



## MEETING AGENDA - iLEAD Online Board

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

### Meeting

**Meeting Date** Thursday, June 29, 2023  
**Start Time** 5:00 PM  
**End Time** 6:00 PM  
**Location** Address: 29477 The Old Rd, Castaic, CA 91384  
Join Zoom Meeting <https://us02web.zoom.us/j/3858775783>  
Meeting ID: 385 877 5783  
Dial in Number: 1-669-900-6833

**Purpose** Regular Scheduled Meeting

### Agenda

#### 1. Opening Items

1.1. Call The Meeting To Order	(5:00 PM - 5:00 PM)
1.2. Roll Call	(5:00 PM - 5:00 PM)
1.3. Pledge Of Allegiance	(5:00 PM - 5:00 PM)
1.4. Approve Agenda	(5:00 PM - 5:00 PM)
1.5. Approve Minutes	(5:00 PM - 5:00 PM)

#### 2. Public Comments

2.1. Public Comments	(5:00 PM - 5:00 PM)
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#### 3. Hearing

3.1. LCAP Hearing	(5:00 PM - 5:00 PM)
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#### 4. Action Items

4.1. LCAP and Local Indicators	(5:00 PM - 5:00 PM)
4.2. 2022-2023 Estimated Actuals & 2023-2024 Budget	(5:00 PM - 5:00 PM)
4.3. Revised Fiscal Policy	(5:00 PM - 5:00 PM)



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4.4. Special Education Shared Resource Agreement	(5:00 PM - 5:00 PM)
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4.5. 2023-2024 Family Guidebook	(5:00 PM - 5:00 PM)
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4.6. 2023-2024 Insurance Policies	(5:00 PM - 5:00 PM)
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## 5. Closed Session

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5.1. Conference with Legal Counsel - Anticipated Litigation	(5:00 PM - 5:00 PM)
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5.2. Public Employee Discipline/Dismissal/Release	(5:00 PM - 5:00 PM)
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6. Report of Closed Session	(5:00 PM - 5:00 PM)
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## 7. Board Comments

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7.1. Board Comments	(5:00 PM - 5:00 PM)
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## 8. Closing Items

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8.1. Next Meeting Date - September 7, 2023 7pm	(5:00 PM - 5:00 PM)
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8.2. Adjournment	(5:00 PM - 5:00 PM)
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**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 Online Board

### Meeting

**Date** Thursday, June 22, 2023  
**Started** 5:05 PM  
**Ended** 7:24 PM  
**Location** Address: 29477 The Old Rd, Castaic, CA 91384  
Join Zoom Meeting <https://us02web.zoom.us/j/3858775783>  
Meeting ID: 385 877 5783  
Dial in Number: 1-669-900-6833

**Purpose** Regular Scheduled Meeting  
**Chaired by**  
**Recorder** Rigo Ortega

### Minutes

#### 1. Opening Items

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##### 1.1. Call The Meeting To Order

The meeting called to order at 5:05 pm

**Status:** Completed

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##### 1.2. Roll Call

Christopher Bojorquez - Present

Giselle Bice - Present

Brent Pellico - Late, arrived at 5:15 pm

**Status:** Completed

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##### 1.3. Pledge Of Allegiance

The Pledge Of Allegiance was recited

**Status:** Completed

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##### 1.4. Approve Agenda

Motioned: Chris Bojorquez

Seconded: Giselle Bice

Unanimously approved

**Due date:**

**Status:** Completed

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##### 1.5. Approve Minutes



Discuss and take action on the Board Meeting Minutes.

Motioned: Chris Bojorquez

Seconded: Giselle Bice

Unanimously approved

Brent Pellico - Late

**Due date:**

**Status:** Completed

Documents

- Minutes-2023-05-18-v1.pdf
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## 2. Public Comments

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### 2.1. Public Comments

The public may address the iLEAD Online governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card or alert them during Public Comments. 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 Comment

**Status:** Completed

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## 3. Consent Items

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### 3.1. Personnel Report

Motioned: Chris Bojorquez

Seconded: Giselle Bice

Unanimously approved

Brent Pellico - Late

**Due date:**

**Status:** Completed

Documents

- 6.22.23 OnlinePersonnelReport.pdf
- 

### 3.2. Check Register

Motioned: Chris Bojorquez

Seconded: Giselle Bice

Unanimously approved

Brent Pellico - Late

**Due date:**



**Status:** Completed

Documents

- iLEAD Online\_Payment Register\_20230614.pdf
- iLEAD Online\_Payment Register Summary\_20230614.pdf

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### 3.3. iCA/Online Lease Addendum

Motioned: Chris Bojorquez

Seconded: Giselle Bice

Unanimously approved

Brent Pellico - Late

**Due date:**

**Status:** Completed

Documents

- iCA and iLEADOnline\_SubLease Third Amendment 6-29-2023.docx.pdf

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## 4. Discussion And Reports

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### 4.1. School Director Report

Kate Wolfe presented the Director's Report and answered questions form the board .

**Status:** Completed

Documents

- Site Director Board Report iLEAD Online 6\_22\_23.docx (1).pdf

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## 5. Closed Session

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### 5.1. Public Employee Performance Evaluation

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

**Status:** Completed

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### 5.2. Conference with Legal Counsel - Anticipated Litigation

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

**Status:** Completed

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### 5.3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Gov. Code section 54957(b)

**Status:** Completed

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### 5.4. Report of Closed Session

Nothing to report

**Status:** Completed

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## 6. Action Items

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### 6.1. School Director Employment Agreement

Discuss and take action regarding the School Director employment agreement.

Brent Pellico motions to table the School Director Employment Agreement until it's revisited

Seconded: Giselle Bice

Unanimously approved

**Due date:**

**Status:** Completed

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### 6.2. Single Plan for Student Achievement

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

Allison Bravo presented the Single Plan for Student Achievement and answered questions from the board.

Motioned: Brent Pellico

Seconded: Giselle Bice

Unanimously approved

**Due date:**

**Status:** Completed

Documents

- LEAD Online SPSA 23-24 SSC Approved.pdf
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### 6.3. Shared Resource Agreement

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

Amanda Fisher presented the Shared Resource Agreement and answered questions from the board.

Brent Pellico motions to table the Shared Resource Agreement pending the license to use.

Seconded: Christopher Bojorquez

Unanimously approved

**Due date:**

**Status:** Completed

Documents

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

### 6.4. Special Education Shared Resource Agreement

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

Brent Pellico motions to table the Special Education Shared Resource Agreement till the next board meeting



Seconded: Christopher Bojorquez

Unanimously approved

**Due date:**

**Status:** Completed

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## 6.5. 2023 - 2024 Board Meeting Dates

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

Kim Lytle presented the 2023 - 2024 Board Meeting Dates and answered questions from the board.

Motioned: Chris Bojorquez

Seconded: Brent Pelli

Unanimously approved

**Due date:**

**Status:** Completed

Documents

- iLEAD Online 2023-2024 Board Meeting Dates.pdf
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## 7. Board Comments

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### 7.1. Board Comments

**Status:** Completed

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## 8. Closing Items

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### 8.1. Next Meeting Date - June 29th 5pm

**Status:** Completed

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### 8.2. Adjournment

The meeting adjourned at 7:24 pm

**Status:** Completed

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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ILEAD Online

CDS Code: 19753090136531

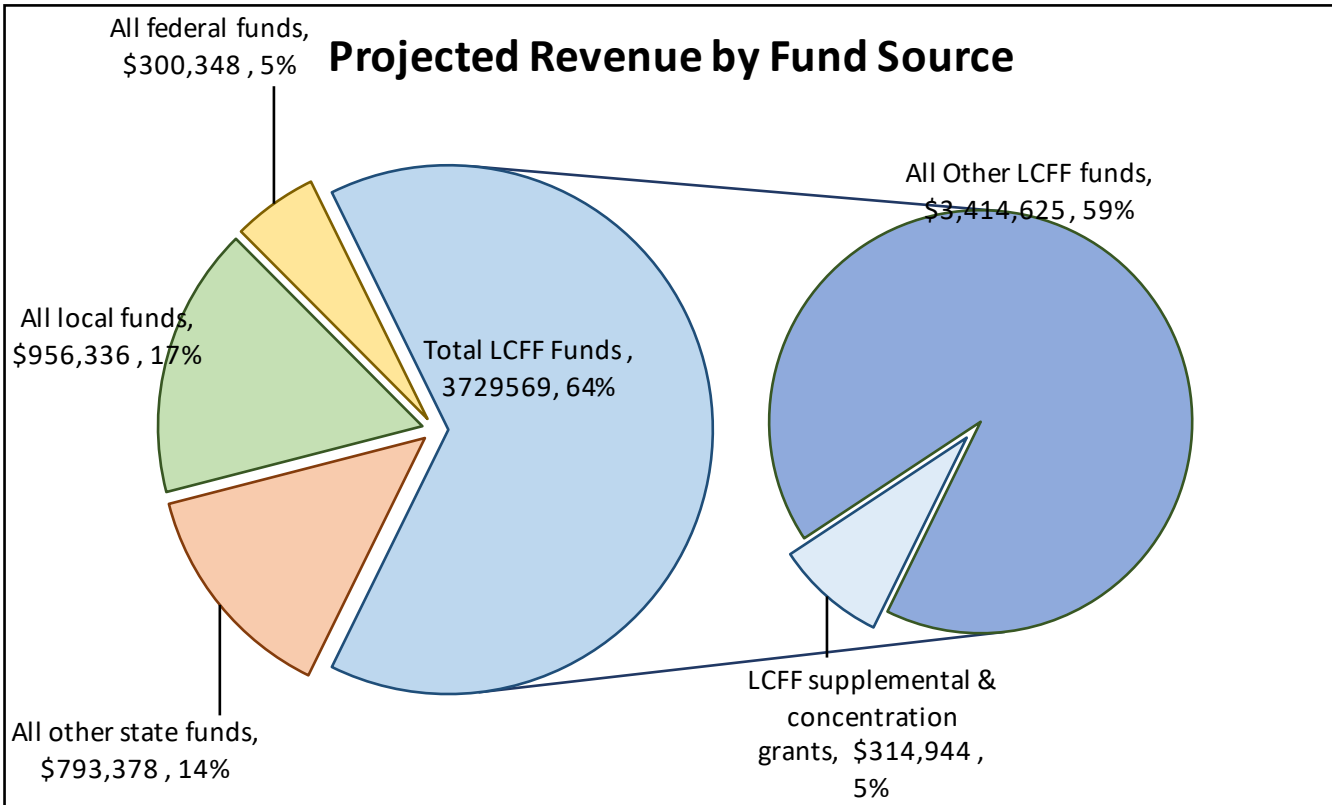
School Year: 2023 – 2024

LEA contact information: Erin Jones: (661) 441-6636 [director@ileadonline.org](mailto:director@ileadonline.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



