: 96% of iLEAD Exploration and 67% of iLEAD AV parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for next year.	2022: 96% of iLEAD Exploration and 91% of iLEAD AV parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for the next school year.	97% of iLEAD Exploration and 94% of iLEAD AV parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for the next school year.		97% of iLEAD Exploration and 93% of iLEAD AV parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for the next school year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully Credentialed and Appropriately Assigned	Recruit, fund, and retain credentialed teachers (base teacher salaries and benefits) who will be assigned to appropriate classrooms in order to provide instruction for all learners. (State	\$23,274,096.00	No

	Staff	Priority #1, WASC Goal 3).		
2	High Needs Support Team	Dedicate staff to support unduplicated learners in their academic and social emotional achievement (State Priority #1).	\$2,264,642.00	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).	\$10,950,326.00	No
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).	\$1,152,356.00	No
5	Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3)	School staff will research, develop, and/or implement resources and curriculum offerings for a broad course of study that ensures general alignment to the California Content Standards while allowing for freedom of innovation with instruction and/or project design for all learners leading to college and career readiness (State Priorities #2 & #7).	\$0.00	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, WASC #1).	\$580,444.00	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 diversity, equity, and inclusion, Restorative Practices, PBL, SEL, Love and Logic, and/or 7 Habits as needed (State Priority #2).	\$566,828.00	No
8	Staff Recruitment and Retention	Recruit and retain highly qualified, caring, and skilled educators and staff until retention and recruitment revert to pre-pandemic levels (State Priority #1, WASC #2).	\$427,793.00	No
9	High School Course Access (repeated expenditure, Goal 1, Action 3)	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, AP, and/or CTE (State Priority #7).	\$0.00	No
10	Multi-Tiered Systems of Support (repeated expenditure, Goal 1, Action 3)	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, WASC #5).	\$0.00	No

Goal Analysis for 2022-2023

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.

Goal #1 was efficiently implemented during the 2022-23 school year. All learners had access to curriculum, technology, and a broad course of study. Staff received

professional learning to improve learner outcomes. There were no substantive differences between planned actions and the 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.

Some funds were relocated to other state or federal funds.

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

During the 2022-23 school year, several facilities upgrades were made to the AV learning studio to foster engagement, create a warm, safe environment, and promote a culture of project-based, active learning and social-emotional well-being. MTSS was implemented, with many learners successfully reengaging at tier one. One-to-one technology promoted learner engagement and success. The school implemented synchronous and asynchronous instruction for its learners. Amongst other professional learning, the staff was trained in diversity, equity, and inclusion. The school saw positive progress in how parents/families perceive the academic curriculum, the number of learners who met the A-g measure and college credit measure, the number of learners who completed a CTE pathway, and staff engagement in professional development opportunities.

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 2023-24 school year, the last year in this LCAP cycle, the planned goal remains the same. 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 are aligned to the LCAP. The school will be analyzing and making changes to how it measures staff retention rates, as the current unit of measurement does not best measure recruiting and retaining highly qualified instructional staff.

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 State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates NWEA MAP CGI Index NWEA MAP Participation Rates	All Students 2019 DataQuest: 76% CAASPP Participation Rate - ELA 77% CAASPP Participation Rate - Math All Students 2019 CA School Dashboard: CAASPP ELA: 15.1 points below standard/maintained 2.2 (orange) Math: 68.9 points below standard/declined 6.7 (orange)	All Students 2019 DataQuest: 76% CAASPP Participation Rate - ELA 77% CAASPP Participation Rate - Math All Students 2019 CA School Dashboard: CAASPP ELA: 15.1 points below standard/maintained 2.2 (orange) Math: 68.9 points below standard/declined 6.7 (orange)	All Students 2022 DataQuest: 90% CAASPP Participation Rate - ELA 88% CAASPP Participation Rate - Math All Students 2022 CA School Dashboard: CAASPP ELA: 23 points below standard (10.8 points below state) Math: 60.5 points below standard (8.8 points below state) CAAST: 38.97% met or exceeded (9.52% above state)		95% CAASPP Participation - ELA & Math CAASPP: At or above state level CAST: At or above state level All Students NWEA MAP: 95% Participation ELA & Math All Students NWEA MAP Reading CGI 0 All Students NWEA MAP Math CGI 0

	<p>NWEA MAP Spring 2021 All Students Participation Rate - N/A</p> <p>NWEA MAP Spring 2021 All Students Participation Rate - N/A</p> <p>iLEAD Exploration: NWEA MAP Spring 2021 All Students Reading CGI -1.3</p> <p>NWEA MAP Spring 2021 All Students Math CGI -1.2</p> <p>iLEAD AV: NWEA MAP Spring 2021 All Students Reading CGI -4.4</p> <p>NWEA MAP Spring 2021 All Students Math CGI -4</p>	<p>NWEA MAP Spring 2022 All Students Participation Rate - Reading 92.93% of iLEAD Exploration and 89.10% of iLEAD AV learners</p> <p>NWEA MAP Spring 2022 All Students Participation Rate - Math 93.16% of iLEAD Exploration and 89.34% of iLEAD AV learners</p> <p>iLEAD Exploration: NWEA MAP Spring 2022 All Students Reading CGI -1.33</p> <p>NWEA MAP Spring 2022 All Students Math CGI -0.93</p> <p>iLEAD AV: NWEA MAP Spring 2022 All Students Reading CGI -1.74</p> <p>NWEA MAP Spring 2022 All Students Math CGI -2.09</p>	<p>NWEA MAP Spring 2023 All Students Participation Rate - Reading 92.93% of iLEAD Exploration and 78.5% of iLEAD AV learners</p> <p>NWEA MAP Spring 2023 All Students Participation Rate - Math 89% of iLEAD Exploration and 80% of iLEAD AV learners</p> <p>iLEAD Exploration: NWEA MAP Spring 2023 All Students Reading CGI -.27</p> <p>NWEA MAP Spring 2023 All Students Math CGI -0.26</p> <p>iLEAD AV: NWEA MAP Spring 2023 All Students Reading CGI -.47</p> <p>NWEA MAP Spring 2023 All Students Math CGI -.62</p>		
CA School Dashboard State Indicator: College and Career Indicator	2019 CA School Dashboard: 25.8% of all students graduated as prepared/declined 16.2% (orange)	2019 CA School Dashboard: 25.8% of all students graduated as prepared/declined 16.2% (orange)	2022: Data not released by state due to the pandemic.		44.1% of all students graduated as prepared
EL Learners: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports	<p>EL Learners 2019 DataQuest: 91% CAASPP Participation Rate - ELA 89% CAASPP Participation Rate - Math</p> <p>EL Learners 2019 CA</p>	<p>EL Learners 2019 DataQuest: 91% CAASPP Participation Rate - ELA 89% CAASPP Participation Rate - Math</p> <p>EL Learners 2019 CA</p>	<p>EL Learners 2022 DataQuest: 82.9% CAASPP Participation Rate - ELA 82.9% CAASPP Participation Rate - Math</p> <p>EL Learners 2022 CA School Dashboard:</p>		95% CAASPP Participation - ELA & Math CAASPP: At or above state level CA School Dashboard: The school will set desired outcome once baseline data is available.

and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	School Dashboard: CAASPP ELA: 41.4 points below standard/increased 50.3 points (yellow) Math: 87.2 points below standard/increased 38 points (yellow) 2019 CA School Dashboard: College and Career Indicator N/A (less than 11 students)	School Dashboard: CAASPP ELA: 41.4 points below standard/increased 50.3 points (yellow) Math: 87.2 points below standard/increased 38 points (yellow) 2019 CA School Dashboard: College and Career Indicator N/A (less than 11 students)	CAASPP ELA: 68.6 points below standard (7.4 points below state) Math: 106.1 points below standard (12.1 points below state) 2022 CA School Dashboard: College and Career Indicator Data not released by state		
Socioeconomically Disadvantaged: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	Socioeconomically Disadvantaged 2019 DataQuest: 79% CAASPP Participation Rate - ELA 80% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: 46.5 points below standard/increased 8.3 points (yellow) Math: 103.3 points below standard/declined 3.9 points (red) 2019 CA School Dashboard: 14.3% (declined 18.6% - orange) of socioeconomically disadvantaged graduated as prepared	Socioeconomically Disadvantaged 2019 DataQuest: 79% CAASPP Participation Rate - ELA 80% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: 46.5 points below standard/increased 8.3 points (yellow) Math: 103.3 points below standard/declined 3.9 points (red) 2019 CA School Dashboard: 14.3% (declined 18.6% - orange) of socioeconomically disadvantaged graduated as prepared	Socioeconomically Disadvantaged 2022 DataQuest: 89.7 CAASPP Participation Rate - ELA 88.9% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2022 CA School Dashboard: CAASPP ELA: 36.4 points below standard (5 points above state) Math: 79.1 points below standard (4.9 points above state) 2019 CA School Dashboard: Data not released by state due to pandemic		95% CAASPP Participation - ELA & Math CAASPP: At or above state level 35.8% of socioeconomically disadvantaged will graduated as prepared
Foster Youth:	Foster Youth 2019	Foster Youth 2019	Foster Youth 2022 DataQuest:		95% CAASPP Participation - ELA & Math

CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates	DataQuest: 82% CAASPP Participation Rate - ELA 82% CAASPP Participation Rate - Math	DataQuest: 82% CAASPP Participation Rate - ELA 82% CAASPP Participation Rate - Math	CAASPP Participation Rate - ELA: data not released (less than 11 students) CAASPP Participation Rate - Math: data not released (less than 11 students)		CAASPP: The school will set desired outcome once baseline data is available. CA School Dashboard: The school will set desired outcome once baseline data is available.
CA School Dashboard State Indicator: College and Career Indicator	Foster Youth 2019 CA School Dashboard: CAASPP ELA: N/A (less than 11 students) Math: N/A (less than 11 students) 2019 CA School Dashboard: College and Career Indicator: N/A (less than 11 students)	Foster Youth 2019 CA School Dashboard: CAASPP ELA: N/A (less than 11 students) Math: N/A (less than 11 students) 2019 CA School Dashboard: College and Career Indicator: N/A (less than 11 students)	Foster Youth 2022 CA School Dashboard: CAASPP ELA: N/A (less than 11 students) Math: N/A (less than 11 students) 2022 CA School Dashboard: Data not released by state due to pandemic		
Students With Disabilities: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates	Students With Disabilities 2019 DataQuest: 71% CAASPP Participation Rate - ELA 71% CAASPP Participation Rate - Math	Students With Disabilities 2019 DataQuest: 71% CAASPP Participation Rate - ELA 71% CAASPP Participation Rate - Math	Students With Disabilities 2022 DataQuest: 79% CAASPP Participation Rate - ELA 79% CAASPP Participation Rate - Math		95% CAASPP Participation - ELA & Math CAASPP: At or above state level CA School Dashboard: College and Career Indicator: The school will set desired outcome once baseline data is available.
CA School Dashboard State Indicator: College and Career Indicator	Students With Disabilities 2019 CA School Dashboard: CAASPP ELA: 68 points below standard/increased 14.8 points (yellow) Math: 122.3 points below standard/declined 3.6 points (red) 2019 CA School Dashboard: College and Career Indicator: N/A (less than 11 students)	Students With Disabilities 2019 CA School Dashboard: CAASPP ELA: 68 points below standard/increased 14.8 points (yellow) Math: 122.3 points below standard/declined 3.6 points (red) 2019 CA School Dashboard: College and Career Indicator: N/A (less than 11 students)	Students With Disabilities 2022 CA School Dashboard: CAASPP ELA: 103.2 points below standard (5.9 points below state) Math: 132.7 points below standard (1.9 points below state) 2022 CA School Dashboard: College and Career Indicator: Data not released by state due to pandemic		
DataQuest: EL Data: Annual	2019-20: 19.6% reclassification rate	2020-21: 15.2% reclassification rate	2021-22: data not yet released by state		18% reclassification rate

Reclassification Counts and Rates					
iLEAD Comprehensive Growth Card	<p>iLEAD Exploration Spring 2021 Participation Rates: iLEAD Exploration facilitators and K-2 learners (combined): N/A iLEAD Exploration facilitators and 3-12 learners (combined): N/A</p> <p>iLEAD AV Spring 2021 Participation Rates: K-2 Facilitators: N/A 3-8 Facilitators: N/A K-2 Learners: N/A 3-8 Learners: N/A</p> <p>Spring 2021 Results: 85% of iLEAD Hybrid learners achieved at least one of their academic ILP goals. 83% of iLEAD Hybrid learners achieved at least one of their SEL ILP goals.</p>	<p>iLEAD Exploration Spring 2022 Participation Rates: 96% of iLEAD Exploration facilitators and K-2 learners (combined) 95% of Exploration facilitators and 3-12 learners (combined)</p> <p>iLEAD AV Spring 2022 Participation Rates: K-2 Facilitators: 100% 3-8 Facilitators: 99% K-2 Learners: 72.4% 3-8 Learners: 74.2%</p> <p>Fall 2021 Results: 61.5% of iLEAD Exploration and 54.8% of iLEAD AV learners achieved at least one of their academic ILP goals. 55.5% of iLEAD Exploration and 50.3% of iLEAD AV learners achieved at least one of their SEL ILP goals.</p>	<p>iLEAD Exploration Spring 2023 Participation Rates: 89.6% of iLEAD Exploration facilitators and K-2 learners (combined) 87.2% of Exploration facilitators and 3-12 learners (combined)</p> <p>iLEAD AV Spring 2023 Participation Rates: K-2 Facilitators: 99.3% 3-8 Facilitators: 82.5% K-2 Learners: 66.4% 3-8 Learners: 67.2%</p> <p>Fall 2022 Results: 59% of iLEAD Exploration and 58% of iLEAD AV learners achieved at least one of their academic ILP goals. 53% of iLEAD Exploration and 48% of iLEAD AV learners achieved at least one of their SEL ILP goals.</p>		<p>100% of facilitators and 80% of learners will complete the iLEAD Comprehensive Growth Card.</p> <p>65% of iLEAD Exploration and 60% of iLEAD AV learners achieved at least one of their academic ILP goals. 60% of iLEAD Exploration and 55% of iLEAD AV learners achieved at least one of their SEL ILP goals.</p>
Data Quest: Four-Year Adjusted Cohort Graduation Rate Report	<p>2019-20 DataQuest: 0% earned Golden State Seal Merit Diploma 0% earned Seal of Biliteracy 6.4% met UC/CSU requirements</p>	<p>2020-21 DataQuest: 47.7% earned Golden State Seal Merit Diploma 1.5% earned Seal of Biliteracy 15.2% met UC/CSU requirements</p>	<p>2021-22 DataQuest: 56.2% earned Golden State Seal Merit Diploma 3.8% earned Seal of Biliteracy 23.8% met UC/CSU requirements</p>		<p>52% earned Golden State Seal Merit Diploma 4% earned Seal of Biliteracy 22% met UC/CSU requirements</p>

Actions

Action #	Title	Description	Total Funds	Contributing

1	Student Achievement (repeated expenditure, Goal 1, Action 3)	School staff will support all learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. School staff will work to increase the percentage of learners who participate in internal and state assessments (State Priority #4, WASC #1).	\$0.00	No
2	College and Career Readiness (repeated expenditure, Goal 1, Action 3)	The school will ensure high school graduates are college and career ready based on the CCI indicator by offering AP and A-G classes, college credit courses, state seal of biliteracy, and CTE pathways in order to graduate prepared for college and career as indicated on the CA School Dashboard. Learners will receive counseling and support for college readiness (State Priority #4, WASC #2).	\$0.00	No
3	EL Learner Achievement	School staff will support EL learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC #2).	\$30,410.00	Yes
4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 1, Action 2)	School staff will support socioeconomically disadvantaged learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC #2).	\$0.00	Yes
5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 4)	School staff will support foster/homeless learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC #2).	\$0.00	Yes
6	Students with Disabilities Achievement	School staff will support students with disabilities in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. School staff will work to increase the percentage of learners who participate in internal and state assessments (State Priority #4, WASC #2).	\$56,152.00	No
7	EL Reclassification (repeated expenditure, Goal 2, Action 3)	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).	\$0.00	Yes
8	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 1)	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).	\$0.00	No
9	Other High School Outcomes (repeated expenditure, Goal 1, Action	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, WASC Goal #2).	\$0.00	No

Goal Analysis for 2022-2023

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.

During the 2022-23 school year, learners were monitored for academic achievement and social-emotional well-being. There were no substantive differences in planned actions and the actual implementation of these actions under goal two.

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.

Some funds were relocated to other state or federal funds.

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

During the 2022-23 school year, iLEAD Hybrid focused on high-quality project-based individualized learning, MTSS intervention strategies to differentiate instruction and learning for all learners, and supporting a culture of academic excellence. Learner achievement continues to be monitored across student groups. There was an increase in the % of learners who earned the Golden State Seal Merit Diploma, State Seal of Biliteracy, and met the rigorous UC/CSU A-G requirements. More learners met their ILP academic and SEL goals, and socioeconomically disadvantaged learners scored above state levels in both ELA and Math on the CAASPP in 2022. All programs made large gains in the NWEA MAP Conditional Growth Index, meaning significantly more learners met their anticipated academic growth in 2022-23 than in 2021-22.

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 2023-24 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school is aligned its actions under each of the three goals so that the state priorities are aligned with the goal. Goal two pertains to student outcomes, which includes Priority 4: Pupil Achievement and Priority 8: Other Pupil Outcomes. The school will be adopting new learner outcomes for the 23-24 school year, which will impact how progress is measured on Academic and SEL goals. A team of diverse educational partners is in the development of the new system of measurement.

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 educational partner feedback on 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
School Calendar	2020-21: Each school program held a minimum of three parent meetings throughout the year.	2021-22: Each school program held a minimum of three parent meetings throughout the year.	2022-23: Each school program held monthly parent/family meetings throughout the year.		The school will hold a minimum of six parent meetings throughout the year.
CA School Dashboard Local Indicator: Parent & Family Engagement	2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	2022 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met		Parent & Family Engagement: Standard Met
CA School Dashboard State Indicator: Graduation Rate CALPADS 8.1b: Middle & High School Drop Out	2019 CA School Dashboard: 69.9% graduation rate (declined 16.2% - orange) 2020-21: High School Dropout	2019 CA School Dashboard: 69.9% graduation rate (declined 16.2% - orange) 2020-21 High School Dropout	2022 CA School Dashboard: 77.8% graduation rate 2020-21 High School Dropout Rate: 21.5% Middle School Dropout Rate: 0%		75% graduation rate High School Dropout Rate: Maintain less than 1% Middle School Dropout Rate: Less than 1% # community partnerships: 40

Data Counselor Data	Rate: 0.17% Middle School Dropout Rate: 1.8% # community partnerships: N/A	Rate: 0.17% Middle School Dropout Rate: 1.8% # community partnerships: 33			
EL Learners: CA School Dashboard State Indicator: Graduation Rate Counselor Data	EL Learners: 2019 CA School Dashboard: EL Graduation rate N/A EL learners and their families receive additional counseling, social emotional, and academic support/resources from school staff.	EL Learners: 2019 CA School Dashboard: EL Graduation rate N/A 2021-22: 100% of EL learners and their families received additional counseling, social emotional, and academic support/resources from school staff.	2022 CA School Dashboard: EL Graduation rate N/A 2022-23: 100% of EL learners and their families received additional counseling, social emotional, and academic support/resources from school staff.		EL Learners: 2019 CA School Dashboard: EL Graduation Rate will be determined by the school once there is a baseline. 100% of EL learners and their families will receive additional counseling, social emotional, and academic support/resources from school staff.
Foster Youth: CA School Dashboard State Indicator: Graduation Rate Counselor Data	Foster Youth: 2019 CA School Dashboard: Graduation rate N/A Foster youth and their families received additional counseling, social emotional, and academic support/resources from school staff.	Foster Youth: 2019 CA School Dashboard: Graduation rate N/A 100% of foster youth and their families received additional counseling, social emotional, and academic support/resources from school staff.	2022 CA School Dashboard: Graduation rate N/A 2022-23:100% of foster youth and their families received additional counseling, social emotional, and academic support/resources from school staff.		Foster Youth: 2019 CA School Dashboard: Graduation rate to be determined based on baseline data. 100% of foster youth and their families will receive additional counseling, social emotional, and academic support/resources from school staff.
Socioeconomically Disadvantaged: CA School Dashboard State Indicator: Graduation Rate Counselor Data	Socioeconomically Disadvantaged: 2019 CA School Dashboard: 69% graduated (declined 10.4% - orange) Socioeconomically disadvantaged and their families receive additional counseling, social emotional, and academic support/resources from	Socioeconomically Disadvantaged: 2019 CA School Dashboard: 69% graduated (declined 10.4% - orange) 2021-22: 100% of socioeconomically disadvantaged and their families received additional counseling, social emotional, and academic	Socioeconomically Disadvantaged: 2022 CA School Dashboard: 82% graduated 2022-23: 100% of socioeconomically disadvantaged and their families received additional counseling, social-emotional, and academic support		Socioeconomically Disadvantaged: CA School Dashboard: 75% graduated 100% of socioeconomically disadvantaged and their families will receive additional counseling, social emotional, and academic support/resources from school staff.

	school staff.	support/resources from school staff.			
CA School Dashboard State Indicator: Chronic Absenteeism P Annual Report	2019 CA School Dashboard: 0.9% chronic absenteeism rate (maintained 0.3%) 2019-20 Attendance Rate: 99%	2019 CA School Dashboard: 0.9% chronic absenteeism rate (maintained 0.3%) 2020-21 Attendance Rate: 97%	2019 CA School Dashboard: 6.2% chronic absenteeism rate 2021-22 Attendance Rate: 98.2%		CA School Dashboard: Maintain less than 1% chronic absenteeism Attendance Rate: Maintain 97% or greater
CA School Dashboard State Indicator: Suspension Rate DataQuest: Expulsion Rate CA School Dashboard Local Indicator: Local Climate Survey	2019 CA School Dashboard: 0.8% suspended at least once (maintained - blue) 2019-20 Expulsion Rate: 0% CA School Dashboard Local Indicator: Local Climate Survey: Standard Met	2019 CA School Dashboard: 0.8% suspended at least once (maintained - blue) 2020-21 Expulsion Rate: 0% CA School Dashboard Local Indicator: Local Climate Survey: Standard Met	2022 CA School Dashboard: 0% suspended at least once (maintained - blue) 2021-22 Expulsion Rate: 0% CA School Dashboard Local Indicator: Local Climate Survey: Standard Met		Maintain less than 1% suspension rate. Expulsion Rate: 0% Local Climate Survey: Standard Met
Panorama Learner Survey Data	2022 Panorama Learner Survey: 90% positive School-Teacher Relationships	2022 Panorama Learner Survey: 90% positive School-Teacher Relationships	2023 Panorama Learner Survey: 91% positive School-Teacher Relationships		92% positive School-Teacher Relationships

Actions

Action #	Title	Description	Total Funds	Contributing
1	Educational Partners (repeated expenditure, Goal 3, Action 8)	To solicit feedback and provide program updates, school staff will facilitate educational partner events or meetings and conduct an annual survey for input on the school and its programs (State Priority #3).	\$0.00	No
2	Family Education (repeated expenditure, Goal 3, Action 8)	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).	\$0.00	No
3	Academic Counseling and Support (repeated expenditure, Goal 1, Action 1)	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of high school and middle school learners. The school will also increase the number of community partnerships to support learners and their families (State Priority #5, WASC Goal #2).	\$0.00	No
4	EL Academic Counseling and Support (repeated	The EL Coordinator and other school staff will provide academic counseling and resources to a high, four-year graduation rate while also lowering the school's dropout rate of its EL	\$0.00	Yes

	expenditure, Goal 2, Action 3)	high school and middle school learners (State Priority #5, WASC Goal #2).		
5	Homeless and Foster Youth Academic Counseling and Support	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of its homeless and foster youth high school and middle school learners (State Priority #5, WASC Goal #2).	\$68,159.00	Yes
6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of its socioeconomically disadvantaged high school and middle school learners (State Priority #5, WASC Goal #2).	\$0.00	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).	\$224,339.00	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 to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions (State Priority #6).	\$187,500.00	No
9	Learner Engagement	The school will host academic (such as learner-led conferences or showcases of learning), family and community events for learners to share their artistic and academic endeavors with peers, parents and the community. An emphasis on engaging high-needs learners will ensure higher levels of success. (State Priority #6).	\$340,574.00	Yes

Goal Analysis for 2022-2023

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.

Goal three's emphasis is on community, family and learner engagement. There were no substantive differences in planned actions and the actual implementation of these actions under goal three.

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.

Some funds were relocated to other state or federal funds.

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

iLEAD Hybrid provides many engaging events and activities resulting in low chronic absenteeism, suspension and expulsion rates. Among the activities are webinars, learner-led clubs, Parent Universities, a SPED Symposium, and end of the year celebrations. School leadership engages with families to receive feedback on the program. Inadequate progress monitoring is effective and thorough.

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 2023-24 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school is in alignment 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. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP.

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 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$3,284,229.00	

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
9.03%	0.00%	\$0.00	9.03%

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

Required Descriptions

<p>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.</p> <p>When developing each action for iLEAD Hybrid, 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 2023-24 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.</p> <p>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.</p> <p>When creating actions, the school evaluated 2022 Dashboard data, 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.</p>
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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. The school also allocates extra instructional support staff to provide direct services to high-needs learners.

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. The school will increase counseling, monitoring and support to ensure unduplicated are utilizing opportunities to take AP classes, A-G classes, college credit courses, earn the state seal of biliteracy, and/or enroll in CTE pathways 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.
- Supplemental funding for AP exam fees and college credit courses as needed.

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.
- Additional family resources and connections through the EL Quarterly newsletter.
- Supplemental funding for AP exam fees and college credit courses as needed.

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 and college credit courses 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.