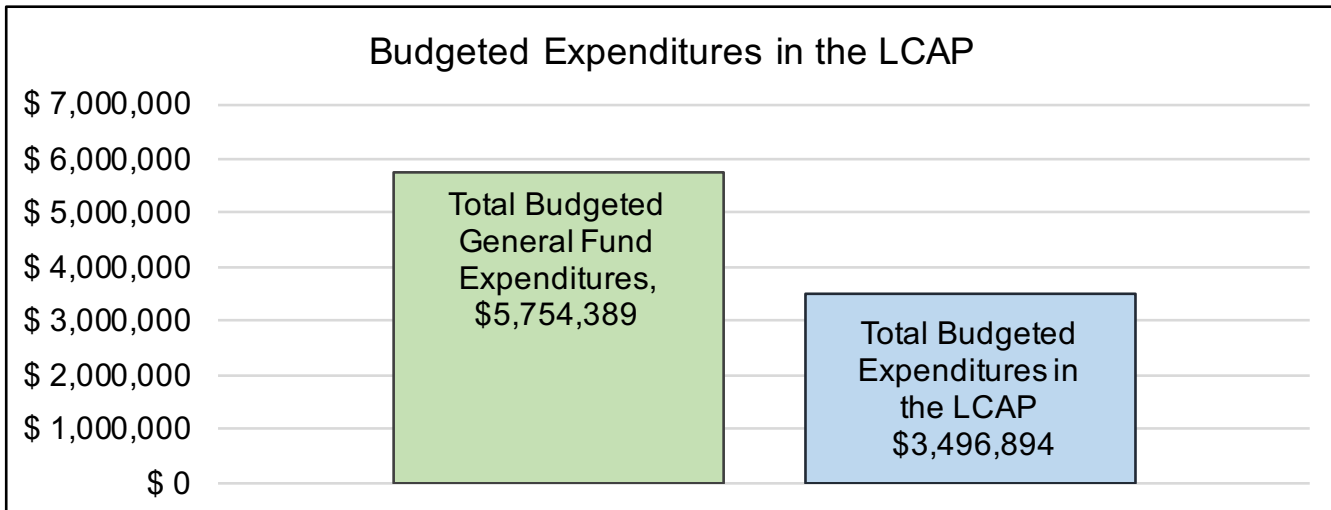
This chart shows the total general purpose revenue ILEAD Online expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ILEAD Online is \$5,779,631.00, of which \$3,729,569.00 is Local Control Funding Formula (LCFF), \$793,378.00 is other state funds, \$956,336.00 is local funds, and \$300,348.00 is federal funds. Of the \$3,729,569.00 in LCFF Funds, \$314,944.00 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 Online 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 Online plans to spend \$5,754,389.00 for the 2023 2024 school year. Of that amount, \$3,496,893.67 is tied to actions/services in the LCAP and \$2,257,495.33 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

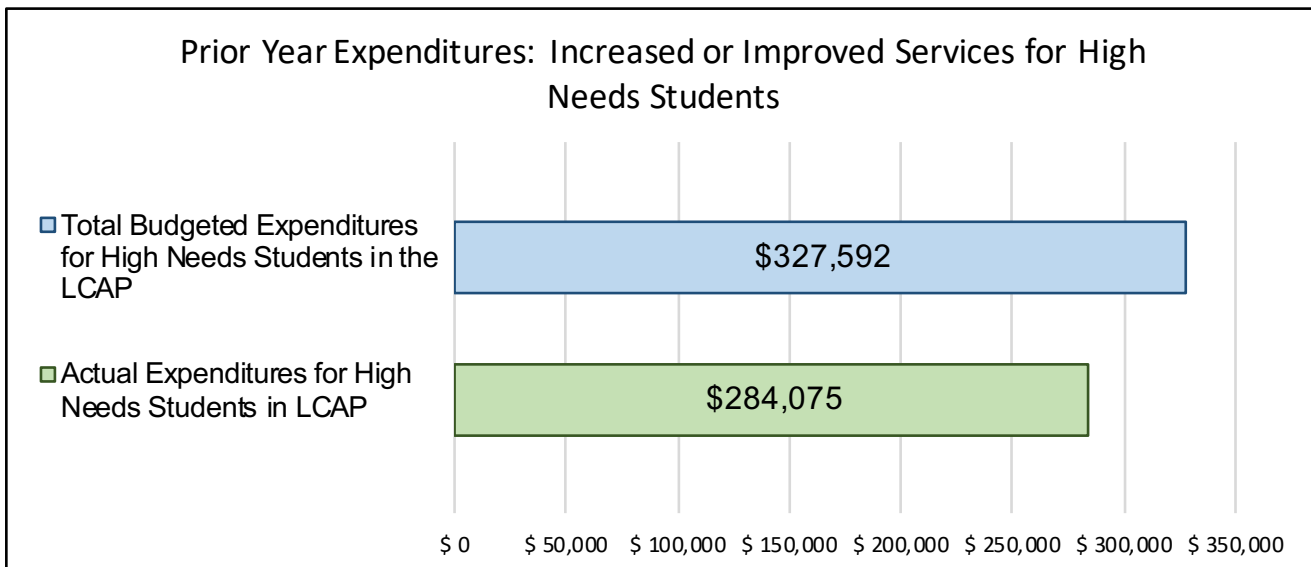
Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district and other sources such as legal, business services fees, banking, audit and district fees.

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

In 2023 – 2024, ILEAD Online is projecting it will receive \$314,944.00 based on the enrollment of foster youth, English learner, and low-income students. ILEAD Online must describe how it intends to increase or improve services for high needs students in the LCAP. ILEAD Online plans to spend \$314,944.00 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 Online budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ILEAD Online 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 Online's LCAP budgeted \$327,592.00 for planned actions to increase or improve services for high needs students. ILEAD Online actually spent \$284,075.00 for actions to increase or improve services for high needs students in 2022-2023. The difference between the budgeted and actual expenditures of \$43,517.00 had the following impact on ILEAD Online's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures to increase or improve services in 2022-2023 is due to a difference between projected revenue and P2 calculated revenue. All estimated actual expenditures were spent increasing and/or improving services for high needs students.

# 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 Online	Erin Jones Director	erin.jones@ileadschools.org 818-921-2220

## 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 Online Charter School, which opened in 2017, is a nonclassroom-based, WASC-accredited, public charter school serving learners in TK-12 in the counties of Los Angeles, Orange, Kern, San Bernardino, and Ventura. The school's enrollment for the 2022-23 school year is 266 learners. The current population of the school is 38% Hispanic or Latino; 27.4% White; 18.8% African American; 10.5% Two or More Races; 3.4% Asian; 0.4% American Indian or Alaska Native; and 0.8% Filipino. 54.5% of its learners qualify for free and reduced meals.

iLEAD Online Charter School offers a learner-centered approach to education that focuses on personalized learning options, interdisciplinary project-based learning, and social-emotional learning principles while adhering to the Common Core Standards. Social-Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. iLEAD Online's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on both academic and social-emotional learning. These include academic rigor, college and career readiness, critical thinking, curiosity, gratitude, grit, growth mindset, optimism, purpose, self-control, social intelligence, and zest. Twice a year, learners and facilitators alike reflect on student growth in each of these areas through the use of the iLEAD Comprehensive Growth Card.

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.

iLEAD Online Charter School serves learners who seek flexible schedules and online learning for a variety of reasons. The school is dedicated to educating the whole child, all-staff professional learning, and collaboration between staff, administration, and other schools in the iLEAD network. Using a rigorous, Common-Core-aligned project-focused learning curriculum, the school serves a diverse population of which many are pursuing outside passions such as sports, acting, theater arts, etc. while enrolled in iLEAD Online's independent study program.

Through thoughtfully-designed, virtual learning environments, as well as the implementation of an equity task force, it is iLEAD Online'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 (.8%), Students with Disabilities (9.8%), Socioeconomically Disadvantaged (54.5%), those experiencing Homelessness (1.9%), and Foster Youth (.4%). At iLEAD Online, 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.

iLEAD Online continues to prepare its learners for college and career through college-prep a-g coursework, AP classes, Career Technical Education pathways, college credit courses, and work-based learning opportunities. Additionally, iLEAD Online provides NCAA-approved coursework. Learners can be celebrated by earning the Golden State Seal Merit Diploma, State Seal of Biliteracy, CTE industry-recognized certification, including middle school college/career readiness certifications and programs, and/or CTE Pathway Completer certificate.