N/A

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$40,123,619.00	\$0.00	\$0.00	\$0.00	\$40,123,619.00	\$25,392,105.00	\$14,731,514.00

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	\$23,274,096.00	\$0.00	\$0.00	\$0.00	\$23,274,096.00
1	2	High Needs Support Team	Low Income, Foster Youth, English learner (EL)	\$2,264,642.00	\$0.00	\$0.00	\$0.00	\$2,264,642.00
1	3	Access to Standards-Aligned Instructional Materials	All	\$10,950,326.00	\$0.00	\$0.00	\$0.00	\$10,950,326.00
1	4	School Facilities	All	\$1,152,356.00	\$0.00	\$0.00	\$0.00	\$1,152,356.00
1	5	Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	6	ELD Implementation of State Standards	English learner (EL)	\$580,444.00	\$0.00	\$0.00	\$0.00	\$580,444.00
1	7	Professional Learning	All	\$566,828.00	\$0.00	\$0.00	\$0.00	\$566,828.00
1	8	Staff Recruitment and Retention	All	\$427,793.00	\$0.00	\$0.00	\$0.00	\$427,793.00
1	9	High School Course Access (repeated expenditure, Goal 1, Action 3)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	10	Multi-Tiered Systems of Support (repeated expenditure, Goal 1, Action 3)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	Student Achievement	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		(repeated expenditure, Goal 1, Action 3)						
2	2	College and Career Readiness (repeated expenditure, Goal 1, Action 3)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	3	EL Learner Achievement	English learner (EL)	\$30,410.00	\$0.00	\$0.00	\$0.00	\$30,410.00
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 1, Action 2)	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 4)	Foster Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	6	Students with Disabilities Achievement	Student with Disabilities (SWD)	\$56,152.00	\$0.00	\$0.00	\$0.00	\$56,152.00
2	7	EL Reclassification (repeated expenditure, Goal 2, Action 3)	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	8	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 1)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	9	Other High School Outcomes (repeated expenditure, Goal 1, Action 1)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	1	Educational Partners (repeated expenditure, Goal 3, Action 8)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	2	Family Education (repeated expenditure, Goal 3, Action 8)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3	Academic Counseling and Support (repeated expenditure, Goal 1, Action 1)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	4	EL Academic Counseling	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		and Support (repeated expenditure, Goal 2, Action 3)						
3	5	Homeless and Foster Youth Academic Counseling and Support	Foster Youth	\$68,159.00	\$0.00	\$0.00	\$0.00	\$68,159.00
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	7	School Attendance:	All	\$224,339.00	\$0.00	\$0.00	\$0.00	\$224,339.00
3	8	School Climate	All	\$187,500.00	\$0.00	\$0.00	\$0.00	\$187,500.00
3	9	Learner Engagement	English learner (EL), Foster Youth, Low Income	\$340,574.00	\$0.00	\$0.00	\$0.00	\$340,574.00

2023-2024 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
\$36,383,609.00	\$3,284,229.00	9.03%	0.00% - No Carryover	9.03%	\$3,284,229.00	0.00%	9.03%	Total:	\$3,284,229.00
								LEA-wide Total:	\$2,943,655.00
								Limited Total:	
								Schoolwide Total:	\$340,574.00

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	Low Income, Foster Youth, English learner (EL)	All Schools	\$2,264,642.00	0.00%
1	6	ELD Implementation of State Standards	Yes	LEA-wide	English learner (EL)	All Schools	\$580,444.00	0.00%
2	3	EL Learner Achievement	Yes	LEA-wide	English learner (EL)	All Schools	\$30,410.00	0.00%
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 4)	Yes	LEA-wide	Foster Youth	All Schools	\$0.00	0.00%
2	7	EL Reclassification (repeated expenditure, Goal 2, Action 3)	Yes	LEA-wide	English learner (EL)	All Schools	\$0.00	0.00%
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 2, Action 3)	Yes	LEA-wide	English learner (EL)	All Schools	\$0.00	0.00%
3	5	Homeless and Foster Youth Academic Counseling and Support	Yes	LEA-wide	Foster Youth	All Schools	\$68,159.00	0.00%
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
3	9	Learner Engagement	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$340,574.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$37,935,374.00	\$27,878,726.00

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	Fully Credentialed and Appropriately Assigned Staff	No	\$16,509,741.00	\$14,979,283.00
1	2	High Needs Support Team	Yes	\$1,683,688.00	\$1,406,300.00
1	3	Access to Standards-Aligned Instructional Materials	No	\$9,230,472.00	\$312,432.00
1	4	School Facilities	No	\$575,712.00	\$8,650,338.00
1	5	Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3)	No	\$0.00	\$0.00
1	6	ELD Implementation of State Standards	Yes	\$178,100.00	\$185,699.00
1	7	Professional Learning	No	\$1,549,875.00	\$107,940.00
1	8	Staff Recruitment and Retention	No	\$21,269.00	\$20,336.00
1	9	High School Course Access (repeated expenditure, Goal 1, Action 3)	No	\$0.00	\$0.00
1	10	Multi-Tiered Systems of Support	No	\$2,792,493.00	\$595,000.00
2	1	Student Achievement	No	\$3,237,757.00	\$0.00
2	2	College and Career Readiness (repeated expenditure, Goal 1, Action 3)	No	\$0.00	\$0.00
2	3	EL Learner Achievement (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$82,130.00

2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$1,242,118.00
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$0.00
2	6	Students with Disabilities Achievement (repeated expenditure, Goal 1, Action 10)	No	\$0.00	\$0.00
2	7	EL Reclassification (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$0.00
2	8	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 1)	No	\$0.00	\$0.00
2	9	Other High School Outcomes (repeated expenditure, Goal 1, Action 1)	No	\$0.00	\$0.00
3	1	Educational Partners	No	\$47,218.00	\$0.00
3	2	Family Education	No	\$300,000.00	\$35,000.00
3	3	Academic Counseling and Support	No	\$200,000.00	\$0.00
3	4	EL Academic Counseling and Support	Yes	\$800,000.00	\$28,751.00
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	\$0.00	\$13,790.00
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	\$0.00	\$0.00
3	7	School Attendance:	No	\$784,585.00	\$219,219.00
3	8	School Climate (repeated expenditure, Goal 3, Action 7)	No	\$0.00	\$390.00
3	9	Learner Engagement	No	\$24,464.00	\$0.00

2022-2023 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)
\$2,958,787.39	\$2,661,788.00	\$2,958,787.00	(\$296,999.00)	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	High Needs Support Team	Yes	\$1,683,688.00	\$1,406,300.00	0.00%	0.00%
1	6	ELD Implementation of State Standards	Yes	\$178,100.00	\$185,699.00	0.00%	0.00%
2	3	EL Learner Achievement (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$82,130.00	0.00%	0.00%
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$1,242,117.00	0.00%	0.00%
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	7	EL Reclassification (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	4	EL Academic Counseling and Support	Yes	\$800,000.00	\$28,751.00	0.00%	0.00%
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	\$0.00	\$13,790.00	0.00%	0.00%
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	\$0.00	\$0.00	0.00%	0.00%

2022-2023 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)
\$35,132,732.00	\$2,958,787.39	0.00%	8.42%	\$2,958,787.00	0.00%	8.42%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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]).

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

- 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)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - 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)

- 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
 - 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)
 - 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
 - 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)
 - 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 (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - 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)

- 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 %)
 - 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)
 - 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)
 - 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)
 - 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).

California Department of Education
January 2022

LEA: iLEAD Hybrid 2022-2023

Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (2022-2023 School Year)

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.	Data not released from the state
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.	0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0%

Priority 2A - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
ELA				X	
ELD				X	
Math				X	
Next Generation Science Standards				X	
History-Social Science			X		

Priority 2B - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught.

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
ELA				X	
ELD				X	
Math				X	
Next Generation Science Standards				X	

History-Social Science				X	
Priority 2C - Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher planning, etc.)					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
ELA				X	
ELD				X	
Math				X	
Next Generation Science Standards			X		
History-Social Science			X		
Priority 2D - Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students:					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Career Technical Education				X	
Health Education				X	
Physical Education				X	
Visual and Performing Arts				X	
World Language				X	
Priority 2E - Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as in a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Priority 3: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Section 1: Building Relationships between School Staff and Families

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				X	
Rate the LEA's progress in creating welcoming environments for all families in the community.				X	

Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				X	
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				X	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

iLEAD Hybrid 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 Hybrid 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 Hybrid's three existing goals were maintained, expanded or modified to further learner achievement and continue the development of program offerings.

During the 2022-23 school year, monthly parent meetings were held at iLEAD AV, while iLEAD Exploration held two virtual town hall meetings over the course of the year with multiple other parent meetings (ELAC, SSC, park days, LP meetings, etc) held throughout the year. This allowed opportunity for school staff and families to connect regarding the school program. Informal feedback was also received by families through weekly check-ins, monthly learning period meetings, and at schoolwide events. ELAC meetings were held in spring and fall to provide an open forum for questions and feedback on the EL program. 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 School Site Council met twice to discuss data, safety, and approve the Single Plan for Student Achievement, which aligns with LCAP goals and measures and provided an opportunity for parent, learner, and staff input into this year's LCAP.

Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

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 School Site Council met twice to discuss data, safety, and approve the Single Plan for Student Achievement, which aligns with LCAP goals and measures and provided an opportunity for parent, learner, and staff input into this year's LCAP.

Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

iLEAD Hybrid 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 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. The school also allocates extra instructional support staff to provide direct services to high-needs learners.

Section 2: Building Partnerships for Student Outcomes

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				X	
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				X	

Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				X	
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

During the 2022-23 school year, iLEAD Hybrid successfully continued its Equity Task Force with a year-long data analysis project to identify systems gaps in serving vulnerable populations. The LEA also supported families through engaging school events and synchronous instruction resulting in a low chronic absenteeism rate. iLEAD Hybrid's focus on building partnerships for student outcomes increased parent support at in-person events post-pandemic, increased parent engagement, and learner participation in field studies opportunities, such as field days, book clubs, entrepreneurship fairs, prom and graduation, park meet ups, field studies.

Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

As an ongoing 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. There is varying feedback on the rigor of academics, as indicated by parent surveys, learner achievement of academic goals, staff feedback and the 2022 CA School Dashboard data. Academic data on internal benchmarks and the 2022 CA State Dashboard show areas for growth, and learners are benefitting from additional tutoring and academic resources provided through synchronous instruction and more frequent check-ins. The WASC mid-cycle report and visit provided ongoing areas of focus that were also included in the LCAP. Areas for improvement include: college career readiness, graduation rates, recruitment and retainment of qualified staff, ongoing refinement of the MTSS process, and utilizing effective processes to measure and track all learner achievement. The high school team continues to work closely with all learners to increase college and career readiness, and are seeing a need to increase the number of community partnerships provided to unduplicated leaders.

Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

When developing each action for iLEAD Hybrid to improve engagement of underrepresented families, it was important to first consider the specific 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 2023-24 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.

Section 3: Seeking Input for Decision-Making

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				X	

Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				X	
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				X	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Twice a year, learners and staff collaboratively completed the reflection for the iLEAD SEL ROP (Social-Emotional Report of Progress), 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, staff, and learner surveys

Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

When creating actions, the school evaluated 2022 Dashboard data, 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.

Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

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.

Priority 6: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12)

iLEAD Hybrid believes that developing both academic and social-emotional skills are critical to school, career, and life success. We use the Panorama Education survey platform to create and distribute an assessment tool to help measure learners' perceptions of their academic and social-emotional growth, their relationships with their Educational Facilitators, as well as their leadership and self-management skills. There are three categories of multiple choice questions and several opportunities for learners to share feedback through free responses.

In Spring 2023, 919 learners at iLEAD Hybrid (Exploration and Antelope Valley) took the iLEAD Independent/Home Study Learner Survey. An analysis of the survey data reveals that it is evident that our learners have strong relationships with their Educational Facilitators, feel welcome within our unique school community, and that our school is providing safe and healthy spaces and opportunities for students to grow in academics and social-emotional learning. In areas that saw room for growth, continued and added actions will be developed within our Local Control Accountability Plan (LCAP) to ensure our school is placing an emphasis to improve services for our learners.

Academic Engagement:

Learner perceptions about their level of academic engagement at the school. For example, are they excited to learn new things? Are they self-directed learners?

Exploration:

85% Favorable Responses Overall

Exploration learners feel very strongly (96%) that there are many opportunities to share their ideas and help to make decisions about their learning experiences; for example, projects, learning activities, internships, field studies, service projects, etc. They also feel (87%) that their school helps create friendly and welcoming learning opportunities; for example, field studies, workshops, lunch bunch, synchronous instruction, etc. Their level of excitement about their lessons, assignments, and projects shows a 77% favorable response. 98% of the learners feel strongly that their school helps them grow as self-directed learners. Learners reported that curriculum options, school communication, field studies, vendor options, synchronous instruction, and learning period meetings were the most important things that Exploration does to create a positive school community.

AV

70% Favorable Responses Overall

AV learners feel strongly (84%) that there are many opportunities to share their ideas and help to make decisions about their learning experiences; for example, projects, learning activities, internships, field studies, service projects, etc. 71% feel that their school helps create friendly and welcoming learning opportunities; for example, field studies, workshops, lunch bunch, synchronous instruction, etc. An area of growth would be their level of excitement about their lessons, assignments, and projects (49%). 91% of the learners feel strongly that their school helps them grow as a learner.

School Educational Facilitator-Learner Relationships.

Student perceptions of how strong the social connection is between Educational Facilitators (EFs) and learners within and beyond the school.

Exploration:

97% Favorable Responses Overall

97% of learners feel that their Educational Facilitator (EF) is excited to help them meet their learning goals, and 96% feel connected to at least one adult (Educational Facilitator or other staff member) at their school.

AV

85% Favorable Responses Overall

83% of learners feel that their Educational Facilitator (EF) is excited to help them meet their learning goals, and 86% feel connected to their EF

Priority 7: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs

Narrative #1: Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

In grades TK-12, the LEA uses the following measures/tools, for all learners, to ensure access to a broad course of study: Individualized Learning plans (ILPs), revised at least once per semester; Presentations of Learning (POLs), presented by each learner throughout the school year; and Showcases of Learning at the end of each year.

Narrative #2: Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All learners have access, and are enrolled in, a broad course of study as defined by EC sections 51210 and 51220(a)-(i), as all courses offered intentionally follow those codes. All learners identified as unduplicated pupils, as well as individuals with exceptional needs are served via push in services in their classrooms. No learners are removed for services. The use of Individualized Learning plans (ILPs) encourages learners to continually set goals for achievement. Presentations of Learning (POLs) completed at the end of each year, are comprised of cross-curricular materials and projects. Learners present on knowledge gained during the year, as well as discussing plans for academic courses for the following year.

Narrative #3: Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

There are no barriers that would prevent the LEA from providing access to a broad course of study for all students.

Narrative #4: In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

While there are no new actions needed to ensure access to a broad course of study for all learners, there will be continued support to ensure all learners complete courses successfully.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

iLEAD Hybrid

CDS code:

19 75309 0131987

Link to the LCAP:

(optional)

<https://ileadhybrid.org/board-public-information/lcap/>

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, A; Title II, A; Title IV, A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

iLEAD Hybrid's strategy for using federal funds is to increase student performance in ELA and Math with Tier II academic interventions. iLEAD Hybrid will focus Title I funding on providing increased support and services in the areas of curriculum knowledge and intervention support, in order to provide individualized academic support. Title II funding will be utilized for increasing access to highly qualified and supported credentialed teachers. Title IV funding will be utilized to remove barriers to student achievement, which includes access to technology and learning software and social-emotional learning curriculum and resources.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The site leadership team, along with the School Site Council and other parent/community groups, ensure funds are used in a coherent manner to support the achievement of the school's mission, vision, and individualized learning plan goals for all students. While the LCAP and SPSA are kept separate, alignment ensures that both the SPSA and LCAP align to California's eight priorities and requirements under ESSA. The single-school LEA uses the annual SPSA as the ATSI plan. A continuous improvement cycle throughout the year and meticulous fiscal tracking ensures that verifiable and internal data, educational partner input are aligned to LCAP and SPSA goals that complement each other and lead to increased student achievement. Title funding is used particularly for Tier II learners who are underperforming in ELA and Math as a part of a larger MTSS-aligned spending strategy.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

iLEAD Hybrid is a single school LEA Charter School. All teachers are either fully credentialed or working toward completing credentialing requirements. Teachers working to clear a preliminary credential participate in the TIP program and are provided extra support. All teachers, regardless of where they are in the process of credentialing, are provided support by qualified mentors.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The culture of iLEAD Hybrid will continue to recognize and promote parents and families as partners in their children's educational journey. At the beginning of the school year, all students, teachers and parents participate in the development of each child's Individualized Learning plan (ILP). During this time, they discuss student placement based on multiple assessment scores, such as CAASPP, and

NWEA MAP, as well as student's social emotional goals for the year. They also discuss the monitoring system which includes regular progress update meetings. For migratory families, school staff meet with them, prior to the student leaving school, and go over the student's ILP. During this meeting, they discuss how to support the student and make their education the least disruptive as possible. Upon re-entry, staff again meets with the family and student to adjust their ILP taking into account the extended absence. The goal is to support the learner to create educational success for them. The school provides Parent Universities, which are workshops in which parents actively participate in learning about topics such as: Proper internet usage with their children, understanding and supporting instruction in the California State Standards, and how to support their children's academic success through the use of Tier I curriculum and Tier II intervention adaptive software, and other resources. In addition, iLEAD Hybrid conducts outreach to parents of low-income students by providing community resources. Outreach also includes supporting parents in finding community resources, conducting parent workshops and gathering information on community needs. Parent meetings and events are held to provide opportunities for input from parents on all aspects of iLEAD Hybrid's instructional program. iLEAD Hybrid's parent groups, along with the site leadership team has developed a Parent Engagement Policy following all necessary guidelines and approval processes. Subsequently, the policy has been shared, and interacted with, at all parent meetings, just as is done with the LCAP goals and actions. These groups will also provide input into the development and revision of any and all plans at iLEAD Hybrid. Information is shared with parents via telephone (parent square) email, and in person. The school has an active ELAC that meets regularly to review data, make recommendations, review the SPSA and LCAP, and be an active part of school strategy

Materials and messages are translated as necessary. Accommodations and supports are provided for family members with accessibility or other special needs so that they are supported in communicating with the school and in participating in parent meetings and universities. iSUPPORT is a parent run group at the school. Through this group, parents and families collaborate with staff and provide ongoing input into all aspects of the school. Staff communicates and invite parents, on an individual basis and through the use of the school's weekly email message, to participate in iSUPPORT meetings. All staff continually participates in professional development to develop skills in building relationships with parents and families so that the families fully participate as partners in the school. Regular in-person events are held at the school to increase family participation and engagement and the school-home connection.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

iLEAD Hybrid is a Schoolwide Program starting 2023-24 school year. The school regularly identifies students not achieving at grade level, including economically disadvantaged students, students defined as homeless, student with disabilities, migrant students and English learners. The identified students receive Tier II and III intervention opportunities for such programs as: before and after

school learning time, support within the daily educational program, and access to evidence-based programs to support academic achievement. Professional development, focused on achievement and closing the achievement gap, is be provided for teachers and other staff serving the identified students.

School leaders, in consultation with parents, staff and specialized instructional support personnel, identify targeted students using the most recent California Dashboard data, NWEA MAP data, from administrations in the current school year, as well as CALPADS data systems. The School Site Council, and other educational partner groups develop the School Plan for Student Achievement (SPSA) annually as well as give valued input on the development of LCAP goals and actions to ensure alignment of the two plans.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students defined as homeless will continue to be identified by staff and the homeless liaison. Students identified as homeless are immediately enrolled at iLEAD Hybrid, regardless of documentation. iLEAD Hybrid's enrollment staff and homeless liaison work together on equitable enrollment processes. While enrolling, homeless students are also ensured participation in iLEAD Hybrid's NSLP. The homeless liaison at iLEAD Hybrid builds one-on-one personal relationships with homeless youth. This connection, and collaboration with teachers, allows the homeless liaison to build rapport and trust in order to provide seamless services for homeless students. The homeless liaison connects homeless learners to targeted Title I resources, such as tutoring groups and support, regardless of the student's academic performance. The liaison conducts home visits and build relationships with each child's family and supports them by providing links to community resources. The liaison also participates in a community outreach program that provides resources, professional development, and a network of community partnerships. iLEAD Hybrid is an Independent Charter school and operates as its own LEA. All monies received are expended at the school. Title I, Part A reservation funds for homeless education will be used for removing barriers to learning, which may include immunizations, if there is a cost attached, personal and school supplies, supplies needed for school projects, field trips, and caps and gowns for graduation ceremonies, and other items of clothing, as needed.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

iLEAD Hybrid will provide outreach as students transition from pre-k to kindergarten. The kindergarten teachers, along with the school counselor and leadership team, will provide one-on-one support to transitioning learners and their families. In middle school, the time schedule and structure of moving from class to class will be modeled after what the students will experience in the high school setting. Strategies such as time management, assignment organization, and other high school/college preparatory skills will be utilized in the middle school classes. The project-based learning environment at iLEAD Hybrid will continue to build students' ability to work collaboratively in teams, which is necessary in college and the work force. Staff at iLEAD Hybrid work collaboratively in transitioning iLEAD Hybrid's middle school students into their high school program. The school counselor and staff will provide high school students with the opportunity to take courses, via concurrent or dual enrollment, at the local Community College. Middle school students will participate in college and career exploration through the use of field trips, college and career counseling activities, and programs offered in the classroom setting with college and career advisement platforms, such as SCOIR and YouScience-Brightpath. High school learners are prepared for college/career through the use of daily advisory class, access to a broad course of study with a-g approved coursework, college credit courses, AP courses, work-based learning opportunities, CTE pathways, PSAT and SAT opportunities, and the ability to earn a Golden State Merit Seal or a State Seal of Biliteracy. High school learners receive college advisement, attend college fairs, and complete a senior portfolio, demonstrating readiness to graduate and showcasing college/career plans.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

needs of children and youth returning from correctional facilities.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

iLEAD Hybrid participates in a continuous cycle of inquiry and plans professional learning based on analyzed data and identified needs. Data examined includes formative and summative assessment data, disaggregated by student subgroups. Professional learning is ongoing and teachers may choose from both live opportunities, provided weekly and quarterly, as well as an asynchronous menu of professional learning workshops based on their identified needs. The professional learning menu allows teachers to access relevant trainings based on where they are in their career. The emphasis of all professional learning is on strategies effective in closing achievement gaps for students in ELA and Math, Project Based Learning (PBL), the California Content Standards, as well as the foundational practices implemented at the school. Teachers implement what is learned through the workshops, and collaborate with school leadership to analyze their instruction and learner engagement, through the cycle of inquiry model. Data and goals are reexamined monthly, and the teachers revise their instructional goals. New teachers are provided mentoring support, in addition to what has already been described, and participate in the TIP program (formerly known as BTSA).

Teachers in the middle of their careers particularly benefit from the asynchronous menu of professional learning opportunities, which is offered weekly, as it is directly informed from input regarding their needs. Flexibility is built into the asynchronous workshops so that experienced teachers' needs for growth are met. Veteran teachers who are further along in their careers have the opportunity to participate in the year-long leadership connection program, which prepares them for roles as teacher leaders, mentors, and other leadership roles. New leaders participate in, in addition to the monthly leadership connection meetings, monthly collaborative meetings, job-alike, to build their school leadership skill sets and support them in their new roles. All leaders, regardless of their experience, have the opportunity to work with a leadership coach. iLEAD Hybrid's leadership work

with each teacher in developing their Individualized learning Plan (ILP) at the beginning of each school year.

Regular check ins occur, monthly, with leaders collaborating with the teachers to identify professional learning opportunities that will best suit the teacher's growth goals and needs. What is described above is in place to continuously build individual efficacy. In regard to the entire school system's efficacy, iLEAD Hybrid's staff meets together monthly to examine student achievement data and work samples, disaggregated by student group. Adjustments to the school program, as well as instruction, are made, based on the data, in order to continually close achievement gaps.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

iLEAD Hybrid is an identified ATSI school; however, is a single school LEA. All funding is prioritized to support the ATSI school developed plan in the annual SPSA. The School Site Council and other educational partner groups are responsible for the development and monitoring of the school's SPSA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

iLEAD Hybrid leadership, teachers, staff, and parents continually use data, in a continuous cycle of improvement model, to discuss title II activities in focus groups. Data examined includes NWEA MAP data, from administrations in the Fall and Spring, as well as student work samples, other formative assessments, as well as summative data. The focus groups meet once per month to consult on LCAP goals and actions, the WASC action plan, charter renewal criteria, and the results of school ongoing data analysis to continually update and improve professional development activities funded by Title II, part A, as well as LCFF and other Federal monies. In addition to the focus group meetings, the monthly iSUPPORT parent group consults monthly on Title II activities. In addition to their focus group participation, non-teaching staff participate in monthly consultation groups to examine non-instructional systems and practices. As the focus groups consult for LCAP planning, they evaluate the effectiveness of and make adjustments to, the professional learning paid by Title II, Part A, LCFF, and other Federal funding sources. As community partnerships are developed, they will be added to the focus group consultation meetings so that they may give input on Title II activities.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

iLEAD Hybrid's school counselor has worked to establish partnerships with local Community Colleges (Antelope Valley College and College of the Canyons) in order to create a smooth system for iLEAD Hybrid students to take Community College Courses. In addition, school leadership has developed a partnership with representatives from the College Board to help build solid systems for PSAT, SAT, and testing opportunities. iLEAD Hybrid offers CTE pathways for college/career readiness. Partnerships have been developed with IB representatives in order to create systems that encourages low-income, EL, and Foster youth to take and be successful in, IB courses. The school partners with local businesses for work-based learning and internship opportunities.