## Reflections: Successes

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

- Engaged learners through live synchronous instruction, in-person events and field studies, tiered engagement strategies, and a focus on building relationships for accountability and collaboration.
- Implemented a successful reading and math intervention program, a strong MTSS system for tracking learner progress and providing personalized systems of support, and ensured all learners had a personalized learning experience aligned to their individual goals.
- Expanded CTE pathway offerings, K-8 courses, and 9-12 a-g approved courses to offer a broad course of study.
- Achieved high levels of testing participation rates
- Improved in ELA and Math as measured by internal measures (NWEA MAP)
- Increased parent survey results in every category (ranging 2%-10% positive increase)

## 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.

- Based on the California Dashboard and internal measures, iLEAD Online will continue to focus on the following identified needs:
- Continued growth in academic achievement: iLEAD Online was 75.7 points below standard in Math on the 2022 CA School Dashboard, which is 24 points below the state and 22.1 points below standard in ELA on the 2022 CA School Dashboard, which is 9.9 points below the state (WASC Goal 1 and 2)
  - Ongoing focus on a strong college/career readiness culture, increasing the graduation rate and CCI indicator rates (WASC Goal 3)
  - Continue to increase field study and school activity opportunities
  - Continue supporting English learners and families for a positive school culture, and progress toward English proficiency (WASC Goal 4)

## 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 Online'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 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 Online 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 Online 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 Online'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, iLEAD Online facilitators communicated with parents on a regular basis to keep them abreast of what was happening in their learner's courses and to receive informal feedback. Virtual and in-person events were hosted by iLEAD Online, and parents were invited to participate in certain course activities such as festivals, campfires, and advisory regular class meetings. This allowed the opportunity for school staff and families to connect regarding the school 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.</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 toward academic and social-emotional goals. Additionally, staff and leadership collaborations were held monthly to discuss the program, and 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. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Additionally, four town hall meetings were held with staff to address specific staff concerns, increase board relations with staff, and allow for increased collaboration among all educational partners.</p>

Monthly board meetings were held with the opportunity for anyone from the public to attend (including staff, parents and learners). In the fall of 2022, the school updated the school's governing board on recent data from Data Quest and the California Dashboard and discussed strategies and program adjustments based on that data.

iLEAD Online started an iSUPPORT parent group for the first time this school year, which gives parents and family members the opportunity to gather, identify ways to support the school, work with leadership and staff to implement improvement initiatives, and support a positive school environment that promotes a love of learning. Parent and learner ambassadors took leadership roles to represent their peers during board meetings, iSUPPORT meetings, planning meetings, and school events.

#### A summary of the feedback provided by specific educational partners.

As a continued result of the pandemic, families and staff observed an increased number of learners experiencing feelings of depression, anxiety and/or in need of other mental health support. Learners also reflected this sentiment through self-evaluation on the iLEAD Comprehensive Growth Card. Academic data on internal benchmarks and the 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. Additionally, WASC areas for improvement include: state testing participation, college career readiness, services to increase EL enrollment and learner reclassification, 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 build a stronger capacity in the staff to build awareness of course offerings. Parents are satisfied with the special education services received and are highly involved in the process.

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

MTSS, Intervention, and Live Support (Goal 1): Instructional staff will continue to engage in MTSS systems and intervention strategies to provide a personalized and differentiated experience for all learners to achieve academic growth and achievement. Live and in-person offerings will continue to give access to a high-quality academic program.

Academic Achievement and College-Career Readiness (Goal 2): The high school team will continue to write and offer a broad range of a-g and CTE courses, provide personalized college/career counseling with the use of new software (YouScience), and encourage learners to complete a work-based learning experience before graduation.

Social-Emotional Well-Being and Learner Engagement (Goal 3): Staff will continue to collaborate and use MTSS strategies to ensure that all learners have access to resources and instruction for engagement, well-being, and personal success. Staff will continue to engage in professional development in restorative practices, Love and Logic, and using technology for accountability and engagement.

# 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 Online'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	The 2019-20 SARC shows: 0 Misassignments of Teachers of English Learners 0 Total Teacher Misassignments	The 2020-21 SARC shows: 0 Misassignments of Teachers of English Learners 0 Total Teacher Misassignments	The 2021-22 SARC shows: Data not yet made available by the state		0 Misassignments of Teachers of English Learners 0 Total Teacher Misassignments
CA School Dashboard Local Indicator	2019 CA School Dashboard Local Indicator: 0% of Students Without Access to Their Own	2019 CA School Dashboard Local Indicator: 0% of Students Without Access to Their Own	2022 CA School Dashboard Local Indicator: 0% of Students Without Access to Their Own Copies		0% of Students Without Access to Their Own Copies



	Copies	Copies			
Professional Learning	50% of staff have engaged in professional learning to improve learner outcomes.	90% of staff have engaged in professional learning to improve learner outcomes.	100% of staff have engaged in professional learning to improve learner outcomes.		100% of staff have engaged in professional learning to improve learner outcomes.
CA School Dashboard	2019 CA School Dashboard: A-G: 26.7% fulfilled the A-G measure College Credit Courses: 6.7% fulfilled the college credit measure AP: 0% fulfilled the AP measure CTE: 0% fulfilled the CTE measure	2019 CA School Dashboard: A-G: 26.7% fulfilled the A-G measure College Credit Courses: 6.7% fulfilled the college credit measure AP: 0% fulfilled the AP measure CTE: 0% fulfilled the CTE measure	2022 CA School Dashboard: A-G: 37.9% fulfilled the A-G measure College Credit Courses: 0% fulfilled the college credit measure AP: 0% fulfilled the AP measure CTE: 6.5% fulfilled the CTE measure		A-G: 40% fulfilled the A-G measure College Credit Courses: 20% fulfilled the college credit measure AP: 2% fulfilled the AP measure CTE: 2% fulfilled the CTE measure
CA School Dashboard	2019 CA School Dashboard: Basics: Teachers, Instructional Materials, Facilities: Standard Met	2019 CA School Dashboard: Basics: Teachers, Instructional Materials, Facilities: Standard Met	2022 CA School Dashboard: Basics: Teachers, Instructional Materials, Facilities: Standard Met		Basics: Teachers, Instructional Materials, Facilities: Standard Met
CA School Dashboard	2019 CA School Dashboard Local Indicators: Access to a Broad Course of Study: Standard Met	2019 CA School Dashboard Local Indicators: Access to a Broad Course of Study: Standard Met	2022 CA School Dashboard Local Indicators: Access to a Broad Course of Study: Standard Met		Access to a Broad Course of Study: Standard Met
CA School Dashboard	2019 CA School Dashboard: Implementation of Standards: Standard Met	2019 CA School Dashboard: Implementation of Standards: Standard Met	2022 CA School Dashboard: Implementation of Standards: Standard Met		Implementation of Standards: Standard Met
Panorama Survey	2021: 88% of parents/guardians feel that the curriculum, courses and resources available through the school/program are engaging/motivating and meet their learner's	2022: 86% of parents/guardians feel that the curriculum, courses and resources available through the school/program are engaging/motivating and meet their learner's needs.	2023: 92% of parents/guardians feel that the curriculum, courses, and resources available through the school/program are engaging/motivating and meet their learner's needs.		90% of parents/guardians feel that the curriculum, courses and resources available through the school/program are engaging/motivating and meet their learner's needs.

	needs.				
CA School Dashboard: English Learner Progress	2019 CA School Dashboard: This data was not available for iLEAD Online.	2019 CA School Dashboard: This data was not available for iLEAD Online.	2022 CA School Dashboard: This data was not available for iLEAD Online.		48.3% of English learners are making progress towards English language proficiency.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully Credentialed and Appropriately Assigned Staff	Fund appropriately assigned and credentialed staff (base salaries and benefits) in order to provide instruction and support for all learners (State Priority #1, WASC #2).	\$3,059,800.65	No
2	High Needs Support Team	Dedicate staff to support unduplicated learners in their academic and social emotional achievement (State Priority #1, WASC #1).	\$308,074.57	Yes
3	Access to Standards-Aligned Instructional Materials	School leadership and facilitators will ensure that all learners have access to standards-aligned instructional materials including online curriculum, open-source web supplemental resources assigned by a highly qualified teacher, and other instructional materials. In addition, learners have access to Chromebooks on-site and at-home to access digital material via internet. Hot spots provided as needed, in order to increase learner achievement (State Priority #1, WASC #2).	\$18,954.21	No
4	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
5	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 #4).	\$6,869.43	Yes
6	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, WASC #2).	\$11,429.15	No
7	High School Course Access	School staff will increase the percentage of high schoolers who complete CA School Dashboard's college and career readiness measures including A-G coursework, college credit courses, AP, and/or CTE (State Priority #7, WASC #3).	\$0.00	No

8	Multi-Tiered Systems of Support	School staff will be provided professional learning to teach/model the iLEAD Learner Outcomes as a framework for a rigorous project-based curriculum. Using MTSS, the school will support all learners with enrichment and/or intervention strategies as needed in their academic and social emotional learning (State Priority #7).	\$40,000.00	No
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## 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, iLEAD Online improved its math NWEA MAP CGI by 1.64 points from 21-22 with a CGI of .23 for 2022-23 and improved its ELA CGI by 3.05 points from 21-22 with a CGI of 0 for 2022-23. The school also successfully implemented MTSS to track, monitor, and further support learners in closing achievement gaps. The school made extensive changes to tracking, supporting, and monitoring English language learners with a new data platform and resources, and supporting instructional staff with training and resources needed to provide integrated and designated instruction. NWEA MAP And family surveys show family confidence in the academic program being provided to their children. There was an increase in completion of a-g completion and CTE pathway completion and a large initiative for learners, starting with the graduating class of 2023 to complete college credit courses and other CCI indicators. More a-g courses and AP were written and offered in 2022-23.

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.

**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: 44% CAASPP Participation Rate - ELA 44% CAASPP Participation Rate - Math  All Students 2019 CA School Dashboard: CAASPP ELA: 19.8 points above standard (no color) Math: 87.6 points below standard (no color)  NWEA MAP Spring 2021 All Students Participation	All Students 2019 DataQuest: 44% CAASPP Participation Rate - ELA 44% CAASPP Participation Rate - Math  All Students 2019 CA School Dashboard: CAASPP ELA: 19.8 points above standard (no color) Math: 87.6 points below standard (no color)  NWEA MAP Spring 2022 All Students Participation	All Students 2022 DataQuest: 93.8% CAASPP Participation Rate - ELA 93.2% CAASPP Participation Rate - Math  All Students 2022 CA School Dashboard: CAASPP ELA: 22.1 points above standard (9.9 points below state) Math: 75.7 points below standard (24 points below state) Science (CAST): 33.58% met or exceeded the standard (4.13% 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

	Rate - N/A NWEA MAP Spring 2021 All Students Participation Rate - N/A  NWEA MAP Spring 2021 All Students Reading CGI -3.7 NWEA MAP Spring 2021 All Students Math CGI -2.8	Rate - Reading 70% NWEA MAP Spring 2022 All Students Participation Rate - Math 69.39%  NWEA MAP Spring 2022 All Students Reading CGI -3.04 NWEA MAP Spring 2022 All Students Math CGI -1.87	NWEA MAP Spring 2023 All Students Participation Rate - Reading 87% NWEA MAP Spring 2023 All Students Participation Rate - Math 88%  NWEA MAP Spring 2023 All Students Reading CGI: 0 NWEA MAP Spring 2023 All Students Math CGI .24		
CA School Dashboard State Indicator: College and Career Indicator	2019 CA School Dashboard: 6.7% of all students graduated as prepared (no color)	2019 CA School Dashboard: 6.7% of all students graduated as prepared (no color)	2022 CA School Dashboard: Data was not released by the state due to the panedmic		44.1% of all students will graduate as prepared
EL Learners: 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	EL Learners 2019 DataQuest: 0% CAASPP Participation Rate - ELA 0% CAASPP Participation Rate - Math  EL Learners 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available  2019 CA School Dashboard: College/Career: No data available	EL Learners 2019 DataQuest: 0% CAASPP Participation Rate - ELA 0% CAASPP Participation Rate - Math  EL Learners 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available  2019 CA School Dashboard: College/Career: No data available	EL Learners 2022 DataQuest: No Data Available CAASPP Participation Rate - ELA No Data Available CAASPP Participation Rate - Math  EL Learners 2022 CA School Dashboard: CAASPP ELA: No data available Math: No data available  2022 CA School Dashboard: College/Career: Not reported for 2022		95% CAASPP Participation - ELA & Math CAASPP: At or above state level CA School Dashboard: College/Career: The school will set desired outcome once baseline data is available.
Socioeconomically Disadvantaged: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School	Socioeconomically Disadvantaged 2019 DataQuest: 46% CAASPP Participation Rate - ELA 46% CAASPP Participation Rate - Math	Socioeconomically Disadvantaged 2019 DataQuest: 46% CAASPP Participation Rate - ELA 46% CAASPP Participation Rate - Math	Socioeconomically Disadvantaged 2022 DataQuest: 92.2% CAASPP Participation Rate - ELA 92.2% CAASPP Participation Rate - Math  Socioeconomically		95% CAASPP Participation - ELA & Math CAASPP: At or above state levels CA School Dashboard: College/Career: Equal or above the all students indicator

Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available  2019 CA School Dashboard: College/Career: No data available	Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available  2019 CA School Dashboard: College/Career: No data available	Disadvantaged 2022 CA School Dashboard: CAASPP ELA: 52.2 points below standard (10.8 points below state) Math: 101.1 points below standard (17.1 points below state)  2022 CA School Dashboard: College/Career: not reported		
Foster Youth: 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	Foster Youth 2019 DataQuest: 2019 CAASPP Participation Rate - ELA: N/A 2019 CAASPP Participation Rate - Math: N/A  Foster Youth 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available  2019 CA School Dashboard: College/Career: No data available	Foster Youth 2019 DataQuest: 2019 CAASPP Participation Rate - ELA: N/A 2019 CAASPP Participation Rate - Math: N/A  Foster Youth 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available  2019 CA School Dashboard: College/Career: No data available	Foster Youth 2022 DataQuest: 2022 CAASPP Participation Rate for Homeless - ELA: 85.7 2022 CAASPP Participation Rate for Foster- ELA: not reported 2022 CAASPP Participation Rate for Homeless - Math: 85.7 2022 CAASPP Participation Rate for Foster- Math: not reported  Foster Youth 2022 CA School Dashboard: CAASPP ELA: No data available-no learners tested Math: No data available- no learners tested  2022 CA School Dashboard: College/Career: Not reported for 2022		95% CAASPP Participation - ELA & Math CAASPP: The school will set desired outcome once baseline data is available. CA School Dashboard: College/Career: The school will set desired outcome once baseline data is available.
DataQuest: EL Data: Annual Reclassification Counts and Rates	2019-20: 0% reclassification rate	2020-21: 0% reclassification rate	2021-22: Data not yet released by state		5% reclassification rate
iLEAD Comprehensive	Spring 2021 Participation Rates:	Spring 2022 Participation Rates:	Spring 2023 Participation Rates:		100% of facilitators and 80% of learners will complete the iLEAD

Growth Card	<p>K-2 Facilitators: N/A 3-12 Facilitators: N/A K-2 Learners: N/A 3-12 Learners: N/A</p> <p>Spring 2021 Results: 82% of learners achieved one or more of their academic ILP goals. 74% of learners achieved one or more of their SEL ILP goals.</p>	<p>K-2 Facilitators: 97.5% 3-12 Facilitators: 94.1% K-2 Learners: 65% 3-12 Learners: 73.8%</p> <p>Fall 2021 Results: 67% of learners achieved one or more of their academic ILP goals. 48% of learners achieved one or more of their SEL ILP goals.</p>	<p>K-2 Facilitators: 100% 3-12 Facilitators: 91.5% K-2 Learners: 75% 3-12 Learners: 67.2%</p> <p>Fall 2022 Results: 65.5% of learners achieved one or more of their academic ILP goals. 53% of learners achieved one or more of their SEL ILP goals.</p>		<p>Comprehensive Growth Card. 70% of learners will achieve one or more of their academic ILP goals. 55% of learners will achieve one or more 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 0% met UC/CSU requirements</p>	<p>2020-21 DataQuest: 26.5% earned Golden State Seal Merit Diploma 0% earned Seal of Biliteracy 0% met UC/CSU requirements</p>	<p>27.6% earned Golden State Seal Merit Diploma 0% earned Seal of Biliteracy 37.9% met UC/CSU requirements</p>		<p>30% earned Golden State Seal Merit Diploma 4% earned Seal of Biliteracy 20% met UC/CSU requirements</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Achievement (repeated expenditure, Goal 1, Action 3)	School staff will use both internal and external data to support all learners in their mastery of standards through integrated core projects and curriculum as reflected on state assessments and other internal measures. School staff will work to increase the percentage of learners who participate in internal and state assessments (State Priority #4, WASC #1, #2).	\$0.00	No
2	College and Career Readiness (repeated expenditure, Goal 1, Action 3)	College and Career Readiness: 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 #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 #3).	\$0.00	No
3	EL Learner Achievement	School staff will support EL learners in their mastery of standards through integrated core	\$0.00	Yes

	(repeated expenditure, Goal 1, Action 5)	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 #4).		
4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	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).	\$0.00	Yes
5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	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).	\$0.00	Yes
6	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, WASC #4).	\$0.00	Yes
7	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 8)	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
8	Other High School Outcomes (repeated expenditure, Goal 1, Action 1)	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 #3).	\$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, there was a strong participation rate in testing. The high school program hosted multiple college fairs and guest speakers to prepare and inspire college applications and acceptances. More learners took AP courses and CTE pathways, which were both expanded this year, and more learners took college/credit courses this year, which will be reflected on the 2023 fall California Dashboard release. The high school counselor provided one-on-one counseling support, and learners were provided aptitude testing and guidance and college/career readiness curriculum through SCOIR. Learner achievement continues to be monitored across student groups. The school increased English learner reclassification rates, % of learners who received a Golden State Seal Merit Diploma, and the % of learners who met the UC a-g requirements. The school significantly increased the CGI score in NWEA MAP in both ELA and Math and was able to set goals for growth on the CAASPP exams. Participation in state testing stayed high.

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 with the state priorities. Goal two pertains to student outcomes, which includes Priority 4: Pupil Achievement and Priority 8: Other Pupil Outcomes. 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.**

# 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: The school held one educational partner gathering.	2021-22: The school held two educational partner gatherings.	2022-23: The school held four educational partner gatherings.		The school will hold a minimum of three educational partner gatherings per 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	2019 CA School Dashboard: 81.3% graduated (no color)	2019 CA School Dashboard: 81.3% graduated (no color)	2022 CA School Dashboard: 69.6% graduated 2021-22		CA School Dashboard: 85% graduated High School Dropout Rate: Less than 1%

CALPADS 8.1b: Middle & High School Drop Out Data	2020-21: High School Dropout Rate: 2.3% Middle School Dropout Rate: 1.4%	2020-21: High School Dropout Rate: 2.3% Middle School Dropout Rate: 1.3%	High School Dropout Rate: 30.2% Middle School Dropout Rate: 1.9%		Middle School Dropout Rate: Less than 1%
EL Learners: CA School Dashboard State Indicator: Graduation Rate Counselor Data	EL Learners: 2019 CA School Dashboard: 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: 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.	EL Learners: 2022 CA School Dashboard: 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: Graduation rate will be determined 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 receive additional counseling, social emotional, and academic support/resources from school staff.	Foster Youth: 2019 CA School Dashboard: Graduation rate N/A 2021-22 100% of foster youth and their families received additional counseling, social emotional, and academic support/resources from school staff.	Foster Youth: 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: CA School Dashboard: Graduation rate will be determined once baseline data is available. 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: Graduation rate N/A Socioeconomically disadvantaged and their families receive additional counseling, social emotional, and academic support/resources from school staff.	Socioeconomically Disadvantaged: 2019 CA School Dashboard: Graduation rate N/A 2021-22: 100% of socioeconomically disadvantaged and their families received additional counseling, social emotional, and academic support/resources from	Socioeconomically Disadvantaged: 2022 CA School Dashboard: Graduation rate N/A 2022-23: 100% of socioeconomically disadvantaged and their families received additional counseling, social-emotional, and academic support/resources from school staff.		Socioeconomically Disadvantaged: CA School Dashboard: Graduation rate will be determined once baseline data is available. 100% of socioeconomically disadvantaged and their families will receive additional counseling, social emotional, and academic support/resources from school staff.