The leadership team at iLEAD Hybrid met to develop this application as a result of ongoing input from families, staff, students, and the community. This input, along with continued collaboration throughout the year, identified, in the area of supporting well-rounded education, the need for additional College and Career Guidance and Counseling as well as the need to help offset the cost of dual enrollment and IB exams for low-income students. Partnerships with local Community Colleges will continue to be developed, as well as partnerships with non-profit and community-based organizations in the Santa Clarita Valley/Agua Dulce area, to support postsecondary education, career awareness, and exploration. iLEAD Hybrid's School Counselor will continue to develop these partnerships both to supplement and increase the breadth of services she is able to provide. Title IV, A monies will be used to purchase programs for career awareness and exploration and to offset the cost of AP exams as well as PSAT, SAT, and ACT exams for low-income students as applicable. The program objectives, which will be monitored at least quarterly, are to create opportunities for low-income students to take PSAT, SAT, and ACT exams at no cost to them, to create opportunities for low-income students to take AP exams at no cost to them, and to create opportunities for middle school students to participate in career exploration and post-secondary option awareness. The intended outcomes are to increase the number of high school students enrolled and completing dual enrollment courses at local community colleges, increase the number of students taking IB exams, and to increase the number of students participating in career awareness and exploration, as well as postsecondary education activities.

The leadership team at iLEAD Hybrid met to develop this application as a result of ongoing input from families, staff, students, and the community. This input, along with continued collaboration throughout the year, identified, in the area of supporting safe and healthy students, the need for additional community and parent involvement in the school. The school will explore creating a parent center as a central location for parent-led workshops and parent Universities to be held. Title IV, A monies will be used to purchase programs/curricula for parent workshops and Universities, as well as for parent training in facilitation of workshops. The program objectives, which will be monitored at least quarterly, are to increase parent involvement and presence on iLEAD Hybrid's campus. The intended outcomes are to increase the number of parents actively engaged and empowered at the school and to train parents to facilitate workshops for other parents.

The leadership team met to develop this application as a result of ongoing input from families, staff, students, and the community. This input, along with continued collaboration throughout the year, identified, in the area of supporting safe and healthy students, the need for additional community and parent involvement in the school. The school will explore creating a parent center as a central location for parent-led workshops and parent Universities to be held. Title IV, A monies will be used to purchase programs/curricula for parent workshops and Universities, as well as for parent training in facilitation of workshops. The program objectives, which will be monitored at least quarterly, are to increase parent involvement and presence on campus. The intended outcomes are to increase the number of parents actively engaged and empowered, and to train parents to facilitate workshops for other parents.

The school uses a continuous cycle of improvement model. There will be continuous evaluation, monthly, by all educational partners consulting in focus groups, of actions under Title IV with adjustments made determined by data analysis. All educational partners, including community partners, will be involved in the process of evaluation and ongoing revision of goals and activities under Subpart 1.

iLEAD Hybrid

	Estimated Actuals FY22/23	FY23/24						FY23/24	FY24/25
		Preliminary Budget FY23/24	iCA 100-50 Shored Service	iCA 100-60 Student Support	Exploration	Av Studio	AV Exploration		
Revenue									
Principal Apportionment									
8011 - State Funding - Current Year LCFF	35,583,776	39,005,905	5,156,619	3,436,502	26,100,967	3,248,030	1,063,787	40,871,708	42,301,015
8012 - State Funding - EPA	700,862	700,862	0	0	623,767	56,069	21,026	700,862	700,862
8019 - State Funding - Prior Years	0	0	0	0	0	0	0	0	0
8096 - State Funding - Property Taxes	1,923,446	1,923,446	0	0	1,711,867	153,876	57,703	1,923,446	1,923,446
Total Principal Apportionment	38,208,084	41,630,213	5,156,619	3,436,502	28,436,602	3,457,975	1,142,516	43,496,016	44,925,323
Federal Revenue									
8181 - Federal Special Education - Entitlement	478,375	455,560	0	0	405,448	36,445	13,667	473,082	490,603
8220 - Federal Child Nutrition Programs	63,796	0	0	0	0	0	0	0	0
8290 - Federal Revenue - All Other Federal Revenue	589,699	590,617	0	0	525,649	47,249	17,719	606,446	622,699
8291 - Federal Revenue - Other Revenue	1,822,300	1,360,692	0	0	1,211,016	108,855	40,821	0	0
Total Federal Revenue	2,954,170	2,406,869	0	0	2,142,113	192,550	72,206	1,079,528	1,113,302
Other State Revenue									
8311 - Other State Apportionments - Special Education	3,049,812	3,109,725	0	0	2,767,655	248,778	93,292	3,232,235	3,338,591
8312 - Other State Apportionments - Special Education Mental Health	201,578	203,250	0	0	180,893	16,260	6,098	211,275	218,213
8313 - Other State Apportionments - Facilities Reimbursement	0	0	0	0	0	0	0	0	0
8319 - Other State Apportionments - Prior Year	0	0	0	0	0	0	0	0	0
8520 - State Child Nutrition	41,223	0	0	0	0	0	0	0	0
8530 - State Child Development Program	0	0	0	0	0	0	0	0	0
8550 - State Mandated Costs	83,642	90,524	0	0	80,566	7,242	2,716	94,082	97,183
8560 - State Lottery	830,521	830,521	0	0	739,164	66,442	24,916	830,521	830,521
8590 - All Other State Revenues	780,108	2,496,382	0	0	2,221,780	199,711	74,891	1,927,069	1,943,350
Total Other State Revenue	4,986,884	6,730,402	0	0	5,990,058	538,432	201,912	6,295,182	6,427,858
Other Revenue									
8631 - Sale of Equipment and Supplies	0	0	0	0	0	0	0	0	0
8632 - Sale of Publications	0	0	0	0	0	0	0	0	0
8634 - Food Service Sales	0	0	0	0	0	0	0	0	0
8639 - All Other Sales	0	0	0	0	0	0	0	0	0
8640 - After School Care	0	0	0	0	0	0	0	0	0
8645 - Student Activities	13,382	13,921	0	0	12,405	1,103	413	14,197	14,623
8650 - Leases and Rentals	0	0	0	0	0	0	0	0	0
8655 - Facilities Use	0	0	0	0	0	0	0	0	0
8660 - Interest	0	0	0	0	0	0	0	0	0
8672 - Nonresident Student (Exchange, etc)	0	0	0	0	0	0	0	0	0
8680 - Service Fees	0	0	0	0	0	0	0	0	0
8682 - Start-Up Reimbursements	0	0	0	0	0	0	0	0	0
8689 - Fees & Contracts - Coaching/Training/Devl	0	0	0	0	0	0	0	0	0
8690 - Misc Local Income	22,328	5,244,824	2,953,823	2,291,002	0	0	0	5,402,169	5,510,212
8699 - All Other Local Revenue	31,739	32,691	0	0	29,095	2,615	981	33,672	34,682
8705 - Camp Income	0	0	0	0	0	0	0	0	0
8710 - Vendor Program & Online Classes	0	0	0	0	0	0	0	0	0
8715 - PreSchool Tuition	0	0	0	0	0	0	0	0	0
8721 - Special Education SELPA Transfers	0	0	0	0	0	0	0	0	0
8810 - Family Giving Donations	0	0	0	0	0	0	0	0	0
8820 - Private & Corporate Donations	2,050	2,000	0	0	1,780	160	60	2,000	2,000
8830 - Fundraising	12,250	10,000	0	0	8,900	800	300	10,000	10,000
8840 - Grants	0	0	0	0	0	0	0	0	0
8999 - Unallocated Income	0	0	0	0	0	0	0	0	0
Total Other Revenue	81,749	5,303,436	2,953,823	2,291,002	52,180	4,678	1,754	5,462,038	5,571,517
Total Revenue	46,230,887	56,070,920	8,110,441	5,727,504	36,620,952	4,193,634	1,418,388	56,332,764	58,038,000
Expenditures									
Certificated Salaries									
1110 - Credentialed Teacher Salaries	559,094	375,100	0	375,100	0	0	0	384,478	392,167
1120 - Credentialed Home Study Teacher Salaries	10,301,088	12,805,310	0	0	11,651,392	806,258	347,660	13,125,443	13,387,952
1130 - Credentialed Education Specialist Salaries (SpEd)	1,833,583	1,701,566	0	0	1,470,136	168,430	63,000	1,744,105	1,778,987
1140 - Credentialed Elective Teacher Salaries	0	0	0	0	0	0	0	0	0
1150 - Credentialed Substitute Teacher Salaries	50,732	104,866	0	0	0	104,866	0	107,488	109,637
1190 - Credentialed After School/Extra Duty Salaries	1,544,079	100,000	0	0	100,000	0	0	102,500	104,550
1210 - Credentialed Psychologist & Counseling Services (SpEd)	210,408	1,040,042	0	756,835	250,000	33,207	0	1,066,043	1,087,364
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	1,109,367	0	1,109,367	0	0	0	1,137,101	1,159,843
1230 - Credentialed Academic Counseling Salaries	160,150	333,862	50,655	0	250,000	33,207	0	342,209	349,053
1310 - Credentialed Directors	435,143	2,756,823	2,033,740	136,270	325,000	137,813	124,000	2,825,744	2,882,258
1320 - Credentialed Student Support Coordinators (SpEd)	0	471,065	0	471,065	0	0	0	482,842	492,498
1910 - Credentialed Coaching & Curriculum Salaries	32,007	0	0	0	0	0	0	0	0
1920 - Credentialed Coaching & Curriculum Salaries - BTSa Support	0	0	0	0	0	0	0	0	0
1930 - Credentialed Other Support	49,369	475,662	228,240	0	247,422	0	0	487,554	497,305
Total Certificated Salaries	15,175,653	21,273,663	2,312,635	2,848,637	14,293,950	1,283,781	534,660	21,805,505	22,241,615
Classified Salaries									
2110 - Classified Elective Salaries	29,651	403,277	159,224	0	0	244,053	0	413,359	421,626
2120 - Classified Classroom Aide Salaries	446,426	459,506	0	0	0	459,506	0	470,994	480,414
2130 - Classified Substitutes	0	0	0	0	0	0	0	0	0
2140 - Classified Intern Teacher Salaries	0	0	0	0	0	0	0	0	0
2150 - Classified Online Teacher	0	0	0	0	0	0	0	0	0
2160 - Classified Learner Services	0	0	0	0	0	0	0	0	0
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	116,761	724,189	0	69,680	447,000	188,759	18,750	742,294	757,140
2220 - Classified Speech Therapy & Other Services (SpEd)	23,122	1,390,387	0	1,390,387	0	0	0	1,425,147	1,453,650
2230 - Classified Academic Counseling Salaries	74,429	499,572	0	0	499,572	0	0	512,061	522,303
2310 - Classified Directors	0	993,101	993,101	0	0	0	0	1,017,929	1,038,287
2410 - Classified Clerical, Technical, and Office Staff Salaries	1,028,204	3,186,236	1,849,597	170,880	1,001,440	143,519	20,800	3,265,892	3,331,210
2910 - Classified CARE Team Yard Duty Salaries	20,763	0	0	0	0	0	0	0	0
2920 - Classified After School Misc Salaries	6,272	0	0	0	0	0	0	0	0
2930 - Classified After School Care Salaries	625,000	0	0	0	0	0	0	0	0

2940 - Classified Food Services Salaries	9,951	0	0	0	0	0	0	0	0
2950 - Classified Facilities/Maintenance Salaries	79,777	87,359	0	0	82,117	5,242	89,543	91,334	
2960 - Classified Preschool Aide Floater	0	0	0	0	0	0	0	0	
2985 - Classified Educational Coaches	12,298	0	0	0	0	0	0	0	
2990 - Classified Health Office Support (Nurse)	25,968	38,133	0	0	0	38,133	0	39,086	39,868
Total Classified Salaries	2,498,620	2,781,760	3,001,922	1,630,947	1,948,012	1,156,087	44,792	7,976,304	8,135,830
Employee Benefits									
3101 - State Teachers' Retirement System - Credentialed positions	2,458,533	3,991,626	441,713	472,446	2,730,144	245,202	102,120	4,091,416	4,173,245
3102 - State Teachers' Retirement System - Classified positions	0	0	0	0	0	0	0	0	0
3201 - Public Employees' Retirement System - Credentialed positions	0	0	0	0	0	0	0	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0	0	0	0	0	0	0	0
3301 - OASDI (Social Security) - Credentialed positions	8,355	0	0	0	0	0	0	0	0
3302 - OASDI (Social Security) - Classified positions	99,458	482,469	186,119	101,119	120,777	71,677	2,777	494,531	504,422
3311 - Medicare - Credentialed	185,090	303,029	33,533	35,866	207,262	18,615	7,753	310,604	316,816
3312 - Medicare - Classified	23,338	112,836	43,528	23,649	28,246	16,763	649	115,657	117,970
3401 - Health & Welfare Benefits - Credentialed positions	990,409	1,401,418	87,842	203,320	971,106	103,261	35,889	1,436,453	1,465,182
3402 - Health & Welfare Benefits - Classified positions	276,340	629,747	232,851	88,243	172,943	135,304	406	645,491	658,400
3501 - State Unemployment Insurance - Credentialed positions	10,010	13,141	389	1,000	8,242	1,768	1,742	13,470	13,739
3502 - State Unemployment Insurance - Classified positions	2,008	50,623	24,000	24,000	1,027	1,424	172	51,889	52,926
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	0	0	0	0	0	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0	0	0	0	0	0	0	0
3601 - Worker Compensation Insurance - Credentialed positions	248,525	121,206	34,690	37,103	68,225	6,563	2,912	124,236	126,720
3602 - Worker Compensation Insurance - Classified positions	43,826	121,206	45,029	24,464	9,118	4,584	100	124,236	126,720
3701 - Retiree Benefits - Credentialed positions	0	0	0	0	0	0	0	0	0
3702 - Retiree Benefits - Classified positions	0	55,594	36,023	19,571	0	0	0	56,984	58,124
3801 - PERS Reduction - Credentialed positions	0	0	0	0	0	0	0	0	0
3802 - PERS Reduction - Classified positions	0	0	0	0	0	0	0	0	0
3901 - Other Benefits - Credentialed positions	0	0	0	0	0	0	0	0	0
3902 - Other Benefits - Classified positions	19,808	0	0	0	0	0	0	0	0
Total Employee Benefits	4,365,702	7,282,893	1,165,717	1,030,781	4,317,091	605,161	154,520	7,464,965	7,614,265
Books and Supplies									
4110 - Core Curriculum - Texts, Workbooks, etc	93,625	114,313		1,313	23,000	5,000	85,000	117,742	121,275
4120 - Core Curriculum - Software & Programs	185,000	85,912	1,108	0	67,000	10,909	6,895	88,489	91,144
4130 - Other Curriculum	13,060	33,451	0	0	20,000	13,451	0	34,455	35,488
4210 - Professional Development References	782	2,514	2,514	0	0	0	0	2,589	2,667
4220 - Other Books & References	0	0	0	0	0	0	0	0	0
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	41,330	45,190	741	223	1,500	40,000	2,726	46,546	47,942
4310 - Science Supplies	0	0	0	0	0	0	0	0	0
4315 - Art Supplies	0	0	0	0	0	0	0	0	0
4317 - Assessment Supplies	0	28,511	0	28,511	0	0	0	29,366	30,247
4320 - PE Supplies	0	0	0	0	0	0	0	0	0
4325 - Custodial Supplies	109	3,000	2,000	0	1,000	0	0	3,090	3,183
4330 - Health & Safety	2,300	3,813	3,313	0	500	0	0	3,927	4,045
4335 - Home Study Stipend	7,015,000	10,871,996	0	0	10,841,700	0	30,296	11,198,156	11,534,101
4340 - Office Supplies	13,951	24,107	3,920	0	6,000	13,609	578	24,830	25,575
4345 - Printing & Reproduction Supplies	4,937	10,620	595	725	6,000	2,908	392	10,939	11,267
4350 - Spiritwear	1,209	1,535	0	0	0	1,535	0	1,581	1,628
4355 - Facilities Supplies	723	5,047	47	0	5,000	0	0	5,198	5,354
4410 - Classroom Furniture & Equipment	16,322	19,000	0	0	5,000	14,000	0	19,570	20,157
4420 - NonClassroom Furniture & Equipment	10,201	41,631	8,058	0	5,000	25,000	3,573	42,880	44,166
4430 - IT Equipment & Supplies	369,622	399,830	75,000	3,958	198,611	92,261	30,000	411,825	424,180
4710 - Vended Food Service	87,581	0	0	0	0	0	0	0	0
4720 - Food Supplies	1,155	4,500	0	0	4,500	0	0	4,635	4,774
4730 - Catering Supplies	0	0	0	0	0	0	0	0	0
4740 - Cafe Other Supplies	209	0	0	0	0	0	0	0	0
Total Books and Supplies	7,857,115	11,580,657	97,296	34,730	11,184,811	218,673	159,460	12,045,819	12,407,194
Services and Operating Expenditures									
5210 - Travel for PD, Conferences, & School Development	19,501	203,663	54,456	34,207	110,000	2,500	2,500	209,773	216,066
5220 - Travel for Intersite Business - Mileage*	4,475	48,500	16,189	2,311	15,000	12,500	2,500	49,955	51,454
5230 - Conference & Workshop Registration Fees	18,802	112,487	44,111	876	60,000	5,000	2,500	115,862	119,337
5240 - Professional Development - Meetings & Collaborations	11,468	222,302	120,407	4,395	60,000	35,000	2,500	228,971	235,840
5310 - Professional Dues, Memberships, and Subscriptions	69,800	138,414	58,007	10,238	58,916	10,923	330	142,566	146,843
5410 - Liability Insurance	135,276	212,193	35,231	22,373	138,682	10,186	3,091	218,559	225,116
5420 - Other Insurance	-2,923	0	0	0	0	0	0	0	0
5510 - Utilities - Electricity	44,171	62,359	7,285	0	3,070	49,060	2,944	64,229	66,156
5520 - Utilities - Gas	8,640	16,073	5,249	0	1,181	9,097	546	16,555	17,052
5530 - Utilities - Water	4,631	5,056	0	0	0	4,770	286	5,208	5,364
5540 - Utilities - Trash	6,190	6,759	0	0	0	6,376	383	6,961	7,170
5550 - Operations - Janitorial Services	13,294	38,744	22,572	0	4,373	11,131	668	39,906	41,103
5560 - Operations - Security	4,765	11,702	6,262	0	1,077	4,116	247	12,053	12,415
5570 - Utilities - Other	0	0	0	0	0	0	0	0	0
5610 - Rent - Facilities Rent and CAM Charges	371,337	681,577	242,245	5,746	138,592	278,296	16,698	702,024	723,085
5620 - Leases	1,155	0	0	0	0	0	0	0	0
5630 - Repairs & Maintenance - Facilities	147,518	210,574	65,956	0	5,076	139,434	108	216,891	223,398
5640 - Repairs & Maintenance - Elevator Service	0	0	0	0	0	0	0	0	0
5650 - Repairs & Maintenance - Auto	0	4,527	4,527	0	0	0	0	4,663	4,803
5660 - Repairs & Maintenance - Other Equipment	0	0	0	0	0	0	0	0	0
5801 - Professional Services - Service Fees	5,673,132		0	0	0	0	0	0	0
5802 - Professional Services - District Oversite Fees	382,081	416,302	0	0	370,509	33,304	12,489	428,791	441,655
5803 - Professional Services - Business Services	4,956	46,642	42,084	226	3,946	386	0	48,041	49,482
5804 - Professional Services - Auditing & Tax Preparation	37,538	39,303	0	0	35,082	3,233	988	40,482	41,697
5805 - Professional Services - Payroll Fees	52,327	133,717	120	0	108,900	12,349	12,349	137,729	141,861
5806 - Professional Services - Consultant Fees	7,706	109,970	100,000	0	6,200	3,666	104	113,269	116,667
5807 - Professional Services - BTSa	16,300	3,193	0	0	0	3,193	0	3,289	3,387
5808 - Professional Services - Legal Fees	146,472	234,827	100,000	3,393	120,000	10,031	1,403	241,872	249,128
5809 - Professional Services - Shared/Leased Employees	6,230	6,417	0	0	0	6,417	0	6,610	6,808
5810 - Contra Account - Shared Employees Reimbursement	-40,647	32,691	0	0	48,000	-15,309	0	33,672	34,682
5811 - Professional Services - Course Development	0	0	0	0	0	0	0	0	0

5820 - Professional Services - Contributions/Donations	0	0	0	0	0	0	0	0	0
5822 - Operating Expenditures - Licenses & Other Fees	2,967	8,538	2,821	1,792	2,656	339	930	8,794	9,058
5823 - Operating Expenditures - Fingerprinting Fees	0	0	0	0	0	0	0	0	0
5824 - Operating Expenditures - Fundraising & Grantwriting	3,579	3,686	0	0	0	3,686	0	3,797	3,910
5825 - Operating Expenditures - Banking Charges & Fees	28,797	32,463	463	0	25,000	4,500	2,500	33,437	34,440
5826 - Operating Expenditures - Interest	1,876	2,767	590	245	1,730	141	61	2,850	2,936
5827 - Operating Expenditures - Other Benefit Fees	1,306	2,574	329	270	1,887	32	56	2,651	2,731
5828 - Operating Expenditures - Staff Recruitment	5,373	14,534	4,000	0	5,000	5,534	0	14,970	15,419
5829 - Operating Expenditures - Events	1,994	139,168	100,000	5,468	30,000	2,500	1,200	143,343	147,643
5830 - Operating Expenditures - Marketing & Advertising	51,215	460,116	380,000	116	30,000	30,000	20,000	473,919	488,137
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	0	20,000	20,000	0	0	0	0	20,600	21,218
5840 - Operating Expenditures - Software Licenses	99,771	77,232	43,264	2,029	24,102	6,972	865	79,549	81,935
5850 - Student Services Expenditures - Student Information System	203,174	285,697	1,500	0	250,000	28,197	6,000	294,268	303,096
5851 - Student Services Expenditures - Student Assessment Services	47,977	69,184	0	15,184	51,000	1,500	1,500	71,260	73,397
5852 - Student Services Expenditures - Special Education Contracted Services	2,980,740	144,913	0	73,413	67,000	2,500	2,000	149,260	153,738
5853 - Student Services Expenditures - Student & Group Activities	46,054	51,115	25,000	0	5,000	21,115	0	52,648	54,228
5854 - Student Services Expenditures - Electives & Enrichment	46,510	330,179	0	0	300,000	30,179	0	340,084	350,287
5855 - Student Services Expenditures - Substitutes	11,136	10,395	0	0	0	10,395	0	10,707	11,028
5910 - Telephone & Fax	7,003	12,213	5,000	0	894	6,319	0	12,579	12,957
5915 - Cell Phones	1,885	2,108	618	0	1,000	335	155	2,171	2,236
5920 - Internet Services	16,594	30,410	12,420	127	14,331	1,905	1,627	31,322	32,262
5925 - Website/Communication Fees	23,601	54,755	4,702	0	45,934	2,919	1,200	56,398	58,090
5930 - Freight Expense	0	0	0	0	0	0	0	0	0
5940 - Postage Expense	8,380	17,104	7,463	0	6,698	2,500	443	17,617	18,146
Total Services and Operating Expenditures	10,734,128		1,532,871	182,409	2,150,836	797,227	101,169	4,910,156	5,057,461
Total Expenditures	40,631,218	52,686,115	8,110,441	5,727,504	33,894,700	4,060,929	994,600	54,202,749	55,456,364
Total Net Income	5,599,669	3,384,805	0	0	2,726,253	132,705	423,788	2,130,015	2,581,636
Depreciated Expense	292,176	292,176						292,176	292,176
Remaining Balance	5,307,494	3,092,629	0	0	2,726,253	132,705	423,788	1,837,839	2,289,461

AGREEMENT

THIS AGREEMENT is made by and between iLEAD Lancaster Charter School a California not for Profit Corporation, 254 E. Ave K-4, Lancaster CA 93535 (Lancaster),

iLEAD Agua Dulce:, a California not for Profit Corporation, 11311 Frascati Street, Agua Dulce CA 91390 (Agua Dulce),

iLEAD Hybrid Antelope Valley:, a California not for Profit Corporation, 2110 W. Avenue K, Lancaster CA 93536 (Antelope Valley),

Santa Clarita Valley International:, a California not for Profit Corporation, 28060 Hasley Canyon Road, Castaic CA 91384 (SCVi),

and Empower Generations, a California not for Profit Corporation, 44236 10th Street West, Lancaster 93534 (Empower)

WITNESSETH:

WHEREAS, Lancaster operates as a School Food Authority under the National School Lunch Program and operates a food service program that provides healthy, nutritious lunches to public school students; and

WHEREAS, Agua Dulce, Antelope Valley, SCVi, and Empower are public charter schools in Los Angeles County, CA;

WHEREAS, Agua Dulce, Antelope Valley, SCVi, and Empower would like to partner with Lancaster under the Lancaster School Food Authority umbrella for food service through the Food Service Program, and Lancaster would like to enter into such partnership with Agua Dulce, Antelope Valley, SCVi, and Empower (the "Food Service Program").

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree to be bound by the following terms:

Section 1. Recitals. The above recitals are true and correct and incorporated into this Agreement by reference.

Section 2. Scope of Services.

A. Lancaster agrees to provide school food service to Agua Dulce, Antelope Valley, SCVi, and Empower through the Food Service Program in accordance with the requirements of the National School Lunch Program and all applicable laws, rules, and regulations, as more particularly described in Exhibit "**A**" to this Agreement.

B. Food service equipment, food supplies, equipment for the operation of the Food Service Program will be provided by Lancaster to Agua Dulce, Antelope Valley, SCVi, and Empower will be the financial responsibility of Lancaster .

Lancaster will provide all employees necessary to provide all of the services set forth in Exhibit A through the Food Service Program at Lancaster's sole cost and expense.

This Participation Percentage for each school was determined by an estimate of projected student participation at each school site for the 2023-24 school year. On or before October 30, 2023 the Participation Percentage for each school will be adjusted based on the actual percentage of students served at each school site compared to the total student served at all five school sites. If this adjustment results in a deficiency for any school, such school shall pay the deficiency to Lancaster within thirty (30) days of receipt of the invoice. If this adjustment results in surplus owed to any school, Lancaster will pay such school the surplus amount within thirty (30) days of receipt of the invoice.

The initial Participation Percentage for the 2023-2024 School Year will be as follows:

1. Lancaster: 0.341 or 34.1%
2. Agua Dulce: 0.325 or 32.5%
3. Antelope Valley: 0.182 or 18.2%
4. SCVi: 0.138 or 13.8%
5. Empower: 0.014 or 1.4%

C. The Food Service Program will generate revenues through the National School Lunch Program for meals provided to each school. All revenues derived from the school Food Service Program will be maintained and accounted for by Lancaster and maintained in a dedicated bank account. A fund balance of \$328,293 will be established for use in the case of emergency food service operation needs. This amount is equal to approximately 3 months of operational expenditures. This fund balance will be derived from food service revenues derived above expenses. Once the \$328,293 fund balance has been established, the remaining revenues generated, above this established amount that is in excess, from the food service operation will be shared on a monthly basis with the five schools (Lancaster to Agua Dulce, Antelope Valley, SCVi, and Empower) if the revenue exceeds the above fund balance, based on the Participation Percentage.

Section 3. Indemnification. Each party to this Agreement does hereby indemnify, defend and hold harmless the others, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards, including attorneys' fees and costs, which arise out of (i) the negligence or intentional acts or omissions of the first party, (ii) any action taken or not taken by the first party, or (iii) any noncompliance or breach by the first party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, and representatives.

Section 4. Terms and Termination. This Agreement shall become effective upon execution by the last party, as indicated by the date stated under each party's signature and shall remain in effect until June 30, 2024. Any of the parties to this Agreement may terminate this Agreement by providing at least 90 days' written notice to the other parties. This Agreement may be extended upon the mutual written consent of all parties.

Section 5. Force Majeure. The parties will exercise every reasonable effort to meet their respective obligations under this Agreement, but will not be responsible or liable for any failure or delay in the performance of their obligations hereunder arising out of or caused by, directly or indirectly, forces beyond its control, including, without limitation, strikes, work stoppages, accidents, acts of war or

terrorism, civil or military disturbances, nuclear or natural catastrophes or acts of God, pandemics, epidemics, and interruptions, loss or malfunctions of utilities.

Section 6. Modifications. Unless otherwise specified in this Agreement, no modification, amendment, or alteration of the terms or conditions contained in this Agreement will be effective unless contained in a written document executed by the parties, with the same formality and of equal dignity with this Agreement.

Section 7. Assignments. This Agreement may not be subcontracted or assigned without the prior written consent of the parties.

Section 8. Notices. All notices, demands, or other writings required to be given or made or sent in this Agreement, or which may be given or made or sent, by either party to the other, will be deemed to have been fully given or made or sent when in writing and addressed as follows:

iLEAD LANCASTER CHARTER SCHOOL:

School Director
254 E. Ave K-4, Lancaster CA 93535

iLEAD AGUA DULCE:

School Director
11311 Frascati Street, Agua Dulce CA 91390

iLEAD HYBRID ANTELOPE VALLEY:

School Director
2110 W. Avenue K, Lancaster CA 93536

SANTA CLARITA VALLEY INTERNATIONAL:

School Directors
28060 Halsey Canyon Road, Castaic CA 91384

EMPOWER GENERATIONS:

School Director
44236 10th Street West, Lancaster 93534

All notices required, or which may be given under this Agreement, will be considered properly given if (1) personally delivered, (2) sent by certified United States mail, return receipt requested, or (3) sent by Federal Express or other equivalent overnight letter delivery company.

The effective date of such notices will be the date personally delivered, or if sent by certified mail, the date the notice was signed for, or if sent by overnight letter by a carrier, the date the notice was delivered by the overnight letter company. The parties may designate other individuals or addresses to which notice will be sent by notifying, in writing, the other party in a manner designated for the filing of notice under this agreement.

Section 9. Entire Agreement This represents the entire agreement between the parties and supersedes any prior communication or agreements, whether oral or written, related to the subject matter hereof. No modification can be made to this Agreement unless mutually agreed by the parties in writing.

Section 10. Severability. If any provision of this Agreement is found by a court of competent jurisdiction to be invalid, it will be considered deleted from this Agreement, and will not invalidate the remaining provisions.

Section 11. Compliance. Lancaster to Agua Dulce, Antelope Valley, SCVi, and Empower must at all times comply with all applicable federal, state and local laws, rules and regulations in the performance of their duties and obligations under this Agreement.

Section 12. Jurisdiction and Venue. This Agreement is made under, and in all respects will be interpreted, construed and governed by and in accordance with, the laws of the State of California. Venue for any legal action resulting from this Agreement will lie solely in Los Angeles County, California..

[SIGNATURE PAGE
FOLLOWS]

IN WITNESS WHEREOF, the parties have made and executed this Agreement on the respective dates under each authorized signature:

iLEAD LANCASTER CHARTER SCHOOL:

Nykole Kent, School Director
This ____ day of _____ 2023

iLEAD AGUA DULCE:

Lisa Latimer, School Director
This ____ day of _____ 2023

iLEAD HYBRID ANTELOPE VALLEY:

Amanda Fischer, CEO
This ____ day of _____ 2023

SANTA CLARITA VALLEY INTERNATIONAL:

Martha Spansel, School Director
This ____ day of _____ 2023

EMPOWER GENERATIONS:

Malaka Donvan, School Director
This ____ day of _____ 2023

Exhibit A
Scope of Work Performed by Lancaster for
Agua Dulce, Antelope Valley, and SCVi and School's Responsibilities

Lancaster will be responsible for the following services, to be performed at the schools sites for each of the schools:

- Ensuring compliance with all laws and regulations regarding food service, including all federal, state, and district guidelines for meal services
- Menu planning
- Ordering of all food to be utilized in serving breakfast, lunch, and snack
- Preparation of all food for breakfast, lunch, and snack
- Proper care and maintenance of each school's kitchen and cafeteria equipment
- Financial management of the food service operation, to include tracking and paying invoices will be completed by the Food Service Coordinator and back office support.
- Management of all necessary administrative paperwork
- Facilitating all audits required by federal, state, and district entities concerning food service
- Providing meals/catering to the schools when requested and paid for by the school director or designee.

Lancaster will be responsible for the following:

- The repairs and services of any equipment until end of life that was provided by Lancaster to any school through the Kitchen Infrastructure Funds or the National School Lunch Program funds.

Agua Dulce, Antelope Valley and SCVi will be responsible for the following:

- The repairs, services, and replacement of any equipment that was previously purchased or owned by that school.
- Repairs and services to any “fixture” to the school building ie: floors, air conditioning, etc.
- Supervision of learners while eating within the space that the school nutrition program is provided.
- Cleaning of the space where the learners eat while participating in the school nutrition program.
- Payment through an invoice of any meal/catering requested by the school directors or designee.

*The budget of the National School Lunch Program will be evaluated yearly to determine if the budget, through Lancaster, can sustain the repairs, services and/or replacement of equipment owned by the school. If sustained the MOU will be updated to reflect this.

Exhibit B
Scope of Work Performed by Lancaster for
Empower Generations and School's Responsibilities

Lancaster employees will be responsible for the following:

- Menu planning
- Ordering of all food to be utilized in serving breakfast, lunch, and snack
- Preparation of all food for breakfast, lunch, and snack
- Financial management of the food service operation, to include tracking and paying invoices
- Management of all necessary administrative paperwork
- Facilitating all audits required by federal, state, and district entities concerning food service
- Transportation and delivery of meals at no charge to the Empower Generations school site on all regularly scheduled calendared school days.
- Providing meals/catering to the schools when requested and paid for by the school director or designee.

Empower Generations will be responsible for:

- Maintaining compliance of all regulations regarding food service under all federal, state, and district guidelines
- Management of all necessary administrative paperwork required for on site service, such as meal production records, maintaining proper records for auditing purposes, etc.as required under the National School Lunch Program.
- Proper care and maintenance of the school's kitchen and cafeteria equipment.
- Serving food to learners on the school site at appropriate times and with appropriate and required portions.
- Payment through an invoice of any meal/catering requested by the school directors or designee.



2023-2024

Family Guidebook

Free To Think. Inspired To Lead.

INTRODUCTION

Welcome to iLEAD Antelope Valley Studio, which is designed to meet each child's individual needs to foster a love of learning and the desire to be the leaders of the future. As a learner at iLEAD AV, each child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, math, social studies, science, the arts, and technology. The independent study setting supports learners as they grow academically using a variety of learning strategies. Each child will be empowered to take ownership of their learning experience. They will also have the opportunity to learn experientially through many field study events visiting local parks, organizations, businesses, and museums.

iLEAD AV parents/guardians are actively involved in their child's education. It is a team environment with frequent collaboration between the staff, parent/guardian, and child. Educational facilitators (EFs) are credentialed teachers of record who partner with families to provide support and guidance to the learner.

This Guidebook is designed to share iLEAD Antelope Valley Studio's philosophy, expectations for learners and families, along with other school information.

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SECTION 1:

iLEAD SCHOOLS' EDUCATIONAL OVERVIEW

OUR MISSION AND VALUES

iLEAD Schools Mission Statement

Free to Think. Inspired to Lead.

Vision Statement

At iLEAD, we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become Lifelong learners, Empathetic citizens, Authentic individuals, and Design thinkers, we can create a better future for all.

Schoolwide Learner Outcomes

We believe that education should extend beyond traditional academic knowledge. Our purposeful approach revolves around the iLEAD Schoolwide Learner Outcomes; a collective vision that encapsulates our aspirations for each individual's education. The iLEAD Schoolwide Learner Outcomes serve as our compass, guiding us in shaping a child's educational journey. In the course of a child's career with iLEAD Schools, our learners will engage with a relevant and rigorous curriculum that will prepare them for success personally and professionally. The following are the expected Schoolwide Learner Outcomes that our learners develop:

i-LEAD by being a/an...

Lifelong Learner

I am a self-directed learner, focused on personal growth and development.

Empathetic Citizen

I seek to understand and appreciate what others are thinking, feeling, or experiencing.

Authentic Individual

I am true to myself, my personality, values, beliefs, and principles.

Design Thinker

I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.

OUR METHODOLOGY

Through individualized learning, project based learning (PBL), and social emotional learning (SEL) iLEAD's hope is to inspire learners to become lifelong learners, empathetic citizens, authentic individuals and design thinkers. iLEAD Antelope Valley Studio promotes active learning methods and opportunities for self-directed learning.

Individualized Learning

Individualized learning is an educational approach that tailors instruction to the unique needs, abilities, and interests of each learner. It recognizes that individuals have distinct learning styles, paces, and preferences, and aims to create a personalized learning experience to optimize their educational outcomes. Through the use of a wide variety of technology, materials, activities, and assessments, individualized learning provides learners with customized content, pace, and feedback, allowing them to progress at their own speed, explore areas of interest, and receive targeted support where needed. This learner-centered approach promotes autonomy, engagement, and mastery by acknowledging and addressing the diverse learning needs of each learner.

To that end, at the start of each school year, each learner, together with their facilitator and parents/guardians, create an Individualized Learning Plan (ILP) that includes individual academic goals (aligned to Common Core State Standards) and social and emotional goals. These goals are incorporated into projects throughout the year, monitored, assessed, and reflected on by the learner and their facilitator. This 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.

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 publicly present something unique and original and authentic in response.

Project-Based Learning's 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. 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) we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress.

7 Habits of Highly Effective People

Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others:

- **Habit 1: Be Proactive**
Proactive people take responsibility by focusing their time and energy on things they can control instead of reacting to or worrying about conditions over which they have little or no control.
- **Habit 2: Begin With the End in Mind**
Each day, task, or project should begin with a clear vision of one's desired direction and destination, and then continue by flexing proactive muscles to make things happen.
- **Habit 3: Put First Things First**

Life management — define one's purpose, values, roles, and priorities.

- **Habit 4: Think Win-Win**

Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. A win-win approach means agreements or solutions are mutually beneficial and satisfying.

- **Habit 5: Seek First to Understand, Then Be Understood**

- This habit helps transform communication by actively listening with the intent to understand another's perspective versus filtering things through one's own life experiences and frame of reference.

- **Habit 6: Synergize**

This habit promotes cooperation, teamwork, open-mindedness, and the adventure of finding new solutions to old problems. It thrives on the idea that the whole is greater than the sum of the parts.

- **Habit 7: Sharpen the Saw**

Living a life in balance means taking the necessary time to renew one's self. To "sharpen the saw" means having a balanced program for self-renewal in the four areas of life: physical, social/emotional, mental, and spiritual.

CURRICULUM

Facilitators support learners and their individual interests and learning styles. Beyond a singular curriculum, facilitators incorporate a variety of materials and experiences to best meet the needs of individual learners.

California State Academic Standards

Curriculum is implemented using the Common Core academic standards that were developed and adopted by the state of California. 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, the California Assessment of Student Performance and Progress (CAASPP), incorporates the standards for English language arts, mathematics, and science. The assessments include the Smarter Balanced Assessment Consortium Assessments, 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 CAASPP can be found at www.cde.ca.gov/ta/tg/ca/ [EC 60119, 60604.5, 60615].

Engaging Curriculum Options

Curriculum options support the California content standards through relevant learning experiences engaging each learner's interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, 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.

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.

Facilitator Continuity (Looping)

Multi-year relationships between the facilitator and learner provide for a deeper connection 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.

Global Understanding

21st century learners are encouraged to engage in an increasingly interdependent world where knowledge is constantly developing and evolving in a global marketplace.

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. iLEAD Antelope Valley Studio provides this course to 7th and 9th grade learners. 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 the 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 email 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. Be informed 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, including the date of the instruction, and the name of the organization or affiliation of each guest speaker.

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.

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

Charter school enrollment is open to all; however, parents/guardians should carefully consider the charter's educational offerings, including independent study and other non-classroom based options, prior to enrollment. Generally, a learner with special needs may only participate in an independent study program if their individualized education plan (IEP) specifically provides for this type of program (see California Education Code section 51745). If a learner enrolls in iLEAD Antelope Valley Studio and the learner's IEP does not provide for independent study or non-classroom based instruction, then iLEAD must convene an IEP meeting to discuss the learner's needs and determine whether independent study is appropriate for the learner.

If the IEP team determines that independent study is appropriate, then they may offer the program as "free appropriate public education" (FAPE) for the learner by including it in the IEP and obtaining parental/guardian consent. Whether virtual or in-person, special education services can only be rendered to learners who are physically in the state of California. No special education services will be rendered to learners outside of the state of California. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121]

The availability of related services and support will be considered when discussing the appropriateness of an independent study or non-classroom based program, as will the methods and feasibility of monitoring the learner's progress on IEP goals. If the IEP team determines that independent study is not appropriate for the learner, then the team will discuss and offer alternative program options. iLEAD Antelope Valley Studio will work with the local school districts and the SELPA to offer a program and placement that is appropriate for the learner.

SECTION 2:

GENERAL OPERATIONS

OFFICE HOURS 8:00am to 4:30pm

Front Desk Phone Number: (661) 494-7442

SCHEDULE

See the iLEAD Antelope Valley Studio website at <https://ileadav.org> for the most up to date hours, including break and lunch schedule.

INSTRUCTIONAL CALENDAR

See the iLEAD Antelope Valley Studio website at <https://ileadav.org> 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 Antelope Valley Studio website at <https://ileadav.org> 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 minerva.alonso@ileadav.org or visit <https://ileadav.org>

SECTION 3:

DAILY OPERATIONS

MASTER AGREEMENT AND ASSIGNMENT WORK RECORD (AWR)

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. In addition to the Master Agreement, learners complete the work and activities on their Assignment Work Record (AWR) as assigned by their educational facilitator each learning period. The primary goal of the AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

Master Agreement Addendum

In specific instances, such as a course change, a master agreement addendum must be signed by the facilitator, learner, and parent in order to reflect the change.

Attendance

As an independent study program of public charter school, iLEAD Antelope Valley Studio 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 on every school day listed on the school calendar [23/24 Calendar](#). If a learner does not engage in an assigned educational activity listed on the Assignment Work Record 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. Generally, the Assignment Work Record 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 facilitator 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 Antelope Valley Studio independent study program.

Per California Education Code Section 51747, the governing board of iLEAD Hybrid Charter School 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. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A)

may be permitted additional excused absences in 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.

Illness at an Independent Study Learning Studio

Any child who becomes ill while at iLEAD Antelope Valley Studio will be taken to the health office and parents/guardians will be called to pick up their sick child. The child needs to be fever-free for 24 hours before returning to school. If a child needs to take prescription medication on a temporary or permanent basis while at school site or activity, an authorization to administer medication must be on file at the school. This form is available on the web-site: [Medication form](#)

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.

Extended School Year - Migrant Education

Learners who are identified as a "migrant child" in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

SCHOOL LUNCH PROGRAM

iLEAD Antelope Valley Studio offers a school lunch program. iLEAD Antelope Valley Studio 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 Antelope Valley Studio website at. <https://ileadav.org>

TRANSPORTATION

iLEAD Antelope Valley Studio 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 Antelope Valley Studio 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 Antelope Valley Studio 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 Antelope Valley Studio we utilize **Love and Logic®** to embrace each learner's uniqueness while modeling and expecting appropriate behavior. Our iLEAD Antelope Valley Studio 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 Antelope Valley Studio 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.

Testing

Learners are expected to participate in all assessments required by the state of California as well as any required school-wide benchmark assessments to ensure the longevity and accountability of the program. Parents/Guardians will be notified of the testing required for each learner. Parents/Guardians are responsible for ensuring their learners attend the required testing. Tests include:

- Mathematics Placement Test (MAP Growth): For Grade 9 learners new to the school
- CAASPP (California Assessment of Student Performance and Progress): Grades 3-8 and 11 in the spring

- CAST Science (California Science Test): Grades 5, 8, and a high school grade level (as determined each year) in the spring
- Physical Fitness Test: Grades 5, 7, and 9 during the second semester
- MAP (Measures of Academic Progress) Growth Test*: Grades TK-12 in the fall and spring

**Internal benchmark testing is a program requirement to determine academic progress and the appropriate allocation of instructional funds. Refusal to participate will result in limited choices of instructional funds.*

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.

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. The school may further withhold the grades, diploma, and transcript of the learner until restitution is paid.

If a 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, the parent/guardian may be required to attend a portion of a school day in their child's classroom. [EC48900.1]

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.

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]

Release of Learner to Peace Officer

If an iLEAD Antelope Valley Studio official releases a 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 the parent/guardian or a responsible relative of the 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]

SECTION 5:

LEARNING PERIOD EXPECTATIONS

ASSIGNMENT WORK RECORD (AWR)

The Assignment Work Record (AWR) 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 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 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 in collaboration with the learner. 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, is showcased by the learner. The EF will collect samples in each subject area as listed on the Master Agreement.

The AWR 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

- a. **Assignments:** Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
- b. **Time Value:** The 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/instructionaltime table.asp>

9th - 12th	64,800 min	370 min/day
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LEARNING PERIOD MEETINGS

Learners and/or 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 assign work for the next learning period meeting. Should an emergency arise, the parent/guardian or learner 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 Antelope Valley Studio independent study program.

MONTHLY WORK SAMPLES

At the learning period meeting, learners will discuss and show the body of work assigned in the AWR by their facilitator. This includes all completed assignments from which the 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.
- 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 facilitator.

If the 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 learning 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	8/15/23 - 9/15/23	LP6	2/5/24 - 3/1/24
LP2	9/18/23-10/6/23	LP7	3/4/24 - 3/29/24
LP3	10/16/23-11/9/23	LP8	4/9/24 - 5/3/24
LP4	11/13/23-12/15/23	LP9	5/6/24 - 6/7/24
LP5	1/9/24 - 2/2/24		

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.



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, the 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 Antelope Valley Studio learners are given many choices to support and supplement instruction. Before using the internet, parents/guardians and learners should read the "Network Use Guidelines" below. All parents/guardians and learners utilizing the complimentary online subscriptions and/or purchasing any online subscriptions with instructional funds must also sign the online consent form.

NETWORK USE GUIDELINES

Please read the following carefully. This will give information about the privileges and responsibilities of using the Internet as part of the learner's 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 Antelope Valley Studio 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 Antelope Valley Studio 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 Antelope Valley Studio 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 Antelope Valley Studio.

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 learners 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 a learner feels they can identify a security problem, they must notify iLEAD Antelope Valley Studio 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 Antelope Valley Studio 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 7:

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.

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 the school office at 661-494-7442

BULLYING

iLEAD Antelope Valley Studio is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media. 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 the school office at 661-494-7442 to assist you in identifying and stopping this behavior.

CHILD ABUSE AND NEGLECT REPORTING

iLEAD Antelope Valley Studio 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.

CIVILITY ON SCHOOL GROUNDS

All school staff, learners, and parents/guardians are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. Under no circumstances will uncivil conduct at any school-related activity be tolerated. For purposes of this guidebook, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior. It also means that a person will treat other persons as he or she would like to be treated. Uncivil conduct includes, but is not limited to: using an inappropriately loud voice; using profane, vulgar, or obscene words or gestures; belittling, jeering, or taunting; using personal epithets; using violent or aggressive gestures or body-language; repeatedly and inappropriately interrupting another speaker; repeatedly demanding personal attention at inappropriate times; purposefully and inappropriately invading personal space; purposefully ignoring appropriate communications; wrongfully interfering with another person's freedom of movement; wrongfully invading another person's private possessions; or, any other behavior that inappropriately disrupts school-related activities. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately presented and does not disrupt a school-related activity.

Any school staff who are uncivil shall be subject to disciplinary action. Any learner that is uncivil shall be subject to disciplinary action. In the event that any learner's parent/guardian is uncivil during a school-related activity, school staff to whom the uncivility is directed shall immediately warn the parent/guardian to communicate or act civilly. If the parent/guardian fails to correct the uncivil behavior as directed, the affected school staff shall notify the parent/guardian that the school activity is terminated, and the affected school staff shall refer the matter to the school director or designee for further administrative or legal action, which may include, but may not be limited to, a prohibition from any further participation in school-related activities.

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.

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 this 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.

CUSTODY ISSUES AND EDUCATIONAL RIGHTS

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 legal divorce papers specifically indicate limitations on visitation or educational rights. This paperwork must be on file with the school. Unless the parent/guardian provides court documentation stating that the other parent/guardian does not have educational rights or access to school records, both parents/guardians will have access to educational records. 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.

DIRECTORY INFORMATION

The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. "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. The Family Educational Rights and Privacy Act (FERPA) and Education Code 49073 permits schools to disclose appropriately designated "directory information" without written consent, unless you have advised the school that you do not want your student's directory information disclosed without your prior written consent. If you do not wish to have any directory information released to any individual or organization please contact the school office at 661-494-7442

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.

DRUG AND ALCOHOL/TOBACCO PREVENTION

iLEAD Antelope Valley Studio functions as a drug, alcohol, and tobacco free workplace.

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 office at 661-494-7442 to request all educational rights to be transferred to the learner as an adult learner.

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.

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 extremely 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 Linda.Mendoza@ileadav.org.

Learner Medications Assistance

If a 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 must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending classes at iLEAD Antelope Valley Studio. This form is available in the front office or on the iLEAD Antelope Valley Studio website at: [Medication form](#)

Confidentiality of Medical Information Act

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

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 are not required to have immunizations if they attend an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunization records for each learner during enrollment. 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.

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.

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.

Medical or Hospital Service

The school does not provide or make available medical and hospital services for learners who are injured in accidents related to school activity or attendance.

EMERGENCY PROCEDURES

Emergency drills (such as earthquake and fire drills), are conducted during the school year at the iLEAD Antelope Valley Studio learning studio. If an emergency occurs during regular school hours, learners will be directed by instructors to follow emergency procedures for the specific event. If an emergency occurs when the learners are at an offsite iLEAD event, learners will be directed to the supervising facilitator, parent/guardian volunteer or other school staff member.

If an emergency extends beyond the end of the school day at the learning studio, 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. Parents/guardians can not leave the premises without signing out the learner.

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)

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 Antelope Valley Studio'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 Antelope Valley Studio'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.

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: Michele.Bowes@ileadcalifornia.org for more information of 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.

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. The attorney and social worker have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

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 Talaya.coleman@ileadav.org. 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.

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.

LCFF and LCAP

The school LCAP is available for viewing on our website and is updated annually.

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, contact the school counselor or visit <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, by the following means email.

NON-DISCRIMINATION

iLEAD Antelope Valley Studio 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, guidebooks will be updated. Please contact the school office at 661-494-7442. 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>

PESTICIDE USE

iLEAD Antelope Valley Studio 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.

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.

PUPIL FEES

iLEAD Antelope Valley Studio is a tuition-free public school and does not have any mandated fees.

SAFE PLACE TO LEARN ACT

iLEAD Antelope Valley Studio is committed to maintaining a learning environment that 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 661-494-7442

SCHOOL ACCOUNTABILITY REPORT CARD

The school SARC is available for viewing on <http://sarconline.org> and is updated annually.

SCHOOL SAFETY PLAN

A Comprehensive School Site Safety Plan has been adopted at iLEAD Antelope Valley Studio. This plan is available upon request from the school office.

SERVICES TO DISABLED LEARNERS

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 pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. Please contact Gris.Ibarra@ileadschools.org for further information. Charter schools are not allowed to provide Home Hospital.

A pupil 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 pupil with a temporary disability. Upon receipt of the notification, the district will within five working days

determine whether the pupil 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 pupil 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 pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

SEXUAL HARASSMENT

iLEAD Antelope Valley Studio 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: 661-494-7442

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.

The 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 enrollment@ileadav.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>

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.

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 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.

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.

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: iLEAD Antelope Valley Studio - 661-494-7442, enrollment@ileadav.org

WILLIAMS COMPLAINT POLICY & PROCEDURES

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 [Contact Form](#). 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 8:

COMMUNICATION

COMMUNICATION METHODS

WEBSITE

The best way to keep updated with current events and activities at iLEAD Antelope Valley Studio is via the website: <https://ileadav.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 Antelope Valley Studio website homepage <https://ileadav.org/>

SOCIAL MEDIA

You can follow our journey at [Facebook - iLEADAV](#)

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 texts 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: minerva.alonso@ileadav.org

SECTION 9:

FAMILIES AND iLEAD Antelope Valley Studio WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

iLEAD Antelope Valley Studio 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. The school encourages the participation of parents/guardians for increased parental involvement, but it is not a requirement for acceptance to, or continued enrollment at, school.

It is because of families like you that we are able to offer such a unique program for our children here at iLEAD Antelope Valley Studio.