		school staff.			
CA School Dashboard State Indicator: Chronic Absenteeism P Annual Report	2019 CA School Dashboard: 0% chronically absent (no color) 2019-20 Attendance Rate: 97%	2019 CA School Dashboard: 0% chronically absent (no color) 2020-21 Attendance Rate: 99%	2022 CA School Dashboard: 2.3% chronically absent (no color) 2021-22 Attendance Rate: 99.4%		CA School Dashboard: 0% chronically absent 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% suspended at least once 2019-20 Expulsion Rate: 0% CA School Dashboard Local Indicator: Local Climate Survey: Standard Met	2019 CA School Dashboard: 0% suspended at least once 2020-21 Expulsion Rate: 0% CA School Dashboard Local Indicator: Local Climate Survey: Standard Met	2022 CA School Dashboard: 0% suspended at least once 2021-22 Expulsion Rate: 0% 2022 CA School Dashboard Local Indicator: Local Climate Survey: Standard Met		Suspension Rate: 0% Expulsion Rate: 0% Local Climate Survey: Standard Met
Panorama Learner Survey Data	Spring 2022 Panorama Learner Survey: 93% positive School-Teacher Relationships	Spring 2022 Panorama Learner Survey: 93% positive School-Teacher Relationships	89% positive School-Teacher Relationships		94% positive School-Teacher Relationships

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Educational Partners	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).	\$1,000.00	No
2	Family Education (repeated expenditure, Goal 3, Action 1)	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 (State Priority #5).	\$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 1, Action 2)	high school and middle school learners (State Priority #5, WASC #3 & #4).		
5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	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 #3).	\$0.00	Yes
6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	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 #3).	\$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).	\$548.42	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 virtual environment. 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).	\$44,717.24	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 (State Priority #6).	\$5,500.00	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 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 Online saw an increase in the UC a-g completion rate and CTE pathway completion rate. It maintained a low chronic absenteeism rate, positive school culture, and strong counseling offerings for identified student groups with high needs for extra support. iLEAD Online provides engaging events and activities resulting in low chronic absenteeism, suspension, and expulsion rates. In their TK-8 program, daily campfires were offered for synchronous instruction. Live advisory meetings are offered weekly

for 9-12 as well as tutoring and office hours multiple times daily. Fun activities including SEL, to promote character traits and competencies, were taught by staff. More in-person activities were offered this year as more families were comfortable with in-person gatherings. There is a lot of collaboration amongst school staff on ways to engage parents and learners. Parents are involved in the IEP process and weekly communication. Parent University and the SPED Symposium were additional supports provided to parents as a way to engage with families.

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 with the state priorities. 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. The school will work to monitor the dropout rate closely with the counseling, office, and reporting team to ensure that proper reporting and supports are in place to reduce the dropout rate.

**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)
\$314,944.00	

## 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
9.50%	0.00%	\$0.00	9.50%

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 Online, 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, including 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 the 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 also evaluated NWEA MAP benchmark results, SEL data, counselor/liaison feedback, attendance, and SST information. The school uses ELlevation, a software dashboard to analyze English learner progress and create custom plans for success. 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>

In goal one, the school will increase offerings of laptops and hotspots, supplemental intervention software, intervention programs, and course offerings to ensure all learners, particularly economically disadvantaged learners, English learners, and homeless/foster learners have barriers to learning removed.

In goal two, the school will 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. A special projects counselor monitors tiered re-engagement, Tier III success plans, and works with families to provide community referrals for wrap-around support. The school increased counseling, monitoring and support to ensure unduplicated learners 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. Additional instructional coaching staff will provide professional development to instructional staff to ensure best practices are being utilized in trauma-informed practices, culturally responsive teaching, integrated and designated instruction, and differentiation.

In goal three, ongoing family education and additional resources (through counseling support, community partnerships and/or additional resources based on individual need) were 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. More in-person events are planned in various communities and more town-hall events will give families the opportunity to engage with the school.

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 2023-24 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 academic and social-emotional curriculum
- Hotspots, laptops, and requested technology and resources

#### 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.
- Hotspots, laptops, and requested technology and resources.

#### Socioeconomically Disadvantaged

- Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational



barriers and unique challenges.

- Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
- Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
- Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
- Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
- Support for families through ongoing family education and other planned events to support parents/guardians.
- Supplemental funding for AP exam fees as needed.
- Additional technology assistance as required.
- Referral for wrap-around community services.
- In-person learning events.

Hotspots, laptops, and requested technology and resources.

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	\$3,496,893.67	\$0.00	\$0.00	\$0.00	\$3,496,893.67	\$3,349,295.57	\$147,598.10

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	\$3,059,800.65	\$0.00	\$0.00	\$0.00	\$3,059,800.65
1	2	High Needs Support Team	Low Income, Foster Youth, English learner (EL)	\$308,074.57	\$0.00	\$0.00	\$0.00	\$308,074.57
1	3	Access to Standards-Aligned Instructional Materials	All	\$18,954.21	\$0.00	\$0.00	\$0.00	\$18,954.21
1	4	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	5	ELD Implementation of State Standards	English learner (EL)	\$6,869.43	\$0.00	\$0.00	\$0.00	\$6,869.43
1	6	Professional Learning	All	\$11,429.15	\$0.00	\$0.00	\$0.00	\$11,429.15
1	7	High School Course Access	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	8	Multi-Tiered Systems of Support	All	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00
2	1	Student Achievement (repeated expenditure, Goal 1, Action 3)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		(repeated expenditure, Goal 1, Action 5)						
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	Foster Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	6	EL Reclassification (repeated expenditure, Goal 2, Action 3)	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	7	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 8)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	8	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	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
3	2	Family Education (repeated expenditure, Goal 3, Action 1)	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 and Support (repeated expenditure, Goal 1, Action 2)	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Foster Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	6	Socioeconomically	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)						
3	7	School Attendance	All	\$548.42	\$0.00	\$0.00	\$0.00	\$548.42
3	8	School Climate	All	\$44,717.24	\$0.00	\$0.00	\$0.00	\$44,717.24
3	9	Learner Engagement	All	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00

# 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
\$3,314,375.00	\$314,944.00	9.50%	0.00% - No Carryover	9.50%	\$314,944.00	0.00%	9.50%	Total:	\$314,944.00
								LEA-wide Total:	\$314,944.00
								Limited Total:	
								Schoolwide Total:	\$0.00

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	\$308,074.57	0.00%
1	5	ELD Implementation of State Standards	Yes	LEA-wide	English learner (EL)	All Schools	\$6,869.43	0.00%
2	3	EL Learner Achievement (repeated expenditure, Goal 1, Action 5)	Yes	LEA-wide	English learner (EL)	All Schools	\$0.00	0.00%
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	Yes	LEA-wide	Foster Youth	All Schools	\$0.00	0.00%
2	6	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 1, Action 2)	Yes	LEA-wide	English learner (EL)	All Schools	\$0.00	0.00%
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	Foster Youth	All Schools	\$0.00	0.00%
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%

# 2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$3,102,605.00	\$3,692,524.00

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	\$1,352,801.00	\$3,055,900.00
1	2	High Needs Support Team	Yes	\$235,519.00	\$161,697.00
1	3	Access to Standards-Aligned Instructional Materials	No	\$252,908.00	\$35,136.00
1	4	Curriculum Offerings and Implementation of State Standards	No	\$198,752.00	\$0.00
1	5	ELD Implementation of State Standards (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$14,024.00
1	6	Professional Learning	No	\$317,233.00	\$14,950.00
1	7	High School Course Access	No	\$200,000.00	\$7,450.00
1	8	Multi-Tiered Systems of Support	No	\$197,651.00	\$150,000.00
2	1	Student Achievement	No	\$164,000.00	\$0.00
2	2	College and Career Readiness (repeated expenditure, Goal 1, Action 3)	No	\$0.00	\$0.00
2	3	EL Learner Achievement	Yes	\$92,073.00	\$105,136.00
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Yes	\$0.00	\$0.00
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action	Yes	\$0.00	\$0.00

		3)			
2	6	EL Reclassification (repeated expenditure, Goal 2, Action 3)	Yes	\$0.00	\$0.00
2	7	Individual Learning Plan (ILP)	No	\$20,000.00	\$0.00
2	8	Other High School Outcomes	No	\$10,000.00	\$50,000.00
3	1	Educational Partners	No	\$5,000.00	\$3,764.00
3	2	Family Education	No	\$4,849.00	\$0.00
3	3	Academic Counseling and Support	No	\$10,000.00	\$0.00
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$3,218.00
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$0.00
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$0.00
3	7	School Attendance	No	\$21,721.00	\$35,358.00
3	8	School Climate	No	\$3,000.00	\$41,506.00
3	9	Learner Engagement	No	\$17,098.00	\$14,385.00



## 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)
\$284,075.00	\$327,592.00	\$284,075.00	\$43,517.00	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	\$235,519.00	\$161,697.00	0.00%	0.00%
1	5	ELD Implementation of State Standards (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$14,024.00	0.00%	0.00%
2	3	EL Learner Achievement	Yes	\$92,073.00	\$105,136.00	0.00%	0.00%
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	6	EL Reclassification (repeated expenditure, Goal 2, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$3,218.00	0.00%	0.00%
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	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)
\$3,157,090.00	\$284,075.00	0.00%	9.00%	\$284,075.00	0.00%	9.00%	\$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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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