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: [iSupport \(Volunteering \)](#)

Families having difficulties meeting the participation commitment should contact Kelly.uhl@ileadav.org.

Hours completed off campus or by learner volunteers can be emailed to Kelly.uhl@ileadav.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 is 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 our Office Assistant kelly.uhl@ileadav.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 Antelope Valley Studio lobby. Hours completed off-campus can be forwarded to kelly.uhl@ileadav.org.

VISITORS/OBSERVATION PROCEDURES

iLEAD Antelope Valley Studio is committed to providing a safe and secure learning environment for learners and staff. Visitors/observers will respect confidentiality of all learners and not discuss the details of the classroom observation with anyone outside the school setting without prior written consent.

- All campus visitors/observers must have the consent and approval of the school director/designee. Permission to visit/observe must be given at the time requested, if at all possible, or within a reasonable period of time following the request. This does not preclude visits occurring the same day as requested. School Director/designee must accompany the visitor/observer to the classroom and remain with them during the visitation/observation..
- Visitors DO have the right to:
 - Request and obtain approval of the school director/designee to enter a school campus.
 - Observe in the classroom or classrooms in which their child is enrolled and/or observe in the classroom or classrooms for the purpose of selecting the school in which their child will be enrolled, within a reasonable period of time after making a request.
 - Request a meeting with the classroom facilitator/provider and/or school director/ designee following the observation; and,
 - Meet with their child's facilitator/provider (s) and/or the school director/ designee, within a reasonable period of time after making a request.
- Visitors DO NOT have the right to:

- Willfully interfere with the discipline, order, or conduct in any classroom space or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
- Disrupt instructional time, extra-curricular activities, cause disorder, or otherwise disrupt the normal operations of the school.
- Audio or video record while in the classroom.
- As we welcome visitors/observers to our school, the guidelines below should be communicated to ensure an enjoyable, productive experience for all:
 - Follow the established school procedure in requesting a classroom visitation/observation from the school director/designee and obtain the school director/designee's approval.
 - Enter and leave the classroom/space as quietly as possible.
 - Do not converse with learners or staff during instructional time.
 - Do not interfere with school activities.
 - Keep the length and frequency of the classroom visits/observations reasonable (to be determined by the activity being observed).
 - Check out with school staff before leaving the campus.

TRADITIONS

At iLEAD Antelope Valley Studio we have several traditions in place. These are the traditions which we consider our cornerstone events:

- Multicultural Celebration (Fall)
- Winter Production (Winter)
- Spring School Community Event (ex. Art Festival, Backyard Bash, School Carnival)

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 Antelope Valley Studio website. <https://ileadav.org>

ANNUAL FAMILY GIVING

Annual Family Giving is a tradition at many charter schools in California. As a charter school, iLEAD Antelope Valley Studio receives significantly less per child funding from the state than a traditional school would get. In addition to reduced funding, iLEAD Antelope Valley Studio directly pays the lease for our buildings.

The iLEAD Antelope Valley Studio 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.

The Annual Family Giving Campaign is an important part of strengthening your child's school as well as demonstrating our collective commitment to iLEAD Antelope Valley Studio. While family giving is voluntary, our school expenses are mandatory, and no financial gift is too small.

SECTION 10:

GOVERNANCE

HISTORY

iLEAD Antelope Valley Studio's Governing Board is composed of community leaders passionate about providing innovative educational opportunities within the Antelope Valley. Each of these Board members came to iLEAD Antelope Valley Studio with the vision and ability to create and maintain a successful school. For a list of current board members, please visit the iLEAD Antelope Valley Studio website.

SCHOOL GOVERNANCE

iLEAD Antelope Valley Studio 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 Antelope Valley Studio's charter authorizing agency is the Acton-Agua Dulce School District, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current iLEAD Antelope Valley Studio Board of Directors can be found on the iLEAD Antelope Valley Studio website: <https://ileadav.org>

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD Antelope Valley Studio'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 Antelope Valley Studio. 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.

SECTION 11:

NOTIFICATIONS

TITLE I

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose learner(s) attend a Title I school that they may request, and the agency will provide the parent/guardians on request (and in a timely manner), information regarding the professional qualifications of the learner's classroom facilitators, including at a minimum:

1. Whether the learner's facilitator:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the facilitator provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the facilitator.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the school at **661-494-7442**

iLEAD Schools 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.



iLEAD Hybrid Exploration

A program of iLEAD Hybrid

2023-2024 Learner/Family Guidebook

Free To Think. Inspired To Lead.

INTRODUCTION

Welcome to iLEAD Hybrid Exploration, a program of iLEAD Hybrid, which is designed to meet each child's individual needs to foster a love of learning and the desire to be the leaders of the future. As a learner at iLEAD Hybrid Exploration, each child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study, including language arts, math, social studies, science, physical fitness, the arts, and technology. The independent study setting supports learners as they grow academically using a variety of learning strategies. Each child will be empowered to take ownership of their learning experience. They will also have the opportunity to learn experientially through field study events, visiting local parks, organizations, businesses, and museums.

iLEAD Hybrid Exploration's parents/guardians are actively involved in their child's education. It is a team environment with frequent collaboration between the parent/guardian, learner, and educational facilitator. Educational facilitators (EFs) are credentialed teachers of record who partner with families to provide support and guidance to the learner.

This Guidebook is designed to share iLEAD Hybrid Exploration's philosophy, expectations for learners and families, along with other school information.



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SECTION 1:

iLEAD SCHOOLS' EDUCATIONAL OVERVIEW

Mission and Philosophy

Free to Think. Inspired to Lead.

Vision Statement

At iLEAD, we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become Lifelong learners, Empathetic citizens, Authentic individuals, and Design thinkers, we can create a better future for all.

Schoolwide Learner Outcomes

We believe that education should extend beyond traditional academic knowledge. Our purposeful approach revolves around the iLEAD Schoolwide Learner Outcomes; a collective vision that encapsulates our aspirations for each individual's education. The iLEAD Schoolwide Learner Outcomes serve as our compass, guiding us in shaping a child's educational journey. In the course of a child's career with iLEAD Schools, our learners will engage with a relevant and rigorous curriculum that will prepare them for success personally and professionally. The following are the expected Schoolwide Learner Outcomes that our learners develop:

i-LEAD by being a/an...

Lifelong Learner

I am a self-directed learner, focused on personal growth and development.

Empathetic Citizen


I seek to understand and appreciate what others are thinking, feeling, or experiencing.

Authentic Individual

I am true to myself, my personality, values, beliefs, and principles.

Design Thinker

I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.



Through personalized, customizable instruction, iLEAD's mission is to inspire learners to become creative problem solvers, compassionate servant-leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. iLEAD Hybrid Exploration promotes active learning methods and opportunities for self-directed learning.

Program Description

iLEAD Hybrid Exploration is a tuition-free, WASC accredited independent study program servicing TK-12 learners in Los Angeles, Orange, San Bernardino, Kern, and Ventura counties. iLEAD Hybrid Exploration is passionate about personalized learning, providing opportunities for each child to thrive through their own personalized learning plan. Families are paired with a credentialed teacher who collaboratively develops and oversees the learning plan based on grade-level standards and the learner's passions. Under the guidance of the 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 a minimum of every 20 days to share all learning activities and assignments from their individualized learning plans. Work samples are collected for every subject, and parents/guardians sign learning logs to verify daily engagement.

iLEAD Hybrid Exploration also values community, providing opportunities to foster friendships through a variety of field studies, service projects, park days, clubs, and family gatherings.

Individualized Learning

Individualized learning is an educational approach that tailors instruction to the unique needs, abilities, and interests of each learner. It recognizes that individuals have distinct learning styles, paces, and preferences, and aims to create a personalized learning experience to optimize their educational outcomes. Through the use of a wide variety of technology, materials, activities, and assessments, individualized learning provides learners with customized content, pace, and feedback, allowing them to progress at their own speed, explore areas of interest, and receive targeted support where needed. This learner-centered approach promotes autonomy, engagement, and mastery by acknowledging and addressing the diverse learning needs of each learner.

To that end, at the start of each school year, each learner, together with their facilitator and

parents/guardians, create an Individualized Learning Plan and Assignment Work Record (ILP/AWR) that includes individual academic goals aligned to Common Core State Standards, and social and emotional goals. These goals are incorporated into projects throughout the year, monitored, assessed, and reflected on by the learner and their facilitator. This 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.

Project-Based Learning

iLEAD supports project-based learning (*What is PBL?* and *PBL Outcomes* from [Buck Institute](#)), a teaching methodology that actively engages learners by challenging them to deeply investigate a personally interesting and complex question, problem or challenge. Learners are highly engaged as they learn not just by knowing, but by doing. Research shows that PBL improves learning by making it more engaging as learners are active participants in the learning process. PBL prepares learners for college and career as they learn how to take initiative and responsibility, build their confidence, communicate ideas, and manage themselves more effectively. 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, develop their technology skills, are exposed to workplaces and adult jobs, and can develop career interests.

Social and Emotional Learning (SEL)

iLEAD also supports social and emotional learning (SEL), which guides learners to manage their emotions, resolve conflict, and make responsible and well-thought-out decisions. iLEAD supports practices such as Love and Logic® which aims to embrace each learner's uniqueness while modeling and expecting appropriate behavior. These courses have been recorded and are available on the Hub of the iLEAD Hybrid Exploration website. Learners are encouraged to share their work through Presentations of Learning (POLs), learning period meetings, talent shows, and science fairs. Learners are also involved in goal-setting through their individualized learning plan and assignment work record (ILP/AWR).

iLEAD embraces practices such as the [7 Habits of Highly Effective People/Kids/Teens®](#) by Stephen/Sean Covey to support social-emotional learning and teach iLEAD's Schoolwide Learner Outcomes.

7 Habits of Highly Effective People

Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others:

- **Habit 1: Be Proactive**

Proactive people take responsibility by focusing their time and energy on things they can control instead of reacting to or worrying about conditions over which they have little or no control.

- **Habit 2: Begin With the End in Mind**

Each day, task, or project should begin with a clear vision of one's desired direction and destination, and then continue by flexing proactive muscles to make things happen.

- **Habit 3: Put First Things First**

Life management — define one's purpose, values, roles, and priorities.

- **Habit 4: Think Win-Win**

Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. A win-win approach means agreements or solutions are mutually beneficial and satisfying.

- **Habit 5: Seek First to Understand, Then Be Understood**

This habit helps transform communication by actively listening with the intent to understand another's perspective versus filtering things through one's own life experiences and frame of reference.

- **Habit 6: Synergize**

This habit promotes cooperation, teamwork, open-mindedness, and the adventure of finding new solutions to old problems. It thrives on the idea that the whole is greater than the sum of the parts.

- **Habit 7: Sharpen the Saw**

Living a life in balance means taking the necessary time to renew one's self. To "sharpen the saw" means having a balanced program for self-renewal in the four areas of life: physical, social/emotional, mental, and spiritual.

Curriculum

Facilitators support learners and their individual interests and learning styles. Beyond a singular curriculum, facilitators incorporate a variety of materials and experiences to best meet the needs of individual learners.

California State Academic Standards

Curriculum is implemented using the Common Core academic standards that were developed and adopted by the state of California. 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, the California Assessment of Student Performance and Progress (CAASPP), incorporates the standards for English language arts, mathematics, and science. The assessments include the Smarter Balanced Assessment Consortium Assessments, 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 CAASPP can be found at www.cde.ca.gov/ta/tg/ca/ [EC 60119, 60604.5, 60615].

Engaging Curriculum Options

Curriculum options support the California content standards through relevant learning experiences engaging each learner's interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, 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.

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 send these notices at the beginning of each school year.

Facilitator Continuity (Looping)

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

Global Understanding

21st century learners are encouraged to engage in an increasingly interdependent world where knowledge is constantly developing and evolving in a global marketplace.

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. iLEAD Hybrid Exploration provides this course to 7th and 9th grade learners. 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 the 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/learner not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 - 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 email 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. Be informed 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, including the date of the instruction, and the name of the organization or affiliation of each guest speaker.

Master Agreement and the Individualized Learning Plan and Assignment Work Record

The school's guidelines require a detailed agreement between the learner, parent/guardian, and the credentialed teacher (EF). This agreement is called the Master Agreement (MA), 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, educational facilitators create an Individualized Learning Plan/Assignment Work Record (ILP/AWR) to guide instruction. The ILP/AWR shows the assignments for each learning period, as well as the learner's semester goals, and is developed in collaboration with the learner and family. Learners complete the work and activities on their ILP/AWR by the end of 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.

Individualized Educational Plan (IEP)

Charter school enrollment is open to all; however, parents/guardians should carefully consider the charter's educational offerings, including independent study and other non-classroom based options, prior to enrollment. Generally, a learner with special needs may only participate in an independent study program if their individualized education plan (IEP) specifically provides for this type of program (see California Education Code section 51745). If a learner enrolls in iLEAD Hybrid Exploration and the learner's IEP does not provide for independent study or non-classroom based instruction, then iLEAD must convene an IEP meeting to discuss the learner's needs and determine whether independent study is appropriate for the learner.

If the IEP team determines that independent study is appropriate, then they may offer the program as "free appropriate public education" (FAPE) for the learner by including it in the IEP and obtaining parental/guardian consent. Whether virtual or in-person, certain special education services can only be provided while the learner is physically in the state of California. Contact the case manager or EF if you will be out-of-state during your service time. The availability of related services and support will be considered when discussing the appropriateness of an independent study or non-classroom based program, as will the methods and feasibility of monitoring the learner's progress on IEP goals. If the IEP team determines that independent study is not appropriate for the learner, then the team will discuss and offer alternative program options. iLEAD Hybrid Exploration will work with the local school districts and the SELPA to offer a program and placement that is appropriate for the learner.

SECTION 2:

PROGRAM OVERVIEW

Enrollment and Lottery Guidelines

As a charter school, iLEAD Hybrid Exploration is a school of choice and may have more learners interested in attending the school than there are spaces available. Each year, all new learners (including siblings of current learners) interested in applying for the following school year must complete an enrollment interest form located on iLEAD Hybrid Exploration’s website. If the number of learners who wish to attend the school exceeds the openings available, entrance shall be determined by a single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

A learner is officially enrolled once school begins and the parent/guardian, learner, and educational facilitator have signed a Master Agreement. Grade placement for enrollment follows the chart unless otherwise stated in the learner’s official cumulative school files.

The ages are displayed as year month and are based on the learner’s age on the first day of school.

TK	4.9 - 5.8	4	8.9 - 9.8
K	5.0 - 5.8	5	9.9 - 10.8
1	5.9 - 6.8	6	10.9 - 11.8
2	6.9 - 7.8	7	11.9 - 12.8
3	7.9 - 8.8	8	12.9 - 13.8

Transitional Kindergarten (TK)

Learners who turn 5 between September 2, 2023 and April 2, 2024 are eligible to enroll in the TK program and will receive full instructional funds that are depreciated depending on the date of enrollment.

Attendance

As an independent study program of a public charter school, iLEAD Hybrid Exploration 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 individualized learning plan and assignment work record (ILP/AWR) on every school day

listed on the [iLEAD Hybrid Exploration's calendar](#). If a learner does not engage in an assigned educational activity listed on the ILP/AWR on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the learning 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 individual learning plan and assignment work record (ILP/AWR). Generally, the ILP/AWR 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 and this will impact their attendance.

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 Hybrid Exploration's independent study program.

Per California Education Code Section 51747, the governing board of iLEAD Hybrid Charter School 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 and will receive a notice via email and a letter in the mail.

Evaluation After Truancy

Once the learner meets the criteria for truancy, an evaluation will be conducted by school administration including the learner's supervising facilitator 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 learner'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 learner 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.

1. Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
 - a. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
 - b. Due to quarantine under the direction of a county or city health officer.
 - c. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 - d. 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.
 - e. For the purpose of jury duty in the manner provided for by law.

- f. Due to the illness or medical appointment during school hours of a child of whom the learner is the custodial parent/guardian.
 - g. 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.
 - h. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 - i. 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.
 - j. For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.
 - k. For the purpose of participating in a cultural ceremony or event.
 - l. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- 2. 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.
 - 3. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - 4. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - 5. "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.

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.

Extended School Year - Migrant Education

Learners who are identified as a “migrant child” in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

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.

Instructional Funds

Instructional funds are public dollars allocated to the school by the state. The educational facilitator (EF), 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 EF 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 Individualized Learning Plan and Assignment Work Record (ILP/AWR).

2023-2024 Instructional Funds	
Grades TK-K	\$2,600/year
Grades 1-8	\$3,100/year
Grades 9-12	\$3,500/year
<i>Note: Once the school year begins, funds are depreciated based on the learner’s start date.</i>	

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 ILP/AWR. 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. The use of service vendors (courses/classes) is only approved for school days (no weekends, holidays, or breaks). The [Ordering Handbook](#) contains information on allowable requests and can be found in the ordering section of the website's Hub (login required).

Orders cannot be placed until the Master Agreement, Acknowledgement of Responsibilities, iLEAD Hybrid Exploration Agreements (including the Vendor and Family Service Agreement), and High Risk form (depending on the activity) are signed by the learner and parent/guardian. The learner's Individualized Learning Plan and Assignment Work Record (ILP/AWR) 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.

Enrichment Activities

School events are announced via the Monday Message, email, and/or iLEAD Hybrid Exploration's social media accounts. For more information on upcoming events and activities, view the iLEAD Hybrid Exploration Events Calendar at: <https://ileadexploration.org/calendar-events/>

Transportation

iLEAD Hybrid Exploration does not provide transportation. Families provide their own transportation to and from the OC Learning Studio and other school activities.

SECTION 3:

GENERAL OPERATIONS

General Contact and Information	
Phone	(657) 231-8220
Fax	(657) 231-8223
Email	info@iLEADexploration.org
Website	https://ileadexploration.org/
2023-2024 Academic Calendar	iLEAD Hybrid Exploration Academic Calendar
Staff	https://ileadexploration.org/our-team/

***NOTE:** 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.

Department	Contact
Enrollment	(657) 231-8220 enrollment@iLEADexploration.org
High School	highschool@iLEADexploration.org
OC Learning Studio	(657) 231-8220? kendra.bailey@iLEADexploration.org
Student Support (SPED)	studentsupport@iLEADexploration.org

Policies

iLEAD Hybrid Exploration is governed by a set of policies and procedures that are updated regularly. Visit ileadexploration.org/about/our-governing-board/ to review the policies and procedures.

SECTION 4:

EXPECTATIONS

Learner Expectation

Participation in iLEAD Hybrid Exploration's independent study program is voluntary. Learners of this school are expected to abide by the following:

- The terms as outlined in the Master Agreement.
- Completion of standards-aligned coursework as outlined in the Master Agreement, and as assigned by the credentialed teacher of record on the Individualized Learning Plan and Assignment Work Record (ILP/AWR).
- Daily engagement in subjects/courses outlined in the Master Agreement.
- Understanding their attendance is based on the completion of assigned work (time-value) and engaging in assigned educational activities on each day school is in session (daily engagement on learning log).
- To conduct themselves in a respectful, responsible, and safe manner at all iLEAD functions.
- To attend weekly check-ins with the educational facilitator.
- To attend live, synchronous instruction and daily live interaction, which are optional, but highly encouraged.
- To attend learning period meetings, virtually or in-person, with their educational facilitator and to demonstrate learning by showing the body of work as listed on the ILP/AWR.
- To attend all scheduled meetings, virtually or in-person, as determined by the learner's course of study and the school (special education services, tutoring, counseling, intervention, progress monitoring, EL, high school support, etc.).
- To request support from their educational facilitator, as needed.
- Completion of all required assessments that pertain to them and their grade level. This may include CAASPP state testing, MAP Growth benchmark testing, physical fitness testing (PFT), English language learner testing (ELPAC), math placement tests (for incoming freshmen only), and course assessments.
- To read, understand and agree to comply with all policies outlined in the Learner/Family Guidebook.

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether independent study is an appropriate strategy/program. This process may include interventions, frequent check-ins, student success team meetings, and/or the implementation of an Inadequate Progress learner agreement for learners who are not meeting

program requirements as outlined on the Master Agreement.

The following concerns may warrant the use of an Inadequate Progress learner agreement to ensure the learner is not falling behind. The parent/guardian must be in attendance at these meetings.

Procedures

- Learner/parent/guardian fails to attend one learning period meeting
- Fails to complete at least 75% of work assigned for one learning period
- Accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator
- Learning log is not signed
- Insufficient daily student engagement

Work Quality

- Low-quality assignments
- In jeopardy of failing one or more classes
- Not making progress in a class
- Behind in a high school course guideline
- Plagiarism

Behavior Expectations

iLEAD Hybrid Exploration offers group activities and socialization through field study events, service projects, webinars, workshops, the OC learning studio, clubs, and other academic or community events. School faculty approaches conflict resolution using age-appropriate strategies. Families and staff work together to make decisions that are in the best interest of the learner. The following are examples of consequences that allow flexibility for individuals in varying situations.

- **Warning and reminder:** This may take place in or out of the learning environment.
- **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 the learning environment.
- **Restorative Practices:** A staff member may lead learners in a restorative circle.
- **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:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what the learner could have done differently, and what could be changed in the learning environment that could prevent the situation from happening again.

- **Suspension and parental/guardian supervision:** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.

SUSPENSION

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

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact the 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 learner 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 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 suspension shall have the right to make up all academic work missed. From the day the learner returns 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 a 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 ongoing 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 Guidebook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance with the Expulsion section of this Guidebook.

Testing

Learners are expected to participate in all assessments required by the state of California as well as any required school-wide benchmark assessments to ensure the longevity and accountability of the program. Parents/Guardians will be notified of the testing required for each learner. Parents/Guardians are responsible for ensuring their learners attend the required testing. Tests include:

- Mathematics Placement Test (MAP Growth): For Grade 9 learners new to the school
- CAASPP (California Assessment of Student Performance and Progress): Grades 3-8 and 11 in the spring
- CAST Science (California Science Test): Grades 5, 8, and a high school grade level (as determined each year) in the spring
- Physical Fitness Test: Grades 5, 7, and 9 during the second semester
- MAP (Measures of Academic Progress) Growth Test*: Grades TK-12 in the fall, winter, and spring

**Internal benchmark testing is a program requirement to determine academic progress and the appropriate allocation of instructional funds. Refusal to participate will result in a loss of time value (attendance) and limited choices using instructional funds.*

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.

Plagiarism/Inauthentic Work

For any learner caught plagiarizing (copying) the writings or ideas of another (including, but not limited to artificial intelligence (AI) programs), providing work for another to copy, or cheating by any other means, disciplinary actions will include one or more of the following:

- The instructional staff must report and document any instances of academic dishonesty.
- The learner will receive a failing grade for the assignment, project, or test.
- The learner will be required to complete plagiarism intervention training and attend meetings with administrators, counselors, and/or teachers, as needed.
- Repeated offenses will result in a failing grade for the course.

Liability

Parents/Guardians are liable for all 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 a learner 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, the parent/guardian may be required to attend a portion of a day in their child's studio classroom. [EC48900.1]

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, school events, and/or 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/Studio

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.

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]

Release of Learner to Peace Officer

If an iLEAD Hybrid Exploration official releases a learner from school to a peace officer for the purpose of removing the learner from the school premises, the school official shall take immediate steps to notify the parent/guardian or a responsible relative of the 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 Expectations

Participation in the independent study program is voluntary. The parent/guardian will work in partnership with the educational facilitator throughout the year to follow the terms outlined in the master agreement. Parents/Guardians are expected to abide by the following:

- To support the completion and progress towards standards-aligned coursework as assigned by the credentialed facilitator of record
- Daily monitoring of assigned work and engagement in subjects/courses outlined in the Master Agreement
- Understanding learner's attendance is based on the completion of assigned work (time-value) and engaging in assigned educational activities on each day school is in session (daily engagement on learning log)
- Learner's body of work, required work samples, and signed learning log are submitted by the end of each learning period
- Effective communication with the educational facilitator including course planning, learner

progress, submission of work samples, learner attendance, collaboration on the individualized learning plan and assignment work record (ILP/AWR), and attendance at required meetings

- Understanding the educational facilitator/school has final approval on order requests and assignments
- Learners will have weekly check-ins with their educational facilitator
- Learners are highly encouraged to participate in offerings of live synchronous instruction and daily live interaction, which are optional
- To conduct oneself in a respectful, responsible, and safe manner at all iLEAD functions
- To provide transportation to the learner's scheduled meetings and school assessments
- To attend learning period meetings, virtually or in person, at a mutually agreed upon time and date
- Ensure learner completion of all required assessments that pertain to the learner and grade level. This may include CAASPP state testing, MAP benchmark testing, physical fitness testing (PFT), English language learner testing (ELPAC), math placement tests (for incoming freshmen only), and course assessments
- To read, understand, and agree to comply with all policies outlined in the family guidebook
- Upon disenrollment, withdrawal, or the designated due date, return all school-purchased, non-consumable materials (If any materials are damaged or lost, parent/guardian will be required to pay the full replacement costs of such items)

SECTION 5:

LEARNING PERIOD EXPECTATIONS

Individualized Learning Plan and Assignment Work Record

The Individualized Learning Plan and Assignment Work Record (ILP/AWR) 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 ILP/AWR also serves as a gradebook 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 ILP/AWR 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 ILP/AWR 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 ILP/AWR, 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 ILP/AWR must be accessible to the teacher for planning purposes and to monitor progress.

The ILP/AWR reflects the grade-level guidelines as defined by the state of California (<https://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp>) and include:

CA Dept. of Education Instructional Time Requirements		
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

- Assignments:** Curriculum guides, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
- Time Value:** The 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.

Learning Period Meetings

Learners 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 Hybrid 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 ILP/AWR 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 ILP/AWR.
- 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 learning 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	09/15/23	LP6	03/01/24
LP2	10/13/23	LP7	03/29/24
LP3	11/9/23	LP8	05/3/24
LP4	12/15/23	LP9	06/05/24
LP5	02/02/24		

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. Attending the weekly check-in with the facilitator is another opportunity to engage with the teacher of record each week. 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.

SECTION 6:

HIGH SCHOOL

General Overview

iLEAD Hybrid Exploration is a strong proponent of personalized learning and the development of 21st century skills to pursue lifelong endeavors. The high school program enables families to work closely alongside a state-certified teacher (educational facilitator) to determine the high school path that best aligns with each learner's academic and vocational goals. All of the high school paths are WASC accredited under iLEAD Hybrid Exploration's official school name, iLEAD Hybrid (<http://directory.acswasc.org/>). Instructional funds are designated to support the specific courses listed on the learner's Master Agreement.

Graduation Paths

Exploration offers several paths to fulfill graduation requirements. A collaborative effort between the learner, family, facilitator, and high school counselor will direct, support, and encourage the learner on their graduation path.

A-G Path

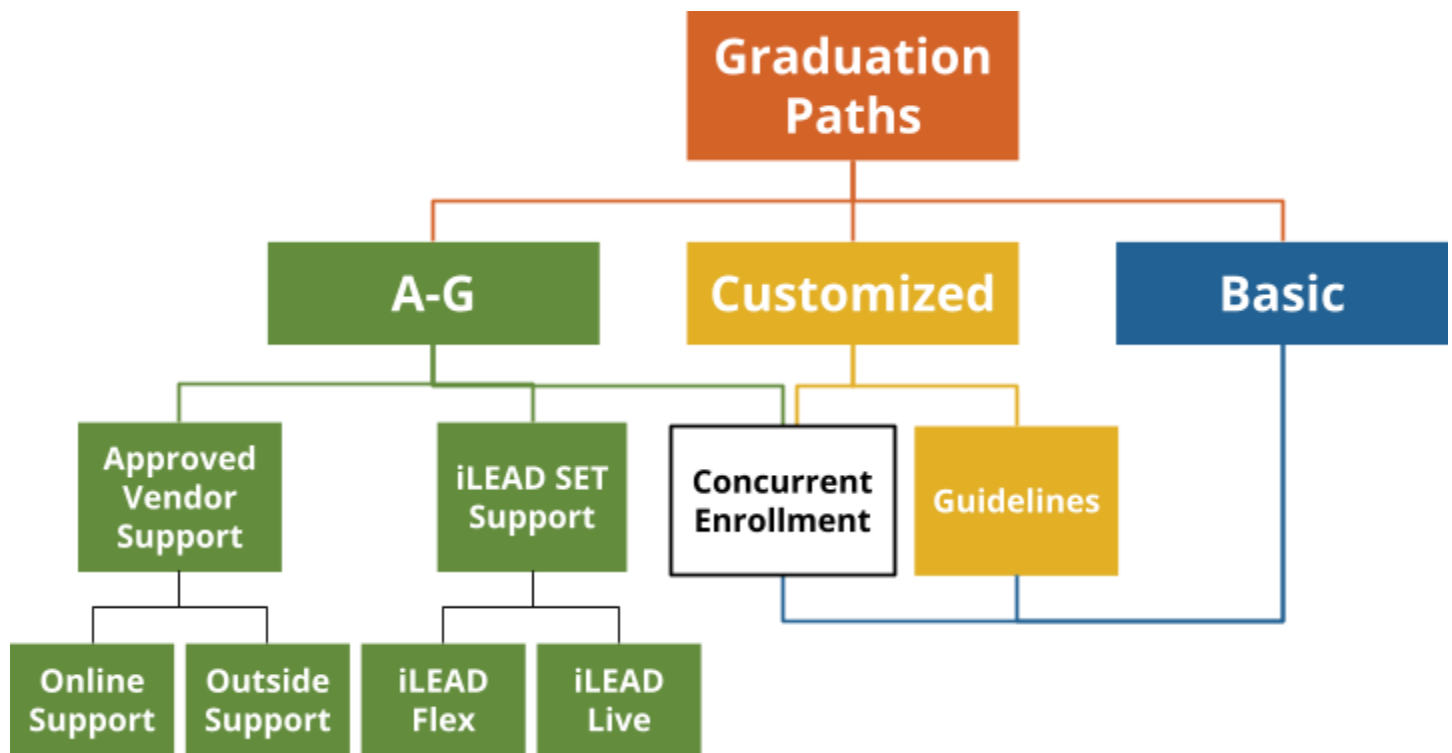
California State University and the University of California school systems have established seven admission requirements labeled A-G. Learners who plan to directly attend a University of California (UC) or California State University (CSU) are required to complete these specific [UC Admissions Requirements](#) during their high school experience. This track requires 240 credits to graduate.

Customized Path

The customized graduation path offers increased flexibility and options for learners who are looking for a more individualized high school experience and path to future college and career goals. This path requires a minimum of 210 credits to graduate.

Basic Path

Learners in special circumstances may qualify for reduced graduation requirements on the basic graduation path. This path requires 180 credits to graduate and must have administrative approval.



Exemptions

Under Ed. Code 51225.1, the following learners may be exempted from iLEAD Hybrid'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 Hybrid in order to meet iLEAD Hybrid diploma requirements, OR
- Complete the iLEAD Hybrid Graduation Requirement Exemption waiver to become eligible for a diploma under California's minimum graduation requirements.

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.

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.

Work-Based Learning and Internships

Work-based learning allows for participation in community-based experiences that develop knowledge and job skills through service learning and workplace mentoring experiences. Work based learning may be through service learning, an internship, a learner-led enterprise, a CTE work placement resulting in industry certification, or simulated work-based learning through IEP transition services. Learners may have the opportunity to participate in work-based learning through career and technical education pathways, IEP services, senior advisory, etc.

A-G (UC/CSU)

UC Doorways defines the A-G path as a series of high school requirements that learners must complete (with a grade of C or better) to be considered for admission to the UC/CSU system. The A-G track requires 240 credits to graduate.

- A. **History/Social Science ("A")** – *Two years*, including one year of world history (cultures and historical geography) and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics. **Please note:** The state of California mandates three years of history to fulfill graduation requirements.
- B. **English ("B")** – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- C. **Mathematics ("C")** – *Three years* of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- D. **Laboratory Science ("D")** – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- E. **Language Other Than English ("E")** – *Two years* of the same language other than English or equivalent to the second level of high school instruction.

- F. **Visual and Performing Arts ("F")** – *One year* chosen from dance, music, theater or the visual arts.
- G. **College-Preparatory Elective ("G")** – *One year* chosen from the "A-F" courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

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 Hybrid's currently approved A-G courses may be found in [UC Doorways](#).

The UC-CSU Comparison of Minimum Eligibility Requirements for Freshmen can be viewed on their website:

<http://admission.universityofcalifornia.edu/counselors/files/csu-uc-a-g-comparison-matrix.pdf>

iLEAD Hybrid Exploration offers several options for satisfying A-G requirements.

1. **A-G Approved Vendor Support:** Approved vendors offer a wide range of courses with teacher support allowing learners to specialize in their areas of interest. If an A-G vendor offers AP courses with teacher support, those classes are accessible to iLEAD learners as well.
 - a. **Online Support:** Learners can use iLEAD Exploration approved vendors found on the UC A-G Course List Online Publisher Directory that provide teacher support.
<https://hs-articulation.ucop.edu/agcourselist/publisher-directory>
 - b. **Outside SET Support:** Learners have the option to receive A-G credit using the support of a teacher or tutor who meets the Subject Expert Teacher (SET) requirements, has been pre-approved, and is willing to serve as a SET on behalf of the learner. The learner follows the Hybrid outline while working with the teacher or tutor. The SET supervises the learner's coursework along with the learner's EF.
2. **A-G iLEAD SET Support:** Learners may earn A-G credit by utilizing iLEAD Hybrid approved A-G outlines under the supervision of a Subject Expert Teacher (SET). Learners use resources approved by the SET that include rigorous high school level curriculum. The SET will partner with the educational facilitator to monitor and grade assignments, and offer subject specific support for a course.
 - a. **iLEAD Live:** iLEAD Exploration offers live A-G courses with the support of a credentialed SET. Learners receive live instruction virtually twice per week.
 - b. **iLEAD Flex:** iLEAD Exploration offers asynchronous A-G courses with the support of a credentialed SET. Learners complete the assigned coursework on their own time with access to the instructor via office hours.
3. **Community College Enrollment:** Many learners choose to take UC transferable community college courses to fulfill A-G requirements. Please refer to the Registering for College Courses section for additional information.

Graduation Requirements

Subject	A-G	Customized
Social Studies	A) 3 years (30 credits) <input type="checkbox"/> World History <input type="checkbox"/> U.S. History <input type="checkbox"/> American Government (1 semester) <input type="checkbox"/> Economics (1 semester)	3 years (30 credits) <input type="checkbox"/> World History <input type="checkbox"/> U.S. History <input type="checkbox"/> American Government (1 semester) <input type="checkbox"/> Economics (1 semester)
English	B) 4 years (40 credits)	4 years (40 credits)
Mathematics	C) 3 years (30 credits) <input type="checkbox"/> Algebra required <input type="checkbox"/> Integrated Math 2 or Geometry required to be one of the three years	2 years (20 credits) <input type="checkbox"/> Algebra required
Science	D) 2 years/3 recommended (20 credits) <input type="checkbox"/> Biological Science (with lab) <input type="checkbox"/> Physical Science (with lab)	2 years (20 credits) <input type="checkbox"/> Biological Science (lab recommended) <input type="checkbox"/> Physical Science
World Language	E) 2 years/3 recommended- must be same language (20 credits)	1 year (10 credits)
Visual and Performing Arts	F) 1 year - same VAPA for one full year (10 credits) VAPA Options: dance, music, drama/theater, visual arts	1 year (10 credits) VAPA or Career Technical Education
Physical Education	2 years (20 credits)	2 years (20 credits)
Electives	G) A-G Elective (10 credits) + Various Courses (60 credits)	Various Electives (60 credits)
Credits	Minimum 240 credits to graduate	Minimum of 210 credits to graduate

Customized

Learners may work with their academic counselor to follow the customized path which is a flexible plan developed with the parent/guardian, counselor, and educational facilitator. The customized path includes a variety of instructional opportunities including courses taken online, at home, through a learning center or community college, and/or a blend of all of the above. This path requires 210 credits to graduate depending upon the learner's passions and goals.

Guidelines

Course guidelines are available for core subjects and most electives. Quality presentations of learning such as writing samples, projects, graded tests, and assignments must all demonstrate mastery of material and will be used to evaluate progress for course credit.

When an elective course guideline is not available, the family must work with the EF to create a proposed guideline and submit it to the high school team for approval. Proposed guidelines may be generated from a curriculum's table of contents, a course syllabus, or other outline. Weekly work expectations for a proposed course should encompass around 5 hours for core subjects and 3-5 hours for electives.

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 three-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 2023-2024 school year. Additional offerings may be available through the local community college. Contact cte@ileadexploration.org for more information.

- Production & Managerial Arts Pathway
- Education, Child Development, & Family Services Pathway
- Marketing, Sales, & Services Sector Pathway
- Health Science and Medical Technology
- Media and Design Arts Pathway

High School Resources

A-G Course List Through iLEAD

The approved A-G courses available using iLEAD SET support (Live or Flex) are listed on the iLEAD Hybrid Exploration website in the high school section.

iLEAD Course List: <https://hs-articulation.ucop.edu/agcourselist/institution/4810>

College and Career Planning Online Tools

iLEAD has partnered with Scoir and YouScience for college and career planning. High school learners will receive invitations to the accounts through their iLEAD Hybrid Exploration email.

- **Scoir:** Scoir is a college search and exploration tool that 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.
- **YouScience Brightpath:** YouScience is an aptitude-based guidance platform that leverages data and artificial intelligence to help individuals identify their aptitudes, validate their skills, and get matched with educational and career pathways. Learners can complete industry-recognized certifications for college admissions, resumes, and CTE completion.

College Board

For college-bound learners, it is highly recommended they create an account on www.collegeboard.org early in their high school career. This keeps the learner informed of important testing dates and registration deadlines for college tests (including SAT/SAT Subject Tests, AP Exams, and CLEP). Learners can find free PSAT/SAT practice exams and AP practice questions on the College Board website.

Curriculum and Vendors

iLEAD Exploration provides an extensive variety of curriculum options through their list of approved vendors. The EF will work with the high school team to best support each learner's educational journey and learning style. Curriculum and vendor options are selected to support the coursework as listed on the learner's Master Agreement.

Customized Course List

The list of customized courses is available on the iLEAD Hybrid Exploration website in the high school section and provides a wide range of approved courses to explore. If a course is not listed, the family should work with the educational facilitator for course approval.

High School Happenings Newsletter

iLEAD Exploration publishes a monthly digital newsletter that includes regular updates targeting

the high school community, academic courses, college/career preparation, and important dates. Past newsletters can be viewed on the Hub in the high school section of the website. Email highschool@ileadexploration.org to request to be added to the mailing list.

High School Advisement

High School Team

Educational facilitators are trained to answer general high school questions and provide curriculum recommendations. iLEAD Exploration also has a high school team of subject expert teachers, a high school coordinator, a college advisor, and academic counselors who work together to support families as they navigate high school requirements and general college questions.

School Counselors

School Counselors serve high school learners in the areas of academic, college and career, and social emotional. School counselors partner with the EF, 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 Advisor

The college advisor provides support through the senior application season and is available for all learners who wish to attend college after graduation. The advisor offers suggestions regarding college list development, course selection, extracurricular involvement, testing options, and more.

High School Coordinator

The high school coordinator advises families and facilitators on high school policies and program options. The coordinator leads the high school team and facilitates monthly webinar sessions.

For contact information, please view the high school contact section of this guidebook.

High School Learning Period Meetings

As learning period expectations are consistent across all grade levels, please navigate to Section 5: Learning Period Expectations of this guidebook to view the guidelines.

High School Work Samples

The educational facilitator will review the body of work at the learning period meeting to ensure

the learner is progressing through each course listed on the Master Agreement. Upon reviewing the body of work at each learning period meeting, the educational facilitator will collect work samples per course listed on the Master Agreement.

Examples of assignments incorporated on the ILP/AWR may include:

- Essays and writing (creative, narrative, research, poetry, core content areas, etc.)
- Assignments from curriculum/textbooks
- Projects that demonstrate learning (slideshows, websites, blogs, infographics, videos, etc.)
- Photos of projects created that include a detailed explanation of the learning
- Lab write ups of science experiments with photos demonstrating the steps of the experiment
- Assessments, quizzes, tests
- Speeches and presentations of learning

If the educational facilitator determines additional work is needed to demonstrate progress and learning in specific areas, the educational facilitator may request that the learner provide additional assignments or revise what they have already submitted.

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.

Transcripts

- **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 will be asked to submit a portfolio and/or work samples to verify previously completed coursework in order to grant credits accordingly through this form link: <https://ileadschools.formstack.com/forms/hscredits>. Upon evaluation, it is the

school's discretion to determine which credits will be accepted. Unless courses were taken through an online program with approval, these courses will be listed without the A-G designation.

- **Transfer:** Learners transferring from another public school must provide an official transcript during the enrollment process to verify previously completed coursework.
- **Requests:** Transcript requests (unofficial and official) can be made on the website under the Contact section.
- **College Credit Courses:** Learners must request official transcripts from the college for final grade assignments when they participate in college credit courses. Learners are assigned an incomplete grade until the official transcript is received from the community college.

Course Load

In order to fulfill the credits necessary for graduation, it is recommended that learners take six courses each semester. Learners must be enrolled in a minimum of four courses through iLEAD Hybrid Exploration per semester. Prior approval is necessary for more than seven courses listed per semester on the Master Agreement.

Honors Courses

Honors courses are approved on a case-by-case basis and are designated as honors level based upon a course syllabus showing increased academic rigor. Honors courses are assigned weighted grades. For UC A-G credit, honors-level courses are specialized, advanced courses designed for 10th-, 11th- or 12th-graders who have already completed foundation work in the subject area. High school courses offered at the grade 9 level that schools might locally designate as "honors" are not eligible for the UC honors designation.

AP Courses

AP courses are assigned weighted grades and must be taken from online AP course providers with teacher support and are subject to approval. It is not required to enroll in AP courses in order to take AP exams. It is the learner's responsibility to register for AP exams. View the College Testing section of this guidebook for details regarding college testing with iLEAD. Eligible high school learners may receive financial assistance to cover the costs of the Advanced Placement examination fees. Contact highschool@ileadexploration.org for more information.

Visit the College Board website for more information:

<https://apcentral.collegeboard.org/courses/exam-dates-and-fees>

Add/Drop Deadlines

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

DEADLINES		
	Fall 2023	Spring 2024
Add	09/15/2023	02/16/2024
Drop without a "W"	09/15/2023	02/16/2024
Drop with a "W"	09/29/2023	03/01/2024
Drop with a "WP" or "WF" (Withdrawal Pass, Withdrawal Fail)	10/27/2023	03/29/2024

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 updated 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.

Grading Scale

Assignments will be reviewed and evaluated by the educational facilitator and/or an assigned Subject Expert Teacher (SET). Report card grades are provided at the end of the semester grading period. High school grades are based on evidence of the learner's progress and understanding of the course content as demonstrated through the body of work. In addition to academic progress, incomplete or missing assignments will also affect the learner's grades.

GRADE SCALE			
Letter Grade	Standard GPA	Honors/AP GPA	College Credit Courses
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 the issuance of report cards. 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 EF and highschool@ileadexploration.org. The learner will be required to resubmit any assignments where reevaluation is requested. The EF 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 team. The high school team's decision is considered final.

Course Extensions

Course extensions of up to 10 days may be granted by the academic counselor. 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. Learners who do not complete a course by the end of the semester are eligible for a course extension under the following conditions:

- A documented illness has interrupted the learner's work for more than two weeks during the course of the semester.
- Unavoidable family responsibilities have interrupted the learner's work for more than two weeks during the course of the semester and the learner has missed no more than two (2) weekly check-ins with the learner's facilitator and the learner has attempted at least 60% of the total points possible in the course.

The parent/guardian or learner (if over the age of 18) must notify their EF in writing for a course extension two weeks before the end of the semester to initiate the extension request process and discuss the timeline for completion. The academic counselor will make the final decision on whether or not to grant the learner a course extension.

Course Acceleration

A learner who wants to complete an A/B series in one semester would be accelerating their course work. This is permitted under special circumstances, however, course extensions will not be granted for acceleration. If a learner is unable to complete a section(s) before the end of the semester, the learner will incur a failing grade. EFs and parents/guardians need to consider the learner's readiness to complete a year's worth of work in a single semester. Semester A must be completed in the first half of the semester and semester B must be completed in the latter half of the semester. The ILP/AWR assignments must reflect the full year's content. A final exam/project is required per semester course.

Early Graduation

A learner may graduate early once graduation requirements are met and with the approval of the academic counselor. If a learner is interested in graduating prior to the end of senior year, this option must be discussed as early as possible with the educational facilitator and academic counselor to ensure that all required courses are completed and proficiency evidenced by the desired graduation date.

Graduation

iLEAD Exploration offers an end-of-the-year graduation ceremony for all graduates who have completed the diploma or Certificate of Completion course requirements. Friends and family

members are invited to attend.

Math Placement

In compliance with board policy, all incoming freshmen are required to take a math placement exam to determine appropriate high school math courses. The Measure of Academic Placement Growth Test (MAP) will be used as the primary math placement assessment tool (calculators are not permitted). The test may be administered during the spring of 8th grade year or prior to the end of Learning Period 1 during the fall.

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 each LP, then the course title will be reflected on the learner's high school transcript 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. Some high schools will not recognize classes taken early for credit so this should be considered if the learner might transfer to a brick and mortar campus at some point during high school. Courses taken must be rigorous enough to ensure that the learner will be successful in the next level placement upon entering high school.

Mid-Year Transfer Learners

There are additional challenges for a learner when enrolling mid-year. To ensure a seamless transition, the school highly recommends incoming learners remain enrolled in the same courses from their previous school whenever possible.

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. Refer to Section 5 of this guidebook for iLEAD's truancy policy.

Plagiarism

Exploration takes plagiarism seriously. EFs and SETs utilize online programs to determine if submitted writing contains any plagiarized material. Refer to Section 4 under Academic Dishonesty for information on iLEAD's Academic Dishonesty policy.

Work Permits

Learners interested in employment under the age of 18 who have not passed the California High School Proficiency Exam (CHSPE) are required to obtain a school-issued work permit. Work permits are contingent upon good academic standing and attendance. Learners on academic probation/inadequate progress 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 educational facilitator. The EF will forward it to the iLEAD Exploration registrar who will verify the documented information and mail the official work permit to the learner's home address within 2-3 business days. Please note that the High School Team maintains the right to withdraw work permits based on academic standing or violation of school policy.

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 educational facilitator. Once verified, the form will be signed and mailed to the learner's home within 2-3 business days. Please sign the form and return it to the Labor Commissioner. Please note that the High School Team 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 Hybrid Exploration, learners turning 18 who attend community college courses must continue to submit special admit forms to obtain signatures prior to registration. It is the learner'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>

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 info@ileadexploration.org for more information on 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 learners who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A learner 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. Learners planning to continue their 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 learner 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 equal rights and opportunities be equitable regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyle. Additionally, the opportunity to apply for financial aid for higher education must also be equitable. An application may not be denied to a learner based on their immigration status. This does not guarantee any final eligibility, but simply provides an ability to apply for financial aid just like any other learner, without discrimination.

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 applying for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 learner'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 learner, or the parent/guardian of a learner under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CASC the learner's GPA. Until a learner turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only they may opt out and/or can opt in if the parent/guardian had previously decided to opt out the learner. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all learners and their parents/guardians by January 1 of the learners' 11th grade year.

Federal Student Aid - EC 51225.8

Under state law, school districts are to ensure that students 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 will 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 student personal information will be protected according to state and federal privacy laws and regulations. FAFSA instructions are communicated to all enrolled juniors through email and the high school newsletter. Additionally, learners enrolled in the College Exploration course receive direct guidance. Family information sessions are available in the fall once the FAFSA application opens. Learner lists will be matched to FAFSA applications for the purpose of ensuring that either the FAFSA is completed or an opt out form is completed to maintain the learners' ability to graduate.

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: 054846

Learners taking college entrance exams will be asked to report their school's CEEB code. Learners should have CEEB code 054846 on hand on the day of testing.

PSAT

All 10th and 11th grade learners are encouraged to take the PSAT 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 PSAT/NMSQT during junior year is also the qualifying exam for the national merit scholarship. The PSAT/NMSQT is being offered in a digital format starting in fall 2023 and will be available at a location to be determined in Costa Mesa. Visit [College Board PSAT](#) for specific testing questions and free practice exams.

SAT/ACT

Learners who are college bound may opt to take the SAT or ACT for college admissions. These exams are offered at national test centers seven times per year. Colleges consider each exam equally. Learners should consider the policies of each college as they make their testing plans. Colleges have three general policies:

- Test Required - Colleges required all applicants to submit testing.
- Test Optional - Colleges will consider test scores if submitted.
- Test Free - Colleges will not consider test scores.

The University of California and the California State University systems are test free. Test scores are not considered nor permitted in the admission process. All other colleges in California are

test free or test optional. If learners are looking outside of California, they should check the college website or [Fairtest](#) for current test policies.

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) Courses

AP courses are available at iLEAD Hybrid Exploration 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.

Advanced Placement (AP) Exams

Learners who wish to take the AP exam are able to register for the AP test even if they are not currently enrolled in an AP course. A learner must first register through iLEAD Hybrid Exploration or a local testing site that offers the desired AP exam open to outside testers *prior* to registering for AP exams through College Board. All potential testers must register in the fall to be able to take the AP test in the spring. The deadlines will be communicated with families through their facilitator and the high school newsletter. Learners who enroll after the fall deadline who wish to register for AP exams must contact highschool@ileadexploration.org upon enrollment.

College Board 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 highschool@ileadexploration.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 credit courses will not count toward the four minimum courses required to

remain enrolled in iLEAD Hybrid Exploration, but may 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 college fees, 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 facilitators and the signed form will be emailed to families within 1-3 days. 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 academic 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 iLEAD Hybrid.

- Please request e-transcripts to be sent directly to iLEAD Hybrid Exploration:
enrollment@ileadexploration.org
- For paper transcripts, please have the college forward official sealed transcripts to iLEAD Hybrid Exploration's address upon course completion each semester:

iLEAD Hybrid Exploration
ATTN: Registrar
2973 Harbor Blvd #616
Costa Mesa, CA 92626

High School Activities

Field Studies and Meet-Ups

iLEAD Hybrid Exploration offers field studies and meet-ups throughout the year. While field studies typically appeal to a variety of grades and ages, some are specifically coordinated for high school learners. Families may view and register for these learning opportunities on the Hub of iLEAD Hybrid Exploration's website. The Monday Message provides information about how to register for upcoming field studies, and an email with instructions is sent prior to each release date.

Service Projects

iLEAD Hybrid Exploration periodically provides service projects for learners to earn volunteer hours. To view and register for service opportunities, visit the Hub.

Clubs

Exploration offers leadership opportunities through the Associated Student Body (ASB) and National Honors Society (NHS). Facilitators sponsor monthly webinars to oversee planning activities and services.

Graduation Ceremony

Each year, iLEAD Exploration plans and hosts a graduation ceremony for high schoolers. This event celebrates each learner's hard work and achievements throughout their high school career.

High School Contacts

The educational facilitator is the first point of contact regarding all high school inquiries and will connect the family with a high school team member as necessary.

High School Coordinator

General high school questions for current or new families or high school-related concerns may be sent to the high school coordinator.

Lisa Rittenhouse

Email: highschool@ileadexploration.org


Academic Counselor

High school advisement, transcript or graduation requirement questions may be forwarded to the academic counselors.

Bethany Maddox (Learner last names A-K)

Email: bethany.maddox@ileadexploration.org

Schedule a Meeting: <https://calendly.com/bethanymaddox>



Heather Fecoratta (Learner last names L-Z)

Email: heather.fecoratta@ileadexploration.org

Schedule a Meeting: <https://calendly.com/heather-fecarotta>

College Advisor

College planning and admissions questions may be forwarded to the high school college advisor.

Laura Kazan

Email: laura.kazan@ileadexploration.org

Schedule a Meeting: <https://calendly.com/ilead-collegeplanning/>

General Questions

Send high school specific questions to the general email at highschool@ileadexploration.org.