# ILEAD Online

	Estimated Actuals FY22/23	Preliminary Budget FY23/24	FY23/24	FY24/25
<b>Revenue</b>				
<b>Principal Apportionment</b>				
8011 - State Funding - Current Year LCFF	3,227,430	3,506,755	3,663,773	3,791,480
8012 - State Funding - EPA	59,506	59,506	59,506	59,506
8019 - State Funding - Prior Years				
8096 - State Funding - Property Taxes	163,308	163,308	163,308	163,308
Total Principal Apportionment	3,450,244	3,729,569	3,886,587	4,014,294
<b>Federal Revenue</b>				
8181 - Federal Special Education - Entitlement	36,625	38,679	40,167	41,654
8220 - Federal Child Nutrition Programs				
8290 - Federal Revenue - All Other Federal Revenue	147,154	59,262	97,770	100,566
8291 - Federal Revenue - Other Revenue	91,144	202,407	0	0
Total Federal Revenue	274,923	300,348	137,937	142,220
<b>Other State Revenue</b>				
8311 - Other State Apportionments - Special Education	279,606	264,028	274,430	283,460
8312 - Other State Apportionments - Special Education Mental Health	17,957	17,938	17,938	18,527
8313 - Other State Apportionments - Facilities Reimbursement				
8319 - Other State Apportionments - Prior Year				
8520 - State Child Nutrition				
8530 - State Child Development Program				
8550 - State Mandated Costs	12,057	11,522	11,975	12,370
8560 - State Lottery	107,042	70,515	70,515	70,515
8590 - All Other State Revenues	59,442	429,375	237,237	0
Total Other State Revenue	476,104	793,378	612,095	384,872
<b>Other Revenue</b>				
8631 - Sale of Equipment and Supplies				
8632 - Sale of Publications				
8634 - Food Service Sales				
8639 - All Other Sales				
8640 - After School Care				
8645 - Student Activities	4,832	4,977	5,126	5,280
8650 - Leases and Rentals				
8655 - Facilities Use				
8660 - Interest				
8672 - Nonresident Student (Exchange, etc)				
8680 - Service Fees				
8682 - Start-Up Reimbursements				
8689 - Fees & Contracts - Coaching/Training/Devl				
8690 - Misc Local Income	1,230	1,267	1,305	1,344
8699 - All Other Local Revenue				
8705 - Camp Income				
8710 - Vendor Program & Online Classes	910,170	950,000	950,000	950,000
8715 - PreSchool Tuition				
8721 - Special Education SELPA Transfers				
8810 - Family Giving Donations				
8820 - Private & Corporate Donations				
8830 - Fundraising	89	92	94	97
8840 - Grants				
8999 - Unallocated Income				
Total Other Revenue	916,321	956,336	956,525	956,721
Total Revenue	5,117,592	5,779,631	5,593,144	5,498,107
<b>Expenditures</b>				
<b>Certificated Salaries</b>				
1110 - Credentialed Teacher Salaries				
1120 - Credentialed Home Study Teacher Salaries	1,996,972.11	2,601,579	2,523,611	2,509,083

1130 - Credentialed Education Specialist Salaries (SpEd)	125,925.14	159,744	164,536	169,472
1140 - Credentialed Elective Teacher Salaries				
1150 - Credentialed Substitute Teacher Salaries	13,969.38			
1190 - Credentialed After School/Extra Duty Salaries	9,198.83			
1210 - Credentialed Psychologist & Counseling Services (SpEd)	732	72,072	74,234	76,461
1220 - Credentialed Speech Therapy & Other Services (SpEd)				
1230 - Credentialed Academic Counseling Salaries	29,434.98	144,144	148,468	152,922
1310 - Credentialed Directors	306,715.54	220,924	227,552	234,378
1320 - Credentialed Student Support Coordinators (SpEd)				
1910 - Credentialed Coaching & Curriculum Salaries				
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support				
1930 - Credentialed Other Support	33,186.57			
<b>Total Certificated Salaries</b>	<b>2,515,409.86</b>	<b>3,198,463</b>	<b>3,138,401</b>	<b>3,142,317</b>
<b>Classified Salaries</b>				
2110 - Classified Elective Salaries	4,017.20			
2120 - Classified Classroom Aide Salaries	140,471.98	253,890	83,784	27,649
2130 - Classified Substitutes				
2140 - Classified Intern Teacher Salaries				
2150 - Classified Online Teacher	9,000.00			
2160 - Classified Learner Services				
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)				
2220 - Classified Speech Therapy & Other Services (SpEd)				
2230 - Classified Academic Counseling Salaries				
2310 - Classified Directors				
2410 - Classified Clerical, Technical, and Office Staff Salaries	282,109.67	314,000	103,620	106,729
2910 - Classified CARE Team Yard Duty Salaries				
2920 - Classified After School Misc Salaries	2,387.06			
2930 - Classified After School Care Salaries				
2940 - Classified Food Services Salaries				
2950 - Classified Facilities/Maintenance Salaries				
2960 - Classified Preschool Aide Floater				
2985 - Classified Educational Coaches				
2990 - Classified Health Office Support (Nurse)	0.00			
<b>Total Classified Salaries</b>	<b>323,351.71</b>	<b>567,890</b>	<b>187,404</b>	<b>134,377</b>
<b>Employee Benefits</b>				
3101 - State Teachers' Retirement System - Credentialed positions	435,426.67	610,906	629,234	648,111
3102 - State Teachers' Retirement System - Classified positions	2,941.67			
3201 - Public Employees' Retirement System - Credentialed positions				
3202 - Public Employees' Retirement System - Classified positions				
3301 - OASDI (Social Security) - Credentialed positions	5,480.99			
3302 - OASDI (Social Security) - Classified positions	25,457.01	35,209	36,265	37,353
3311 - Medicare - Credentialed	35,403.32	46,378	47,769	49,202
3312 - Medicare - Classified	6,200.08	8,234	8,481	8,736
3401 - Health & Welfare Benefits - Credentialed positions	183,540.26	207,400	213,623	220,031
3402 - Health & Welfare Benefits - Classified positions	31,235.29	35,296	36,355	37,445
3501 - State Unemployment Insurance - Credentialed positions	5,572.23	5,851	6,026	6,207
3502 - State Unemployment Insurance - Classified positions	3,905.37	4,101	4,224	4,350
3503 - Federal Unemployment Insurance - Credentialed positions				
3504 - Federal Unemployment Insurance - Classified positions				
3601 - Worker Compensation Insurance - Credentialed positions	37,738.00	15,987	16,466	16,960
3602 - Worker Compensation Insurance - Classified positions	7,463.00	15,987	16,466	16,960
3701 - Retiree Benefits - Credentialed positions				
3702 - Retiree Benefits - Classified positions		6,815	7,019	7,230
3801 - PERS Reduction - Credentialed positions				
3802 - PERS Reduction - Classified positions				
3901 - Other Benefits - Credentialed positions				
3902 - Other Benefits - Classified positions				
<b>Total Employee Benefits</b>	<b>780,363.90</b>	<b>992,163</b>	<b>1,021,928</b>	<b>1,052,586</b>
<b>Books and Supplies</b>				

4110 - Core Curriculum - Texts, Workbooks, etc	2,144.00			
4120 - Core Curriculum - Software & Programs	17,177.34	18,000	18,180	18,362
4130 - Other Curriculum		500	505	510
4210 - Professional Development References				
4220 - Other Books & References				
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	1,396.52	1,500	1,515	1,530
4310 - Science Supplies				
4315 - Art Supplies				
4317 - Assessment Supplies				
4320 - PE Supplies				
4325 - Custodial Supplies				
4330 - Health & Safety				
4335 - Home Study Stipend				
4340 - Office Supplies	2,197.94	1,000	1,010	1,020
4345 - Printing & Reproduction Supplies	377.12	400	404	408
4350 - Spiritwear				
4355 - Facilities Supplies				
4410 - Classroom Furniture & Equipment				
4420 - NonClassroom Furniture & Equipment				
4430 - IT Equipment & Supplies	51,463.66	63,700	64,337	64,980
4710 - Vended Food Service				
4720 - Food Supplies				
4730 - Catering Supplies				
4740 - Cafe Other Supplies				
Total Books and Supplies	74,728.54	85,100	85,951	86,811
<b>Services and Operating Expenditures</b>				
5210 - Travel for PD, Conferences, & School Development	6,387.08	67,000	68,340	70,390
5220 - Travel for Intersite Business - Mileage*	569.52			
5230 - Conference & Workshop Registration Fees	3,548.50	3,000	3,060	3,152
5240 - Professional Development - Meetings & Collaborations	91.03	100	102	105
5310 - Professional Dues, Memberships, and Subscriptions	10,999.17	11,219	11,444	11,787
5410 - Liability Insurance	20,190.17	20,594	21,006	21,636
5420 - Other Insurance	229.17	234	238	246
5510 - Utilities - Electricity	1,288.58	1,314	1,341	1,381
5520 - Utilities - Gas	1,007.39	1,028	1,048	1,080
5530 - Utilities - Water				
5540 - Utilities - Trash				
5550 - Operations - Janitorial Services	1,598.61	1,631	1,663	1,713
5560 - Operations - Security	312.30	319	325	335
5570 - Utilities - Other				
5610 - Rent - Facilities Rent and CAM Charges	21,751.44	22,186	22,630	23,309
5620 - Leases				
5630 - Repairs & Maintenance - Facilities	111.80	114	116	120
5640 - Repairs & Maintenance - Elevator Service				
5650 - Repairs & Maintenance - Auto				
5660 - Repairs & Maintenance - Other Equipment				
5710 - Transfers of Direct Costs				
5750 - Transfers of Direct Costs - Interfund				
5801 - Professional Services - Service Fees	571,709.49	466,196	475,520	489,786
5802 - Professional Services - District Oversight Fees	34,502.44	37,296	38,042	39,183
5803 - Professional Services - Business Services	1,500.00	1,530	1,561	1,607
5804 - Professional Services - Auditing & Tax Preparation	19,136.25	16,680	17,014	17,524
5805 - Professional Services - Payroll Fees	11,545.00	18,415	18,784	19,347
5806 - Professional Services - Consultant Fees	1,575.29	3,151	3,214	3,310
5807 - Professional Services - BTSA	13,200.00			
5808 - Professional Services - Legal Fees	22,572.60	17,000	17,340	17,860
5809 - Professional Services - Shared/Leased Employees				
5810 - Contra Account - Shared Employees Reimbursement				
5811 - Professional Services - Course Development		5,000	5,100	5,253

5820 - Professional Services - Contributions/Donations				
5822 - Operating Expenditures - Licenses & Other Fees	7,207.42	7,424	7,572	7,799
5823 - Operating Expenditures - Fingerprinting Fees	275.00			
5824 - Operating Expenditures - Fundraising & Grantwriting				
5825 - Operating Expenditures - Banking Charges & Fees	14,299.39	2,368	2,415	2,487
5826 - Operating Expenditures - Interest	257.85	266	271	279
5827 - Operating Expenditures - Other Benefit Fees	161.02	166	169	174
5828 - Operating Expenditures - Staff Recruitment				
5829 - Operating Expenditures - Events	1,098.93	500	510	525
5830 - Operating Expenditures - Marketing & Advertising	6,571.58	10,500	10,710	11,031
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)				
5840 - Operating Expenditures - Software Licenses	12,169.51	12,535	12,785	13,169
5850 - Student Services Expenditures - Student Information System	33,077.35	82	83	86
5851 - Student Services Expenditures - Student Assessment Services				
5852 - Student Services Expenditures - Special Education Contracted Se	143,730.00	147,879	150,837	155,362
5853 - Student Services Expenditures - Student & Group Activities	4,150.69	4,500	4,590	4,728
5854 - Student Services Expenditures - Electives & Enrichment				
5855 - Student Services Expenditures - Substitutes				
5910 - Telephone & Fax				
5915 - Cell Phones	540.00	467	476	495
5920 - Internet Services	14,908.43	6,500	6,500	6,500
5925 - Website/Communication Fees				
5930 - Freight Expense				
5940 - Postage Expense	8,479.08	1,200	1,200	1,200
Total Services and Operating Expenditures	990,752	888,391	906,004	932,958
Total Expenditures	4,684,606	5,732,007	5,339,688	5,349,049
Depreciated Expense	22,463	22,463	22,463	22,463
Total Net Income	410,523	25,161	230,993	126,595



# **2023-2024**

# **Family Guidebook**

**Free To Think. Inspired To Lead.**

# INTRODUCTION

Welcome to iLEAD Online Charter School, 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 Online Charter School, 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 Online Charter School'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 Online Charter School's philosophy, expectations for learners and families, along with other school information.