SECTION 7:

TECHNOLOGY

Learner Google Workspace for Education Account

iLEAD Hybrid Exploration offers learners a digital learning environment that allows educational facilitators and learners to engage, share, and participate in a collaborative learning community. Through Google Workspace for Education, learners will have access to online classrooms, an email account (restricted to internal communications only for learners under 13), and Google Drive (documents, spreadsheets, presentations, forms, and drawings).

Email accounts allow learners and educational facilitators to communicate and collaborate in a safe and structured manner while also providing access to online subscriptions and many web-based educational tools to create stories, concept maps, edit videos, and develop visual presentations. The use of Google Workspace for Education represents a very important step towards developing a 21st Century approach to curriculum and learning. These tools will support the high levels of communication, collaboration, and creativity required in today's classroom while preparing students for the skills they're going to need in the future.

What is included in the digital learning environment?

- Google Workspace for Education (Documents, Spreadsheets, Presentations, Calendar, Sites, Forms, Drawings, Classroom).
- Learners will be able to send and receive messages within iLEAD Schools and to/from administration-approved educational services (they will not have external email access if they are under the age of 13).
- In compliance with CIPA Guidelines, spam and content filtering are configured for all grade levels.

Parent/Guardian Involvement and Student Expectations

While the school does not provide accounts to parents/guardians, families are highly encouraged to explore G Suite Apps with each learner by logging in together. Learners can log in to their account via any web browser.

Learners should consider their school account as an extension of the classroom, subject to the same rules of respect and courtesy that are expected in school. Parents/Guardians are encouraged to support the discussions facilitators are having with their children, by talking about online manners and safety.

Safe and Secure Environment

iLEAD takes the security and privacy of student information very seriously. iLEAD's Google Workspace for Education complies with legal requirements for safety and security under the Child Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA), and the

Family Educational Rights and Privacy Act (FERPA). Click here to read Google Workspace for Education's Privacy Notice: https://workspace.google.com/terms/education_privacy.html

Opting-out of Google Workspace for Education Accounts

Parents/Guardians may opt learners out of digital technology use at any time and for any reason. Parents/Guardians with concerns about learners having a Google Workspace for Education account should contact their educational facilitator to discuss specific examples of how this learning environment will be used and the alternatives the program offers to web-based instructional and collaborative tools. Parents/Guardians who wish to opt learners out of this account must complete an opt-out form: <https://form.jotform.com/202046825293151>

Ordering Technology with Instructional Funds

Technology items can be purchased with instructional funds. Learners are allowed to have a maximum of one iLEAD Hybrid Exploration device (Chromebook or iPad) at a time. Families should be aware of the potential benefits and risks that come with technology use. Refer to the [Ordering Handbook](#) on the Hub of iLEAD Hybrid Exploration's website 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, the family is responsible for the replacement cost. A stolen device is not covered under warranty. Note: A police report may be required if the family plans to have their insurance company cover the theft.
- 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 learner'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.

Borrowing a School Device

Learners are able to borrow a school device for ELPAC, MAP or CAASPP testing. If a learner borrows a device from the school, they are responsible for the device and must follow the same device usage guidelines listed in the prior section. All borrowed devices must be returned upon testing completion to allow other learners access to the devices. Families are financially responsible for devices that are not returned or damaged.

Internet Usage

iLEAD Hybrid Exploration learners are given many choices to support and supplement instruction. Before using the internet, parents/guardians and learners should read the “Network Use Guidelines” below. All parents/guardians and learners utilizing the complimentary online subscriptions and/or purchasing any online subscriptions with instructional funds must also sign the online consent form.

Network Use Guidelines

iLEAD utilizes strong guidelines for web usage and internet security and complies with the level of security that the Children’s Internet Protection Act requires. The school has taken reasonable precautions to restrict access to “harmful matter” and materials that do not support approved educational objectives. However, it is impossible to control all materials on a public network. “Harmful matter” includes matter that, taken as a whole by the average person applying contemporary statewide standards, is patently offensive, lacking 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 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.

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

Learners using technology may have access to:

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

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 Hybrid Exploration.

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

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

Netiquette (Network Étiquette)

The use of the internet requires that learners abide by accepted rules of network etiquette. Learners should:

- Be polite. Do not send abusive messages to anyone.
- 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.
- Maintain privacy. Do not reveal the personal address or phone numbers of the student 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.
- 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.
- Not use the network in a way that would disrupt the use of the network by others.
- Notify the staff of any security concerns. Security on any computer system is a high priority, especially when the system involves many users.
- Report vandalism. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism will result in a cancellation of privileges.

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

student or other person, or to protect property. They may also use this information in disciplinary actions and will furnish evidence of a crime to law enforcement.

Cyberbullying

iLEAD Hybrid Exploration provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students 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 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 student is using a social networking site or service that has terms of use that prohibit the 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 8:

OC LEARNING STUDIO

Overview

The iLEAD Hybrid Exploration OC Learning Studio is a hybrid learning environment located in Costa Mesa. The studio rents a building from The Presbyterian Church of the Covenant where they offer instruction in social studies and science two days a week.

The studio is a hands-on, project-based learning environment. Learners are provided opportunities to work as a whole group, in partners, small groups, and individually to complete activities.

OC Learning Studio Academic Program Details

Schedule

Classes take place two days a week for learners in grades TK-8. The studio calendar is broken into two semesters.

Instructional Funds

The learner's EF will submit the request to use instructional funds once registration with the learning studio is confirmed by the Learning Studio Coordinator. With a one-time materials fee per school year, the program includes all supplies needed for both days of classes. The studio cannot accept out-of-pocket payments.

Theme

The studio selects an annual theme that guides the lessons and activities explored. The themes are cross-curricular and support core instruction taking place in the home. The studio provides all assignments to the assigned EF to be placed on the ILP/AWR.

Weekly Wrap-Up

For every week of studio classes, a weekly wrap-up is sent on Friday to OC Learning Studio registered families and their EFs. The wrap-up includes a summary of the week's lessons, a link to any pictures taken at the studio, and a calendar with reminders for upcoming schoolwide and studio-specific events.

Work Samples

Learner classwork and/or homework should be completed and shared with the learner's educational facilitator. OC Learning Studio facilitators do not share work samples directly with the learner's facilitator.

OC Learning Studio Policies and Procedures

Meal Plan

Breakfast is offered to all learners who attend the studio. A menu is provided to all learners.

Lunch

Learners should bring a lunch/snack for break time. The OC Learning Studio is a nut-free environment. Due to allergies, learners cannot share food.

Restroom Use

There are separate restrooms used by learners and adults. For grades TK-2nd, restrooms are located in the classroom. For grades 3rd-8th, learners are excused to the restroom in pairs.

Cell Phones

During class time, cell phones should be stored in learner backpacks on silent mode. Learners who need to contact their parent/guardian can make a request with their facilitator. Improper use of the cell phone during the day may result in the phone being confiscated and handed to the parent/guardian at sign out.

Suggested Dress

Loose-fitting, comfortable clothing and closed-toed sneakers or walking shoes work best at the studio. Distracting clothing is discouraged, and although the iLEAD OC Learning Studio does not wish to limit each learner's freedoms by imposing guidelines, the studio coordinator will contact the parents/guardians to inform them about the inappropriate choice of clothing as necessary.

OC Learning Studio Volunteers

Please review the information below about volunteering at the studio. Volunteers serve as role models for all learners and it is important that a volunteer's time in the classroom is always professional. Contact Kendra Bailey at kendra.bailey@ileadexploration.org with any questions.

Scheduling Volunteer Time

1. When adults offer their time in the classroom, EFs plan their lessons around the extra hands. The parent/guardian should speak with the studio EF they would like to work with to arrange the day and time they would like to help in the classroom.

2. Timeframes for volunteering will be limited to no more than 1.5 hour blocks. The timeframes to volunteer are either 9:30 am - 11:00 am or 12:00 pm - 1:30 pm.
3. Any adult at the studio who has not arranged a time to volunteer in the classroom, or be on site with another EF or Educational Specialist, will need to stay in the parent/guardian lounge area (Room 5; adjacent to the curriculum library).
4. In order to ensure all parents/guardians interested in volunteering get a chance to participate, volunteering opportunities will be limited to once per week.
5. The OC Learning Studio staff will work with learners who display anxiety at drop off and will support the family. An EF can help with the transition and the parent/guardian is welcome to stay in a space designated by the Learning Studio Coordinator or other onsite staff.

Volunteers Should:

1. Come with a smile ready for the day. All people, adults and children alike, deserve love and respect, and the studio staff strives to create a positive atmosphere in its programs by encouraging and supporting its learners and one another. iLEAD does not accept verbal abuse of any kind.
2. Let the studio EF know if they are unable to come help during their arranged day/time.
3. Put their cell phone on vibrate/silent. Cell phone ring tones and conversations can be very distracting.
4. Support the studio EF with the plan for the day in the classroom. The volunteer should understand what is expected when working with the learners.
5. Confidentiality: All volunteers, no matter what job they perform, have an obligation to keep in confidence all information that pertains to the learners and EF they assist. Information regarding learners, staff, and other volunteers is not to be discussed with anyone who is not entitled to such information. Each child has unique challenges/behaviors and learners should never be discussed outside the studio.
6. Learner Lunch/Break: This is such a valuable time for learners to play freely with their friends and peers. The studio asks that parents/guardians enjoy their lunch in a separate space arranged with the Learning Studio Coordinator or off-site.

Volunteers Should Not:

1. Reprimand or try to discipline learners. Any concerns about learner behavior during volunteer time should be referred to an iLEAD staff member immediately.
2. Be distracted by their phones. All devices should be put away during the time volunteers are working with learners.
3. Visit with other volunteers while in the learners' classrooms. Volunteers gathering to chat outside a classroom can be disruptive.
4. Use the learner restrooms. Adult restrooms are located within the church.

Visitor/Observation Procedures

iLEAD Exploration is committed to providing a safe and secure learning environment for learners and staff. Visitors/observers will respect confidentiality of all learners and not discuss the details of the classroom observation with anyone outside the school setting without prior written consent.

- All campus visitors/observers must have the consent and approval of the school director/designee. Permission to visit/observe must be given at the time requested, if at all possible, or within a reasonable period of time following the request. This does not preclude visits occurring the same day as requested. School Director/designee must accompany the visitor/observer to the classroom and remain with them during the visitation/observation.
- Visitors DO have the right to:
 - Request and obtain approval of the school director/designee to enter a school campus
 - Observe in the classroom or classrooms in which their child is enrolled and/or observe in the classroom or classrooms for the purpose of selecting the school in which their child will be enrolled, within a reasonable period of time after making a request
 - Request a meeting with the classroom facilitator/provider and/or school director/designee following the observation; and,
 - Meet with their child's facilitator/provider (s) and/or the school director/designee, within a reasonable period of time after making a request
- Visitors DO NOT have the right to:
 - Willfully interfere with the discipline, order, or conduct in any classroom space or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person
 - Disrupt instructional time, extra-curricular activities, cause disorder, or otherwise disrupt the normal operations of the school
 - Audio or video record while in the classroom
- As we welcome visitors/observers to our school, the guidelines below should be communicated to ensure an enjoyable, productive experience for all:
 - Follow the established school procedure in requesting a classroom visitation/observation from the school director/designee and obtain the school director/designee's approval.
 - Enter and leave the classroom/space as quietly as possible.
 - Do not converse with learners or staff during instructional time.
 - Do not interfere with school activities.
 - Keep the length and frequency of the classroom visits/observations reasonable (to be determined by the activity being observed).
 - Check out with school staff before leaving the campus.

OC Learning Studio Drop Off and Pick Up

All learners must be signed in and signed out daily by the parent/guardian. In order to keep the learners and families safe before and after school, families must follow these parking lot procedures when driving their child to the iLEAD OC Learning Studio campus:

- Drive slowly and watch for families and children walking through the parking lot, paying close attention to entering and exiting safely.
- Not use a cell phone while driving in the parking lot.
- Accompany learners through the parking lot to sign in/out of class.

For a drop-off and pick-up map, please click [here](#).

OC Learning Studio Attendance and Illness

The studio urges parents/guardians to make sure learners attend classes regularly and schedule medical and other appointments on non-studio days as consistent participation promotes a rewarding studio learning experience. Parents/Guardians should communicate with studio staff members if a learner will be absent. If a learner must miss a class, studio facilitators will work with the learner to ensure they are able to participate upon their return. Missed days will not result in any extra day credits or cost adjustments for the semester.

Parents/Guardians will be called to pick up a child who becomes ill while at school. Please note that learners must be fever free for 24 hours before returning to school.

If a learner 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. Please contact Kendra Bailey at kendra.bailey@ileadexploration.org for more information.

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, stay home from school activities.
- 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.

Expectations for OC Learning Studio Behavior

The iLEAD OC Learning Studio strives to present its learners with opportunities to accept a sense of responsibility for their behavior and actions. The school expects each learner to do their best,

both academically and behaviorally. If there is a problem, the facilitator personally speaks with the learner, discusses the options for making good decisions, sets appropriate consequences, and strives to help the learner internalize the importance of taking responsibility for their learning and behavior. As a framework for this, the iLEAD OC Learning Studio utilizes Love and Logic® to embrace each learner's uniqueness while modeling and expecting appropriate behavior. The 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.

Throughout the year, goals and principles are discussed with learners to come to a common understanding of what they mean and why they are important. Facilitators help learners to incorporate the behaviors into their daily lives.

In addition to Love and Logic®, the studio 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.

iLEAD Exploration Resources at the OC Learning Studio

Curriculum Library

iLEAD Hybrid's curriculum library is housed at the OC Learning Studio (there is also a library located in Acton). Resources can be viewed through the online library system (access will be given by the facilitator). Resources can be picked up from the studio at scheduled times. For more information on the curriculum library, log into the Hub on iLEAD Hybrid Exploration's website.

Special Education

Educational specialists service learners throughout the week at the studio. Schedules are arranged with each family.

High School

Wet labs, counselor appointments, testing, and social days may be offered at the studio. For more information on high school offerings at the studio, log into the Hub.

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 their time at the studio to academic purposes only. 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, the 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.

Pesticide Use

The facility that the OC Learning Studio uses 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.

OC Learning Studio Complaint Procedure

It is always the school's 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, the parent/guardian can bring the 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.

SECTION 9:

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.

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, contact info@ileadexploration.org.

Bullying

iLEAD Schools 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, contact (657) 231-8220 or info@ileadexploration.org to assist you in identifying and stopping this behavior.

Child Abuse and Neglect Reporting

iLEAD Hybrid is committed to protecting all learners in its care. All employees are 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.

Civility on School Grounds

All school staff, learners, and parents/guardians are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. Under no circumstances will uncivil conduct at any school-related activity be tolerated. For purposes of this guidebook, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior. It also means that a person will treat other persons as they would like to be treated. Uncivil conduct includes, but is not limited to: using an inappropriately loud voice; using profane, vulgar, or obscene words or gestures; belittling, jeering, or taunting; using personal epithets; using violent or aggressive gestures or body-language; repeatedly and inappropriately interrupting another speaker; repeatedly demanding personal attention at inappropriate times; purposefully and inappropriately invading personal space; purposefully ignoring appropriate communications; wrongfully interfering with another person's freedom of movement; wrongfully invading another person's private possessions; or, any other behavior that inappropriately disrupts school-related activities. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately presented and does not disrupt a school-related activity.

Any school staff who are uncivil shall be subject to disciplinary action. Any learner that is uncivil shall be subject to disciplinary action. In the event that any learner's parent/guardian is uncivil during a school-related activity, school staff to whom the uncivility is directed shall immediately warn the parent/guardian to communicate or act civilly. If the parent/guardian fails to correct the uncivil behavior as directed, the affected school staff shall notify the parent/guardian that the school activity is terminated, and the affected school staff shall refer the matter to the school director or designee for further administrative or legal action, which may include, but may not be limited to, a prohibition from any further participation in school-related activities.

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.

Curriculum Library

iLEAD Hybrid's curriculum library is housed in two locations; at the OC Learning Studio and in Acton. Resources can be viewed and reserved through the online library system (access will be given by the facilitator). Resources can be picked up from the OC Learning Studio or library in Acton on scheduled days and times. Email curriculumlibrary@ileadexploration.org or log into the Hub on iLEAD Hybrid Exploration's website for more information.

Custody Issues and Educational Rights

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 legal divorce papers specifically indicate limitations on visitation or educational rights. This paperwork must be on file with the school. Unless the parent/guardian provides court documentation stating that the other parent/guardian does not have educational rights or access to school records, both parents/guardians will have access to educational records. 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.

Directory Information

The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. "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, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. The Family Educational Rights and Privacy Act (FERPA) and Education Code 49073 permits schools to disclose appropriately designated "directory information" without written consent, unless you have advised the school that you do not want your student's directory information disclosed without your prior written consent.

If you do not wish to have any directory information released to any individual or organization, email info@ileadexploration.org.

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.

Drug and Alcohol/Tobacco Prevention

iLEAD Hybrid Exploration functions as a drug-, alcohol-, and tobacco-free workplace.

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). Contact the educational facilitator to request all educational rights to be transferred to the learner as an adult learner.

Electronic Listening or Recording Device

The use by any person, including a learner of any electronic listening or recording device in any classroom or meeting 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.

Emergency & Health Procedures

Emergency Medical Authorization

During enrollment, each parent/guardian is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms include the necessary information the school must have should an emergency arise. It is *extremely* important that the authorization and emergency contact information be

fully completed and/or updated annually through REG-Online. If there are any updates to the Emergency Medical Authorization during the year, email enrollment@ileadexploration.org.

Learners and Prescribed Medications

If a learner requires medical treatment (such as the use of an inhaler, epi-pen, or oral medication) at the learning studio, state testing, or any other school activity, it must be prescribed by a doctor and kept in a locked compartment. A parent/guardian must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending these school events. For a copy of the form, please email info@ileadexploration.org.

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.

- [Request for Medication to be Taken During School Hours](#)
- [Individual Health Care Plan](#)

Confidentiality of Medical Information Act

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

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 learner who has never been enrolled in a California Public School provide the school documentation that the learner has received a health screening examination by a doctor within the last 6 months. Free health screening is available for eligible learners through the Child Health Disabilities Prevention Program.

Oral Health Assessment

State law requires that the parent/guardian of each learner who has never been enrolled in a California Public School provide the school documentation that the learner has received a dental

screening examination by a dentist. Dental assessments must be completed no more than 6 months prior to entry or by May 31st of the learner's first school year.

Immunizations

Learners are not required to have immunizations if they attend an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunization records for each learner during enrollment. 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.

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.

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 learner. However, whenever there is good reason to believe that the learner is suffering from a recognized contagious or infectious disease, the learner shall be sent home and shall not be permitted to participate in school events until authorities are satisfied that the contagious or infectious disease no longer exists.

Emergency Procedures

Emergency drills (such as earthquake and fire drills), are conducted during the school year at the iLEAD OC Learning Studio. If an emergency occurs during regular school hours, learners will be directed by instructors to follow emergency procedures for the specific event. If an emergency occurs when the learners are at an offsite iLEAD event, learners will be directed to the supervising facilitator, parent/guardian volunteer or other school staff member.

If an emergency extends beyond the end of the school day at the Learning Studio, learners will not be released until it has been determined 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. Parents/guardians can not leave the premises without signing out the learner.

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)

Field Study/Service Project Procedures

Field study events and service projects are planned by educational facilitators throughout the school year. These enrichment opportunities will be announced and made available for sign-ups via the Hub on the iLEAD Hybrid Exploration website. Prior to signing up for any field study events, the learner and parent/guardian must sign a field studies agreement.

Cancellations: If an illness or other emergency prevents the learner from attending a field study event, the parent/guardian must contact the field studies team prior to the event. Families should not sign-up for field studies events unless they are certain they can attend. Refunds will not be provided for missed field study events.

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. Contact Luisa Cook, luisa.cook@ileadexploration.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.

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. The attorney and social worker have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

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 iLEAD Hybrid.

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.

Harm or Destruction of Animals

Any learner with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their facilitator teacher of the objection. Objections must be substantiated by a note from the learner's parent/guardian.

A learner 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 learner to develop and agree upon an alternative education project so that the learner may obtain the knowledge, information, or experience required by the course of study in question.

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

iLEAD Hybrid Exploration's LCAP is available for viewing on the iLEAD Hybrid Exploration website and is updated annually.

Learner Withdrawal/Graduation

When a learner withdraws or graduates from iLEAD Hybrid Exploration, all items purchased with instructional funds must be returned to the school.

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 shall develop preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In developing measures and strategies for use by the school, the school director or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations. For more information, email info@ileadexploration.org.

In order to initiate access to available pupil mental health services, contact the school counselor Kathy Tempco at kathy.tempco@ileadexploration.org or visit the iLEAD Hybrid Exploration website for more information. The school will notify parents/guardians at least twice per year. One notification will be through the Learner/Family Guidebook, and the second will be through the school newsletter.

Non-Discrimination

iLEAD Hybrid Exploration 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 students 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 iLEAD Hybrid Exploration 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, this Guidebook will be updated. Please contact the Site Director at director@ileadexploration.org if you would like more information on how to file a complaint with the school, prior to appealing to the CDE.

Visit the CDE website for more information: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

Property Damage

Parents or 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.

Pupil Fees

iLEAD Hybrid Exploration is a tuition-free public school and does not have any mandated fees.

Safe Place to Learn Act

iLEAD Hybrid Exploration is committed to maintaining a learning environment that 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 activities or attendance 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 (657) 231-8220.

School Accountability Report Card

The school SARC is available for viewing on <http://sarconline.org> and is updated annually. The SARC for iLEAD Hybrid Exploration is listed under iLEAD Hybrid.

School Safety Plan

A comprehensive school site safety plan has been adopted by iLEAD Hybrid Exploration, a program of iLEAD Hybrid Charter School. This plan is available upon request from the iLEAD OC Learning Studio office.

Services to Disabled Learners

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 may 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. Whether virtual or in-person, certain special education services can only be provided while the

learner is physically in the state of California. Contact the case manager or school office if you will be out-of-state during your service time.

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 Learners 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. Contact info@ileadexploration.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 learner 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.

Sexual Harassment

iLEAD Hybrid Exploration 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 have been sexually harassed 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 (657) 231-8220.

Student Records

A cumulative record, whether recorded by handwriting, print, or other means, must be maintained on the history of a learner'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.
3. Have some control over the disclosure of information from educational records.

School officials with legitimate educational interests may access learner 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 learner seeks or intends to enroll, the school shall disclose educational records without parental/guardian consent.

A parent/guardian's request to access their learner's educational records must be submitted in written form 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 learner records are available to parents/guardians for a fee of per page.

Any challenge to school records must be submitted in writing to info@ileadexploration.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 learner.

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. 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>

Student 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.

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 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.

Surveys

iLEAD Hybrid Exploration will not use tests, questionnaires, surveys or examinations containing any questions about the learner'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.

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: Amanda Fisher, Executive Director; iLEAD Hybrid; 3720 Sierra Highway, Unit C, Acton, CA 93510; (657) 231-822; info@ileadexploration.org.

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 parents/guardians, learners, facilitators or any member of the public may submit a complaint regarding these issues using this form:

https://ileadexploration.org/wp-content/uploads/2022/03/charter_school_complaint_ad-hybrid-online-empower.pdf It is highly encouraged that individuals express their concerns to the school director (director@ileadexploration.org) before completing the complaint forms to allow the school to respond to these concerns.

SECTION 10:

COMMUNICATION

Email, Phone, Text

Due to the nature of independent study programs, a working email address is required for parents/guardians and/or learners. Parents/Guardians are expected to communicate in a timely manner. Communication may take place via phone calls, text, Parent Square notifications, face-to-face meetings, online, and/or via email. Parents/Guardians may receive periodic phone calls, texts, Parent Square post alerts, and/or emails from the automated notification system. These messages will contain important information and reminders. In the event of inclement weather or an emergency, iLEAD may also utilize the Parent Square platform. Parents/Guardians should ensure the school has their current phone number at all times.

Family Information Updates

It is *extremely* important that all returning families update their REG-Online account annually to ensure accurate contact information, emergency contact information, allergies, and emergency authorizations. All new families will have the opportunity to complete the REG-Online account at the time of enrollment. Email enrollment@ileadexploration.org if there are any updates to the emergency contact, the Emergency Medical Authorization, or legal custody arrangements during the school year.

If there is an email, phone, or address change, families must complete the Learner Update Form located on the Hub. Address changes require a proof of residency and are necessary as material deliveries may be sent to the address on file.

School Newsletters

English Language (EL) Quarterly

A quarterly newsletter is sent digitally to families of EL learners to provide support in language acquisition. Families can also log into the Hub on the iLEAD Hybrid Exploration website to view these newsletters.

High School Happenings

A monthly high school newsletter is sent digitally to families of high schoolers to provide relevant information pertaining to courses of study, graduation, colleges/universities, and college entrance requirements. Families can also log into the Hub to view these newsletters.

Learning Period Post

A monthly school-wide newsletter is sent digitally to families through ParentSquare to provide resources, share learning opportunities, highlight school-hosted activities and events, and give announcements for the upcoming learning period.

Monday Message

Each school week, information and reminders are emailed via the Monday Message. Families may sign up and/or view the Monday Message on the iLEAD Hybrid Exploration website.

Student Support Newsletter

A monthly newsletter with academic tips and support is sent digitally to families of learners with special needs. Families can also view these newsletters on the iLEAD Hybrid Exploration website.

Social Media

- [Facebook](https://www.facebook.com/iLEAD-Exploration): www.facebook.com/iLEAD-Exploration
- [Instagram](https://www.instagram.com/ileadexploration): www.instagram.com/ileadexploration

Town Hall Meetings

During the school year, iLEAD Hybrid Exploration will host family meetings to provide program updates and to receive stakeholder feedback for program improvement.