## **Table of Contents**

Section 1: iLEAD Online Charter School' Educational Overview

Section 2: General Operations

Section 3: Daily Operations

Section 4: Learner Conduct

Section 5: Learning Period Expectations

Section 6: Technology

Section 7: High School

Section 8: Policies and Procedures

Section 9: Communication

Section 10: Families and iLEAD Online Charter School Working Together

Section 11: Governance

Section 12: Notifications

## SECTION 1:

# iLEAD Online Charter School EDUCATIONAL OVERVIEW

## OUR MISSION AND VALUES

### iLEAD Online Charter School 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 Online 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 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/](http://www.cde.ca.gov/re/cc/) or [www.corestandards.org](http://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/](http://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

21<sup>st</sup> 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 Online Charter School 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 parent(s) 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 Online Charter School 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 Online Charter School 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 8:30am to 4:00pm**

**Front Desk Phone Number:** 661-644-8701

### **INSTRUCTIONAL CALENDAR**

See the Online Charter School website at [ileadonline.org](http://ileadonline.org) for the current year's Instructional Calendars. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents and guardians of affected pupils as early as possible.

### **STAFF**

See the Online Charter School website at [ileadonline.org](http://ileadonline.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 [registrar@ileadonline.org](mailto:registrar@ileadonline.org) or visit [ileadonline.org](http://ileadonline.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 Online Charter School 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 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 Online Charter School'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. 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.

### **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.

## **ENRICHMENT ACTIVITIES**

iLEAD Online Charter School offers ongoing in person field study opportunities and virtual social events and festivals several times a year. These opportunities are posted in our weekly Monday Message emails to learners and families.

## **TRANSPORTATION**

iLEAD Online Charter School 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 Online Charter School 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 Online Charter School 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 Online Charter School we utilize **Love and Logic®** to embrace each learner's uniqueness while modeling and expecting appropriate behavior. Our iLEAD Online Charter School 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 Online Charter School 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 Online Charter School 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
9th - 12th	64,800 min	370 min/day

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

### 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 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 Online Charter School's independent study program.

## MONTHLY WORK SAMPLES

At the learning period meeting, learners will discuss and show the body of work assigned in the AWR 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.
- 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).

Track C Learning Period (LP) End Dates			
<b>LP1</b>	7/3/23 - 7/28/23	<b>LP6</b>	1/16/23 - 2/2/24
<b>LP2</b>	7/31/23 - 8/18/23	<b>LP7</b>	2/5/24 - 3/1/24
<b>LP3</b>	9/18/23 - 10/6/23	<b>LP8</b>	3/4/24 - 3/29/24
<b>LP4</b>	10/16/23 - 11/9/23	<b>LP9</b>	4/15/24 - 5/17/24
<b>LP5</b>	11/13/23 - 12/15/23		

Track A Learning Period (LP) End Dates			
<b>LP1</b>	8/21/23 - 9/15/23	<b>LP6</b>	2/5/23 - 3/1/24
<b>LP2</b>	9/18/23 - 10/13/23	<b>LP7</b>	3/4/24 - 3/29/24
<b>LP3</b>	10/16/23 - 11/9/23	<b>LP8</b>	4/8/24 - 5/3/24
<b>LP4</b>	11/13/23 - 12/15/23	<b>LP9</b>	5/6/24 - 6/5/24
<b>LP5</b>	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

### INTERNET USAGE

iLEAD Online Charter School's 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 Online Charter School 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 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 Online Charter School 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 Online Charter School.

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 Online Charter School 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 Online Charter School 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:

## HIGH SCHOOL

### GENERAL OVERVIEW

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

### GRADUATION PATHS

iLEAD Online Charter School offers several paths to fulfill graduation requirements. A collaborative effort between the learner, family, and high school staff will direct, support and encourage the learner on their graduation path. The iLEAD Online Charter School Graduation Policy can be reviewed [HERE](#).

#### UC/CSU A-G Path

California State University and the University of California school systems have established seven admission requirements labeled A-G. Learners who are planning on directly attending a University of California (UC) or California State University (CSU) are required to complete these specific [UC Admissions Requirements](#) during their high school experience. This track requires 230 credits to graduate. More information on the A-G requirements can be found on the [University of California website](#). A-G courses are approved by the UC system. A list of iLEAD Online Charter School's currently approved A-G courses may be found in [UC Doorways](#).

##### iLEAD Online: UC/CSU Graduation Requirements

iLEAD Online UC/CSU graduation requirements prepare learners to be eligible for UC/CSU admissions upon graduation (completing the A-G requirements)

##### English 40 credits required

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English 9 (10 Credits)

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English 10 (10 Credits)

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English 11 (10 Credits)

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English 12 (10 Credits)

##### History 30 credits required

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US History (10 Credits )

---

World History Modern Civ (10 Credits)

---

US Government (Sem) (5 Credits)

---

Economics (Sem) (5 Credits)

---

Math 30 credits required

Algebra 1 or Integrated Math 1(10 Credits)

---

Geometry (10 Credits)

---

Algebra 2 (10 Credits)

---

Science 20 credits (3 years= 30 credits recommended)

Biological Science (10 Credits)

---

Physical Science (10 Credits)

---

World Language : 2 Years 20 credits (3 years= 30 credits recommended) of same language

Year 1 (10 Credits)

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Year 2 (10 Credits )

---

Visual & Performing Art : 1 Years 10 credits

Year 1 (10 Credits)

---

PE 10 credits

Sem 1 (5 Credits)

---

Sem 2 (5 Credits)

---

Electives: 70 credits (must include 10 credits "g" college prep elective)

Course 1 (10 Credits)

---

Course 2 (10 Credits)

---

Course 3 (10 Credits)

---

Course 4 (10 Credits)

---

Course 5 (10 Credits)

---

Course 6 (10 Credits)

---

**Total Credit Requirements: 230 Credits**

*All A-G classes must be passed with a "C" or better to qualify*

[More information on UC/CSU requirements here](#)

## General Path

The general 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 200 credits to graduate depending upon the learner's passions and goals.

iLEAD Online: Graduation Requirements

## Required courses for iLEAD Online Charter School

### English 40 credits required

English 9 (10 Credits)

English 10 (10 Credits)

English 11 (10 Credits)

English 12 (10 Credits)

### History 30 credits required

US History (10 Credits )

World History (10 Credits)

US Government (Sem) (5 Credits)

Economics (Sem) (5 Credits)

### Math 20 credits required

Algebra 1 or Integrated Math 1(10 Credits)

Geometry (10 Credits)

### Science 20 credits

Biology (10 Credits)

Physical Science (10 Credits)

### World Language or Visual & Performing Art or CTE : 1 Year 10 credits

Year 1 (10 Credits)

### PE: 10 credits

Sem 1 (5 Credits)

Sem 2 (5 Credits)

### Electives: 70 credits

Course 1 (10 Credits)

Course 2 (10 Credits)

Course 3 (10 Credits)

Course 4 (10 Credits)

Course 5 (10 Credits)

Course 6 (10 Credits)

Course 7 (10 Credits)

**Total Credit Requirements: 200 Credits**

## Basic Path

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

graduate and requires administrative approval.

## **Exemptions**

Under Ed. Code 51225.1, the following learners may be exempted from iLEAD Online Charter School'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 Online Charter School in order to meet iLEAD Online Charter School diploma requirements, OR
- Complete the iLEAD Online Charter School 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.

## **NCAA**

Core courses at iLEAD Online are NCAA eligible. It is the family's responsibility to verify eligibility through the NCAA portal. For more information, visit <https://ncaa.egain.cloud/kb/EligibilityHelp/home>.

## **Golden State Seal**

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

## **Biliteracy Seal**

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

## CAREER AND TECHNICAL EDUCATION (CTE)

Career Technical Education (CTE) is an opportunity for high school learners to gain exposure and experience in careers in which they are interested and meet the school's graduation requirements through CTE courses. Learners will take courses and work with industry professionals to gain the knowledge and skills needed for entry into further training and career opportunities in the chosen industry sector. This work will set them on the path toward certifications, preparation for college majors, and experience for the workforce. CTE pathways are a 3 year commitment culminating in a capstone course project where learners create a college/career portfolio with components needed to be competitive in college admissions and the workforce. CTE programs will offer additional college and career counseling, industry certification opportunities, extra curricular leadership opportunities, and work-based learning and internship experiences through each course in the 3-year pathway. Career and Technical Education pathways are available for the 2023-2024 school year. Additional offerings may be available through community college. Contact [Kate.wolfe@ileadonline.org](mailto:Kate.wolfe@ileadonline.org) for more information.

## HIGH SCHOOL ADVISEMENT

### School Counselors

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

### College and Career Planning Tools

iLEAD Online Charter School has partnered with Scoir for college and career planning.