Website

The best way to keep updated with current events and activities at iLEAD Hybrid Exploration is via the website: <https://ileadexploration.org/>

SECTION 11:

GOVERNANCE

Overview

iLEAD Hybrid's Governing Board is comprised of community leaders passionate about providing innovative educational opportunities. They serve with the vision and ability to create and maintain a successful school. For a list of current board members, please visit iLEAD Hybrid Exploration's website: <https://ileadexploration.org/about/our-governing-board/>

School Governance

iLEAD Hybrid is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the bylaws of the corporation. iLEAD Hybrid's charter authorizing agency is the Acton-Agua Dulce School District. iLEAD Hybrid is self-governed, managing its own operations by a board of directors.

The listing of the current iLEAD Hybrid Charter School Board of Directors can be found on the iLEAD Charter School website: <https://ileadexploration.org/about/our-governing-board/>.

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD Hybrid Exploration'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 regularly meet at the iLEAD Schools' headquarters. Meeting notifications are posted at the OC Learning Studio prior to the next scheduled board meeting. Recorded minutes from past meetings are available on the website: <https://ileadexploration.org/about/our-governing-board/>

SECTION 12:

NOTIFICATIONS

Title I

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose learner(s) attend a Title I school that they may request, and the agency will provide the parent/guardians on request (and in a timely manner), information regarding the professional qualifications of the learner's classroom facilitators, including at a minimum:

1. Whether the learner's facilitator:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the facilitator provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the facilitator.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the school at (657) 231-8220.

SECTION 13:

ACKNOWLEDGEMENT

This Guidebook has been written to help parents/guardians and learners understand and adhere to the policies and procedures of iLEAD Hybrid Exploration. It is important that parents/guardians and learners be familiar with these expectations. Please keep a copy of this Guidebook easily accessible for future reference. A copy also can be found in the Hub section of iLEAD's website at <http://www.ileadexploration.org>.

iLEAD Hybrid Exploration must have proof that every parent/guardian has read this Guidebook or has heard it read aloud. Prior to ordering materials and/or services with instructional funds, the digital 2023-2024 iLEAD Agreement Forms must be signed by the parent/guardian. A copy of the signed form will be sent to the parent/guardian upon submission.

The parent/guardian signature confirms the Guidebook has been read and the guidelines, policies and/or procedures of the school are understood. The parent/guardian and learner will follow the guidelines, policies and/or procedures. iLEAD will update families if and when changes occur to any guidelines, policies and/or procedures.



2023-2024

Family Guidebook

Free To Think. Inspired To Lead.

INTRODUCTION

Welcome to iLEAD AV Exploration, which is designed to meet each child's individual needs to foster a love of learning and the desire to be the leaders of the future. As a learner at iLEAD AV Exploration, each child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, math, social studies, science, the arts, and technology. The independent study setting supports learners as they grow academically using a variety of learning strategies. Each child will be empowered to take ownership of their learning experience. They will also have the opportunity to learn experientially through many field study events visiting local parks, organizations, businesses, and museums.

iLEAD AV Exploration's parents/guardians are actively involved in their child's education. It is a team environment with frequent collaboration between the staff, parent/guardian, and child. Educational facilitators (EFs) are credentialed teachers of record who partner with families to provide support and guidance to the learner.

This Guidebook is designed to share iLEAD AV Exploration's philosophy, expectations for learners and families, along with other school information.

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SECTION 1:

iLEAD SCHOOLS' EDUCATIONAL OVERVIEW

OUR MISSION AND VALUES

iLEAD Schools Mission Statement

Free to Think. Inspired to Lead.

Vision Statement

At iLEAD, we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become Lifelong learners, Empathetic citizens, Authentic individuals, and Design thinkers, we can create a better future for all.

Schoolwide Learner Outcomes

We believe that education should extend beyond traditional academic knowledge. Our purposeful approach revolves around the iLEAD Schoolwide Learner Outcomes; a collective vision that encapsulates our aspirations for each individual's education. The iLEAD Schoolwide Learner Outcomes serve as our compass, guiding us in shaping a child's educational journey. In the course of a child's career with iLEAD Schools, our learners will engage with a relevant and rigorous curriculum that will prepare them for success personally and professionally. The following are the expected Schoolwide Learner Outcomes that our learners develop:

i-LEAD by being a/an...

Lifelong Learner

I am a self-directed learner, focused on personal growth and development.

Empathetic Citizen

I seek to understand and appreciate what others are thinking, feeling, or experiencing.

Authentic Individual

I am true to myself, my personality, values, beliefs, and principles.

Design Thinker

I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.

OUR METHODOLOGY

Through individualized learning, project based learning (PBL), and social emotional learning (SEL) iLEAD's hope is to inspire learners to become lifelong learners, empathetic citizens, authentic individuals and design thinkers. iLEAD Antelope Valley Exploration promotes active learning methods and opportunities for self-directed learning.

Individualized Learning

Individualized learning is an educational approach that tailors instruction to the unique needs, abilities, and interests of each learner. It recognizes that individuals have distinct learning styles, paces, and preferences, and aims to create a personalized learning experience to optimize their educational outcomes. Through the use of a wide variety of technology, materials, activities, and assessments, individualized learning provides learners with customized content, pace, and feedback, allowing them to progress at their own speed, explore areas of interest, and receive targeted support where needed. This learner-centered approach promotes autonomy, engagement, and mastery by acknowledging and addressing the diverse learning needs of each learner.

To that end, at the start of each school year, each learner, together with their facilitator and parents/guardians, create an Individualized Learning Plan (ILP) that includes individual academic goals (aligned to Common Core State Standards) and social and emotional goals. These goals are incorporated into projects throughout the year, monitored, assessed, and reflected on by the learner and their facilitator. This 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.

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. 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) we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress.

7 Habits of Highly Effective People

Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others:

- **Habit 1: Be Proactive**
Proactive people take responsibility by focusing their time and energy on things they can control instead of reacting to or worrying about conditions over which they have little or no control.
- **Habit 2: Begin With the End in Mind**
Each day, task, or project should begin with a clear vision of one's desired direction and destination, and then continue by flexing proactive muscles to make things happen.
- **Habit 3: Put First Things First**
Life management — define one's purpose, values, roles, and priorities.
- **Habit 4: Think Win-Win**
Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. A win-win approach means agreements or solutions are mutually beneficial and satisfying.
- **Habit 5: Seek First to Understand, Then Be Understood**
- This habit helps transform communication by actively listening with the intent to understand another's perspective versus filtering things through one's own life experiences and frame of reference.
- **Habit 6: Synergize**
This habit promotes cooperation, teamwork, open-mindedness, and the adventure of finding new solutions to old problems. It thrives on the idea that the whole is greater than the sum of the parts.
- **Habit 7: Sharpen the Saw**
Living a life in balance means taking the necessary time to renew one's self. To "sharpen the saw" means having a balanced program for self-renewal in the four areas of life: physical, social/emotional, mental, and spiritual.

CURRICULUM

Facilitators support learners and their individual interests and learning styles. In addition to our curriculum, facilitators incorporate a variety of materials and experiences to best meet the needs of individual learners.

California State Academic Standards

Curriculum is implemented using the Common Core academic standards that were developed and adopted by the state of California. 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, the California Assessment of Student Performance and Progress (CAASPP), incorporates the standards for English language arts, mathematics, and science. The assessments include the Smarter Balanced Assessment Consortium Assessments, 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 CAASPP can be found at www.cde.ca.gov/ta/tg/ca/ [EC 60119, 60604.5, 60615].

Engaging Curriculum

Our Curriculum supports the California content standards through relevant learning experiences engaging each learner's interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, hands-on activities, and experiences that build on their prior knowledge. Our curriculum is a literature based program. Learners and families will read novels about topics in science and social studies. The reading of these biographies and autobiographies let the learner imagine life through the lens of the characters. Projects are also used several times a year as a teaching tool to focus on higher-order thinking and real-world skills.

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.

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 School 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 regular 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. These meetings are offered via zoom and are optional to attend, although highly encouraged.

Global Understanding

21st century learners are encouraged to engage in an increasingly interdependent world where knowledge is constantly developing and evolving in a global marketplace.

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. iLEAD AV Exploration provides this course to 7th grade learners. It is intended to ensure that pupils in grade 7 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 the 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 email 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. Be informed 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, including the date of the instruction, and the name of the organization or affiliation of each guest speaker.

ASSIGNED WORK RECORDS (AWRs) and LEARNER LED CONFERENCES (LLCs)

Facilitator(s) create Assigned Work Records to guide instruction. Each learner, along with their family and facilitator, work together to monitor the assigned work and make adjustments, as needed. The primary goal of the AWR 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. Every Learning Period (approximately every 20 school days) 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.

Online digital portfolios (through a platform called SeeSaw) will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Facilitators can maintain daily checks of progress. This enables the facilitator to help get the learner back on track right away. 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.

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

Charter school enrollment is open to all; however, parents/guardians should carefully consider the charter's educational offerings, including independent study and other non-classroom based options, prior to enrollment. Generally, a learner with special needs may only participate in an independent study program if their individualized education plan (IEP) specifically provides for this type of program (see California Education Code section 51745). If a learner enrolls in iLEAD AV Exploration and the learner's IEP does not provide for independent study or non-classroom based instruction, then iLEAD must convene an IEP meeting to discuss the learner's needs and determine whether independent study is appropriate for the learner.

If the IEP team determines that independent study is appropriate, then they may offer the program as "free appropriate public education" (FAPE) for the learner by including it in the IEP and obtaining parental/guardian consent. Whether virtual or in-person, special education services can only be rendered to learners who are physically in the state of California. No special education services will be rendered to learners outside of the state of California. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121]

The availability of related services and support will be considered when discussing the appropriateness of an independent study or non-classroom based program, as will the methods and feasibility of monitoring the learner's progress on IEP goals. If the IEP team determines that independent study is not appropriate for the learner, then the team will discuss and offer alternative program options. iLEAD AV Exploration will work with the local school districts and the SELPA to offer a program and placement that is appropriate for the learner.

SECTION 2:

GENERAL OPERATIONS

OFFICE HOURS

Monday 9 am - 2pm (on campus)
Tuesdays 9am - 2pm
Wednesday closed
Thursdays 9am -2pm
Fridays 8:30-1:30 (on campus)

Office Phone Number: 661-429-3757

SCHEDULE

See the iLEAD AV Exploration website at www.ileadav.org for the most up to date hours, including break and lunch schedule.

INSTRUCTIONAL CALENDAR

See the iLEAD AV Exploration website at www.ileadav.org 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 AV Exploration website at www.ileadav.org 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 AVExplorationRegistrar@ileadav.org or visit www.ileadav.org.



SECTION 3:

DAILY OPERATIONS

MASTER AGREEMENT AND ASSIGNMENT WORK RECORD (AWR)

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. In addition to the Master Agreement, learners complete the work and activities on their Assignment Work Record (AWR) as assigned by their educational facilitator each learning period. We use a learning platform called SeeSaw. This is where the facilitator will list the learners assignments a week at a time. The primary goal of the AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

Master Agreement Addendum

In specific instances, such as a course change, a master agreement addendum must be signed by the facilitator, learner, and parent in order to reflect the change.

Attendance

As an independent study program of public charter school, iLEAD AV Exploration 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 on every school day listed on the school calendar. If a learner does not engage in an assigned educational activity listed in SeeSaw 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. Generally, the Assignment Work Record 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 facilitator 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 AV Exploration's independent study program.

Per California Education Code Section 51747, the governing board of iLEAD Hybrid Charter School 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. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in 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. In addition, the learner may be removed from the program per our attendance policy.

Illness at an Independent Study Learning Studio

Any child who becomes ill while at iLEAD AV Exploration's Learning Studio will be taken to the health office and parents/guardians will be called to pick up their sick child. The child needs to be fever-free/symptom-free for 24 hours before returning to campus. If a child needs to take prescription medication on a temporary or permanent basis while at school site or activity, an authorization to administer medication must be on file at the school. This form is available on the web-site: [HERE](#)

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.

SCHOOL LUNCH PROGRAM

iLEAD AV Exploration offers a school lunch program. iLEAD AV Exploration offers healthy meals every school day because children need healthy meals to learn. Learners attending on-site workshops for two hours or more will be offered one free meal of charge 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 AV website at www.ileadav.org

TRANSPORTATION

iLEAD AV Exploration does not provide transportation. Families need to arrange their own transportation to and from campus/studio.

LOTTERY GUIDELINES

As a charter school, iLEAD AV Exploration 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 AV Exploration 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 AV Exploration we utilize **Love and Logic®** to embrace each learner's uniqueness while modeling and expecting appropriate behavior. Our iLEAD AV Exploration 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 iLEAD AV Exploration 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.

Testing

Learners are expected to participate in all assessments required by the state of California as well as any required school-wide benchmark assessments to ensure the longevity and accountability of the program. Parents/Guardians will be notified of the testing required for each learner. Parents/Guardians are responsible for ensuring their learners attend the required testing. Tests include:

- CAASPP (California Assessment of Student Performance and Progress): Grades 3-8 and 11 in the spring
- CAST Science (California Science Test): Grades 5 and 8 in the spring
- Physical Fitness Test: Grades 5, and 7 during the second semester
- MAP (Measures of Academic Progress) Growth Test*: Grades TK-8 in the fall and spring

**Internal benchmark testing is a program requirement to determine academic progress and the appropriate allocation of instructional funds. Refusal to participate will result in limited choices of instructional funds.*

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.

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.

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.

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]

Release of Learner to Peace Officer

If an iLEAD AV Exploration official releases a 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 the parent/guardian or a responsible relative of the 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]

SECTION 5:

LEARNING PERIOD EXPECTATIONS

ASSIGNMENT WORK RECORD (AWR)

The Assignment Work Record (AWR) 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 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 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 in collaboration with the learner. The unique learning styles of each learner are considered when work is assigned. At monthly learning period meetings, the body of work, as listed on the AWR, is showcased by the learner. The EF will collect samples in each subject area as listed on the Master Agreement.

The AWR 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

- Assignments:** Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
- Time Value:** The 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/instructionaltime/table.asp>

LEARNING PERIOD MEETINGS

Learners and/or 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. The facilitator will assign work each week in SeeSaw. Learners are expected to keep up with their assignments each day. Late or missing assignments will negatively affect attendance, which could result in truancy. All work assigned in SeeSaw must be completed and turned in by the last day of the learning period in order to receive daily attendance. Should an emergency arise, the parent/guardian or learner 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 Charter School's independent study program.

MONTHLY WORK SAMPLES

At the learning period meeting, learners will discuss the body of work assigned in the AWR 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.
- 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.
- Show math problems worked out or explained by the learner.
- Be evaluated by the educational facilitator.
- Have the learners first and last name written on the sample.
- Have the date the learner completed the assignment written on the sample.
- Have the subject listed on the sample (ie Language Arts, Math, Science, Social Studies).

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 learning 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	9/15/23	LP6	3/1/24
LP2	10/6/23	LP7	3/29/24
LP3	11/9/23	LP8	5/3/24
LP4	12/15/23	LP9	6/7/24
LP5	2/2/24		

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. 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.

SECTION 6:

TECHNOLOGY

INTERNET USAGE

iLEAD AV Exploration learners are given many choices to support and supplement instruction. Before using the internet, parents/guardians and learners should read the "Network Use Guidelines" below. All parents/guardians and learners utilizing the complimentary online subscriptions must also sign the online consent form.

NETWORK USE GUIDELINES

Please read the following carefully. This will give information about the privileges and responsibilities of using the Internet as part of the learner's 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 AV Exploration 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 AV Exploration 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 AV Exploration 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 AV Exploration

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 learners 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 a learner feels they can identify a security problem, they must notify iLEAD AV Exploration 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 AV Exploration 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 7:

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.

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 AVExplorationRegistrar@ileadav.org.

BULLYING

iLEAD AV Exploration 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 terri.budke@ileadexploration.org to assist you in identifying and stopping this behavior.

CHILD ABUSE AND NEGLECT REPORTING

iLEAD AV Exploration 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.

CIVILITY ON SCHOOL GROUNDS

All school staff, learners, and parents/guardians are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. Under no circumstances will uncivil conduct at any school-related activity be tolerated. For purposes of this guidebook, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior. It also means that a person will treat other persons as he or she would like to be treated. Uncivil conduct includes, but is not limited to: using an inappropriately loud voice; using profane, vulgar, or obscene words or gestures; belittling, jeering, or taunting; using personal epithets; using violent or aggressive gestures or body-language; repeatedly and inappropriately interrupting another speaker; repeatedly demanding personal attention at inappropriate times; purposefully and inappropriately invading personal space; purposefully ignoring appropriate communications; wrongfully interfering with another person's freedom of movement; wrongfully invading another person's private possessions; or, any other behavior that inappropriately disrupts school-related activities. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately presented and does not disrupt a school-related activity.

Any school staff who are uncivil shall be subject to disciplinary action. Any learner that is uncivil shall be subject to disciplinary action. In the event that any learner's parent/guardian is uncivil during a school-related activity, school staff to whom the incivility is directed shall immediately warn the parent/guardian to communicate or act civilly. If the parent/guardian fails to correct the uncivil behavior as directed, the affected school staff shall notify the parent/guardian that the school activity is terminated, and the affected school staff shall refer the matter to the school director or designee for further administrative or legal action, which may include, but may not be limited to, a prohibition from any further participation in school-related activities.

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.

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 facilitator. If the concern is not resolved, please bring this 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.

CUSTODY ISSUES AND EDUCATIONAL RIGHTS

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 legal divorce papers specifically indicate limitations on visitation or educational rights. This paperwork must be on file with the school. Unless the parent/guardian provides court documentation stating that the other parent/guardian does not have educational rights or access to school records, both parents/guardians will have access to educational records. 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.

DIRECTORY INFORMATION

The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. "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. The Family Educational Rights and Privacy Act (FERPA) and Education Code 49073 permits schools to disclose appropriately designated "directory information" without written consent, unless you have advised the school that you do not want your student's directory information disclosed without your prior written consent. If you do not wish to have any directory information released to any individual or organization please contact AVExplorationregistrar@ileadav.org

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.
- Children should be fever free for 24 hours before coming to in person events.

DRUG AND ALCOHOL/TOBACCO PREVENTION

iLEAD AV Exploration school functions as a drug, alcohol, and tobacco free workplace.

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.

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 extremely 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 AVExplorationRegistrar@ileadav.org

Learner Medications Assistance

If a 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 must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending classes at iLEAD AV Exploration. This form is available in the office or on the iLEAD AV Exploration website at: www.ileadav.org.

Confidentiality of Medical Information Act

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

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 are not required to have immunizations if they attend an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunization records for each learner during enrollment. 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.

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.

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.

Medical or Hospital Service

The school does not provide or make available medical and hospital services for learners who are injured in accidents related to school activity or attendance.

EMERGENCY PROCEDURES

Emergency drills (such as earthquake and fire drills), are conducted during the school year at the iLEAD AV Exploration learning studio. If an emergency occurs during regular school hours, learners will be directed by instructors to follow emergency procedures for the specific event. If an emergency occurs when the learners are at an offsite iLEAD event, learners will be directed to the supervising facilitator, parent/guardian volunteer or other school staff member.

If an emergency extends beyond the end of the school day at the learning studio, 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. Parents/guardians can not leave the premises without signing out the learner.

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)

FIELD STUDIES

Throughout the school year, learners may take trips, often planned through facilitator and parent/guardian collaboration. These trips enhance iLEAD AV Exploration's 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 AV Exploration'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.

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: Terri Budke, School Director, 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.

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. The attorney and social worker have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

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 Director of the School. 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.

HARM OR DESTRUCTION OF ANIMALS

Any learner 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 learner's parent/guardian.

A learner 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.

LCFF and LCAP

The school LCAP is available for viewing on our website and is updated annually.

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 following mental health provider Terri Budke at 661-429-3757. 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, by including information in our Monday Message.

NON-DISCRIMINATION

iLEAD AV Exploration 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, guidebooks will be updated. Please contact Terri Budke at 661-429-3757 or via email at terri.budke@ileadexploration.org 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>

PESTICIDE USE

iLEAD AV Exploration 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.

PROPERTY DAMAGE

Parents/Guardians will 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.

PUPIL FEES

iLEAD AV Exploration is a tuition-free public school and does not have any mandated fees.

SAFE PLACE TO LEARN ACT

iLEAD AV Exploration is committed to maintaining a learning environment that 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 661-429-3757.

SCHOOL ACCOUNTABILITY REPORT CARD

The school SARC is available for viewing on <http://sarconline.org> and is updated annually.

SCHOOL SAFETY PLAN

A Comprehensive School Site Safety Plan has been adopted at iLEAD AV Exploration. This plan is available upon request from the school office.

SERVICES TO DISABLED LEARNERS

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 pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. Please contact AVExplorationRegistrar@ileadav.org for further information. Charter schools are not allowed to provide Home Hospital.

A pupil 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 pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil 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 pupil 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 pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

SEXUAL HARASSMENT

iLEAD AV Exploration 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: 661-429-3757.

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.

The 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 AVExplorationRegistrar@ileadav.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>

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.

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 learner who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the facilitator or authorized person reasonably believes that the symptoms are cardiac related. A learner 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 learner and the learner's parent/guardian before a learner 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.

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.

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: Terri Budke, Director of North LA County Exploration, 2110 West Ave K, Lancaster, CA 93536, terri.budke@ileadexploration.org, and 661-494-7442.

WILLIAMS COMPLAINT POLICY & PROCEDURES

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 our school [website](#). 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 8:

COMMUNICATION

COMMUNICATION METHODS

WEBSITE

The best way to keep updated with current events and activities at iLEAD AV Exploration is via the website: iLEADAV.ORG

MONDAY MESSAGE

Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link at the bottom of the iLEAD Antelope Valley website home page. Click [HERE](#) to sign up!

SOCIAL MEDIA

You can follow our journey on [FACEBOOK](#) and [INSTAGRAM](#).

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 texts 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: AVExplorationRegistrar@ileadav.org

SECTION 9:

FAMILIES AND iLEAD CHARTER SCHOOLS WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

iLEAD AV Exploration 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. The school encourages the participation of parents/guardians for increased parental involvement, but it is not a requirement for acceptance to, or continued enrollment at, school.

It is because of families like you that we are able to offer such a unique program for our children here at iLEAD AV Exploration.

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. We have a variety of opportunities where you can help including classroom volunteering, operational / facilities assistance, relevant professional expertise, administrative tasks or by attending Parent University workshops and seminars.

Watch the Monday Message for current volunteer needs from <https://ileadav.org/monday-message>. Please look for the Message from the Exploration Director.

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
- 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

VISITORS/OBSERVATION PROCEDURES

iLEAD AV Exploration is committed to providing a safe and secure learning environment for learners and staff. Visitors/observers will respect confidentiality of all learners and not discuss the details of the classroom observation with anyone outside the school setting without prior written consent.

- All campus visitors/observers must have the consent and approval of the school director/designee. Permission to visit/observe must be given at the time requested, if at all possible, or within a reasonable period of time following the request. This does not preclude visits occurring the same day as requested. School Director/designee must accompany the visitor/observer to the classroom and remain with them during the visitation/observation.
- Visitors DO have the right to:
 - Request and obtain approval of the school director/designee to enter a school campus.
 - Observe in the classroom or classrooms in which their child is enrolled and/or observe in the classroom or classrooms for the purpose of selecting the school in which their child will be enrolled, within a reasonable period of time after making a request.
 - Request a meeting with the classroom facilitator/provider and/or school director/designee following the observation; and,
 - Meet with their child's facilitator/provider (s) and/or the school director/designee, within a reasonable period of time after making a request.
- Visitors DO NOT have the right to:
 - Willfully interfere with the discipline, order, or conduct in any classroom space or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
 - Disrupt instructional time, extra-curricular activities, cause disorder, or otherwise disrupt the normal operations of the school.
 - Audio or video record while in the classroom.
- As we welcome visitors/observers to our school, the guidelines below should be communicated to ensure an enjoyable, productive experience for all:
 - Follow the established school procedure in requesting a classroom visitation/observation from the school director/designee and obtain the school director/designee's approval.
 - Enter and leave the classroom/space as quietly as possible.
 - Do not converse with learners or staff during instructional time.
 - Do not interfere with school activities.
 - Keep the length and frequency of the classroom visits/observations reasonable (to be determined by the activity being observed).
 - Check out with school staff before leaving the campus.

LEARNING PERIOD MEETINGS

It is important that families participate in all scheduled Learning Period Meetings. These are essential to your child's success!

TRADITIONS

At iLEAD AV Exploration we have several traditions in place. These are the traditions which we consider our cornerstone events:

- Multicultural Feast (Fall)
- Winter Production (Winter)

- Spring School Community Event (ie Art Festival, Open House, School Carnival)

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 AV's website. ileadav.org

ANNUAL FAMILY GIVING

Annual Family Giving is a tradition at many charter schools in California. As a charter school, iLEAD AV Exploration receives significantly less per child funding from the state than a traditional school would get. In addition to reduced funding, iLEAD AV Exploration directly pays the lease for our buildings.

The iLEAD AV Exploration 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.

The Annual Family Giving Campaign is an important part of strengthening your child's school as well as demonstrating our collective commitment to iLEAD AV Exploration. While family giving is voluntary, our school expenses are mandatory, and no financial gift is too small.

SECTION 10: GOVERNANCE

HISTORY

iLEAD AV Exploration's Governing Board is composed of community leaders passionate about providing innovative educational opportunities within the Antelope Valley. Each of these Board members came to iLEAD AV Exploration with the vision and ability to create and maintain a successful school. For a list of current board members, please visit the iLEAD AV website.

SCHOOL GOVERNANCE

iLEAD AV Exploration 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 AV Exploration's charter authorizing agency is the Acton Agua Dulce School District, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current iLEAD Hybrid Board of Directors can be found on the iLEAD AV's website: ileadav.org

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD AV Exploration'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 AV. 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.

SECTION 11: NOTIFICATIONS

TITLE I

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose learner(s) attend a Title I school that they may request, and the agency will provide the parent/guardians on request (and in a timely manner), information regarding the professional qualifications of the learner's classroom facilitators, including at a minimum:

1. Whether the learner's facilitator:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the facilitator provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the facilitator.
1. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the school at 661- 429-3757

iLEAD Schools 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, and a literature based program. 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.

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