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

# HIGH SCHOOL POLICIES AND PROCEDURES

## Transcripts

- **PSA/Private:** Learners who have previously filed a Private School Affidavit (PSA) or attended a private school must provide a transcript during the enrollment process. In addition, learners may be asked to submit a portfolio and/or work samples to verify previously completed coursework in order to grant credits accordingly. Unless courses were taken through an online program with approval, these courses will be listed without the A-G designation. (Verify your charter's policy)
- **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

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

## Honors Courses

Honors courses will be offered and accessible to all learners and 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

It is not required to enroll in AP courses in order to take AP exams. AP courses are assigned weighted grades. It is the family's responsibility to register for AP exams directly through the College Board before the October 1 deadline. Eligible high school learners may receive financial assistance to cover the costs of the Advanced Placement examination fees, or both. Please contact [online.classes@ileadonline.org](mailto:online.classes@ileadonline.org) for information. iLEAD Online College Board Code: 051338

Find more information under College Testing or visit the College Board website.  
(<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		
	Track C	Track A
Drop without a "W"	3 days from course start	20 days from course start
Drop with a "W"	Recommended no later than 3 weeks prior to the end of the semester	Recommended no later than 3 weeks prior to the end of the semester

## Incomplete Grade

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

## Course Extensions

Course extensions of up to 15 days or a time as approved by a school administrator may be granted by school administration. If the learner does not complete the course within the time period allotted, the actual grade earned for the coursework completed (points earned/points possible) will appear on the learner's transcript.

## Math Placement

View math placement policy [here](#).

## Middle School Learners Seeking High School Credit

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

## Academic Honesty

The school expects learners to practice Academic Honesty by doing their own work and succeeding in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use

their work is not allowed.

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

## Grading Scale

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

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

## Grade Appeals

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

## Work Permits

Learners interested in employment under the age of 18 who have not passed the CHSPE are required to obtain a school issued work permit. Work permits are contingent upon good academic standing and attendance. Learners on academic probation are not eligible for a work permit (EC§49130). Download the B1-1 Form from the [CDE website](#) and have the employer complete the workplace information. Return the signed form to the learner's academic coach. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy. [Work Permit 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 learner's academic coach. Once returned to the family from the school, please sign the form and return it to the Labor Commissioner. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy. [Work Permit Policy](#)

## High Schoolers Age 18+ Dual Enrollment

To remain enrolled at iLEAD Online Charter School, learners turning 18 who attend community college courses must continue to submit special admit forms to obtain signatures prior to registration. It is the family's responsibility to obtain the special admit form directly from the community college.

## High Schoolers Age 18+ Privacy Policy

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

## Educational Rights for Adult Learners

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

## Cal Grant Program - EC 69432.9

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

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

applicant will be provided to all students and their parents/guardians by January 1 of the students' 11th grade year.

## **Federal Student Aid - EC 51225.8**

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

## **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: [pamela.vanvelsir@ileadonline.org](mailto:pamela.vanvelsir@ileadonline.org) for more information of services and policies related to homeless education rights.

## **California High School Proficiency Exam**

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

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

## **Educational Equity: Immigration and Citizenship Status**

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

## COLLEGE TESTING

To learn more about college admissions testing requirements, visit [www2.calstate.edu/apply](http://www2.calstate.edu/apply), [fairtest.org](http://fairtest.org), or [admission.universityofcalifornia.edu/](http://admission.universityofcalifornia.edu/).

### College Entrance Examination Board (CEEB) Code: 051338

Learners taking college entrance exams will be asked to report their school's CEEB code. Learners should have CEEB code **051338** on hand on the day of testing.

### PSAT

All 10th and 11th grade learners are encouraged to take the PSAT/NMSQT exam which is offered in early October. The PSAT exam tests knowledge in reading, writing, language, and math and is a practice test for the SAT which is typically taken during spring of junior year. The junior year test is also the qualifying exam for the national merit scholarship. Visit [College Board PSAT](#) for specific testing questions and free practice exams.

### SAT/ACT

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

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

### CLEP

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

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

### Advanced Placement (AP) Courses and Exams

AP courses are available only through online vendors who offer those courses with teacher support.

Colleges may provide transfer or exemption credit based on a minimum passing score determined by each individual college. Review the AP credit policy at the prospective college/university for further information.

Registration for AP exams is available through the College Board and a learner must be present at our school's designated testing site.

## 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 [samin.davari@ileadonline.org](mailto:samin.davari@ileadonline.org)

## DUAL ENROLLMENT

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

## Registering for College Courses

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

## Credit Evaluation

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

## Grade Evaluations

The grade earned in the course by the professor will be the same grade issued on the high school transcript. Facilitators will issue an incomplete grade at the end of the semester until official college transcripts are received.

## Transcripts

Upon course completion, official transcripts must be requested and sent to the high school.

- Please request e-transcripts to be sent directly to: [registrar@ileadonline.org](mailto:registrar@ileadonline.org)
- For paper transcripts, please have the college forward official sealed transcripts to iLEAD's address upon course completion each semester: 3720 Sierra Hwy Suite A, Acton CA 91350

## HIGH SCHOOL ACTIVITIES

### Graduation

iLEAD Online Charter School offers an end-of-the-year graduation ceremony for all graduates who have completed diploma and Certificate of Completion course requirements. This event celebrates each learner's hard work and achievements throughout their high school career. Friends and family members are invited to participate.

## SECTION 8: POLICIES AND PROCEDURES

### ACCELERATION AND RETENTION PROCEDURES

Learners are expected to progress through each grade within one year. In unique circumstances, learners may be considered for acceleration or retention. The acceleration and retention process involves parents/guardians, credentialed teachers, counselors, and administrators who carefully review the learner's progress, testing results, academics, and social-emotional needs to make a final decision that is in accordance with state law and board policies. The decision to accelerate or retain a learner is a joint decision between the student study team (including the parent/guardian of the learner) and the school/program director or designee. If a consensus cannot be reached, the final decision resides with the school/site director or designee according to the Board's Acceleration and Retention policy.

### 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 [online.classes@ileadschools.org](mailto:online.classes@ileadschools.org).

### BULLYING

iLEAD Online Charter School 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 [pamela.vanvelsir@ileadonline.org](mailto:pamela.vanvelsir@ileadonline.org) to assist you in identifying and stopping this behavior.

### CHILD ABUSE AND NEGLECT REPORTING

iLEAD Online Charter School 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.

## 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 [Registrar@ileadonline.org](mailto:Registrar@ileadonline.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 Online Charter School 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 [registrar@ileadonline.org](mailto:registrar@ileadonline.org) 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 [Registrar@ileadonline.org](mailto:Registrar@ileadonline.org).

### LEARNER MEDICATIONS ASSISTANCE

If your learner requires emergency or other medications (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the front office. A parent or guardian must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending classes at Online Charter School. This form is available in the front office or on the Online Charter School website at: [ileadonline.org](http://ileadonline.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 network school sites. 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 Online Charter School'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 Online Charter School'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: [pamela.vanvelsire@ileadonline.org](mailto:pamela.vanvelsire@ileadonline.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 the school Director. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

## **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, you may contact the following mental health provider: [kathy.tempeco@ileadschools.org](mailto:kathy.tempeco@ileadschools.org) Our school will notify parents at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year via email.

## NON-DISCRIMINATION

iLEAD Online Charter School 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, the guidebook will be updated. Please contact [online.classes@ileadschools.org](mailto:online.classes@ileadschools.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 Schools 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 Online Charter School is a tuition-free public school and does not have any mandated fees.

## SAFE PLACE TO LEARN ACT

iLEAD Online Charter School 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 [online.classes@ileadschools.org](mailto:online.classes@ileadschools.org)

## 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 Online Charter School. 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**

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 HARASSEMENT**

iLEAD Online Charter School 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: [online.classes@ileadschools.org](mailto:online.classes@ileadschools.org)

## **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 [registrar@ileadonline.org](mailto:registrar@ileadonline.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: Kate Wolfe School Director, 3720 Sierra Hwy, Suite A, Acton, CA. 93510 [kate.wolfe@ileadonline.org](mailto:kate.wolfe@ileadonline.org) 661-403-7167.

## 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

[https://ileadaguadulce.org/wp-content/uploads/2020/02/charter\\_school\\_complaint\\_ad-hybrid-online-empower.pdf](https://ileadaguadulce.org/wp-content/uploads/2020/02/charter_school_complaint_ad-hybrid-online-empower.pdf). Parents/Guardians, learners, facilitators or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.



## **SECTION 9:**

# **COMMUNICATION**

### **COMMUNICATION METHODS**

#### **WEBSITE**

The best way to keep updated with current events and activities at iLEAD Online Charter School is via the website: <https://ileadonline.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 Online Charter School website homepage <https://ileadonline.org/>.

#### **CLASS NEWSLETTERS/WEBSITE**

Most facilitators/grade level teams have an informational website. Your learner's facilitator will provide this website information at Meet the Facilitator Night.

#### **PHONE/TEXT**

You will receive periodic phone calls and/or 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: [registrar@ileadonline.org](mailto:registrar@ileadonline.org)

## **SECTION 10:**

# **FAMILIES AND iLEAD Online Charter School WORKING TOGETHER**

## **FAMILY PARTICIPATION EXPECTATIONS**

iLEAD Online Charter School seeks to make education a community passion. To this end, parent/guardian participation is essential to the success of the education process. Parents/Guardians are strongly encouraged to participate in the operation of the school as an integral part of the staffing and support team and with the charter staff in the development and successful completion of the individual learning plan for your child.

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

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.

## **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
- Hosting an activity in your home or business

NOTE: All volunteers working with children must have a current TB test on file which are valid for 4 years, as well as a LiveScan criminal background check. LiveScan screenings are valid for the full duration of stay at the school. LiveScan can be obtained at various LiveScan locations and could take up to 2 weeks to clear. Please see the iLEAD Online Charter School website at <https://ileadonline.org/> for a list of locations as well as the necessary LiveScan paperwork.

## **VISITORS/OBSERVATION PROCEDURES**

iLEAD Charter School 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.

## SECTION 11: GOVERNANCE

### HISTORY

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

### SCHOOL GOVERNANCE

iLEAD Online Charter School 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 Online Charter School'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 Online Charter School Board of Directors can be found on the iLEAD Online Charter School website:<https://ileadonline.org/>

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD Online Charter School'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 Online Charter School. 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 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.
- 
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the school at 661-403-7167

*iLEAD Online Charter School 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.*

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