



MEETING AGENDA - iLEAD Agua Dulce Board

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

Meeting

Meeting Date Tuesday, June 17, 2025
Start Time 4:00 PM
End Time 5:00 PM
Location Address: 11311 Frascati Street, Agua Dulce, CA 9190
Zoom Meeting: <https://zoom.us/j/5395735793>
Meeting ID: 539 573 5793
Dial in Number: 1-669-900-6833

Purpose Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order	(4:00 PM - 4:00 PM)
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1.2. Roll Call	(4:00 PM - 4:00 PM)
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1.3. Pledge Of Allegiance	(4:00 PM - 4:00 PM)
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1.4. Board Meeting Agenda	(4:00 PM - 4:00 PM)
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Discuss and take action on the Board Meeting Agenda.

1.5. Board Meeting Minutes	(4:00 PM - 4:00 PM)
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Discuss and take action on the Board Meeting Minutes.

Documents

- Minutes-2025-05-13-v1.pdf
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2. Public Comments

2.1. Public Comments	(4:00 PM - 4:00 PM)
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The public may address the iLEAD Agua Dulce governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes.

3. Hearing

3.1. LCAP Hearing	(4:00 PM - 4:00 PM)
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This is the opportunity for the Public to review the summary of the 2025-2026 LCAP and make comments to the Board accordingly.

Documents

- 25_26 iLEAD Agua Dulce LCAP DRAFT week 1.pdf

4. Discussion And Reports

4.1. 2024-2025 Estimated Actuals and 2025-2026 Budget

(4:00 PM - 4:00 PM)

Discuss the Estimated Actuals and projected 2025 - 2026 school budget including but not limited to staffing, retirement, insurance, health/welfare benefits, operations, and curriculum costs.

Documents

- Board Meeting - Est. Actuals, Budget, MYP - 24.25, 25.26 - Agua Dulce.pdf

4.2. School Director Report

(4:00 PM - 4:00 PM)

5. Action Items

5.1. Revised iCA Service Agreement

(4:00 PM - 4:00 PM)

Discuss and take action regarding the revised iCA Service Agreement.

Due date:

5.2. 2025-2026 Board Meeting Dates

(4:00 PM - 4:00 PM)

Discuss and take action regarding the 2025-2026 Board Meeting Dates.

Due date:

Documents

- iLEADAguaDulce_2025-2026_BoardMeetingDates.pdf

5.3. Annual Request for Title Funding

(4:00 PM - 4:00 PM)

Discuss and take action regarding continued Title funding for the school programs.

Due date:

Documents

- AD 25_26 Request For Annual Federal Title Funding.pdf

5.4. Dual Enrollment CCAP Agreement

(4:00 PM - 4:00 PM)

Discuss and take action regarding the Dual Enrollment CCAP Agreement.

Due date:

Documents

- iLEAD AguaDulce - AVC - CCAP.pdf

5.5. Revised Uniform Complaint Procedures (UCP) Policy

(4:00 PM - 4:00 PM)

Discuss and take action regarding the revised UCP Policy.



Due date:

Documents

- updated-iLEAD_Agua_Dulce_Uniform_Complaint_Policy.pdf

5.6. Revised Holiday Policy

(4:00 PM - 4:00 PM)

Discuss and take action regarding the revised Holiday Policy for 2025-2026.

Due date:

Documents

- Holiday Policy Agua Dulce 25-26 Redline for Board Approval.pdf

5.7. Revised Vacation Policy

(4:00 PM - 4:00 PM)

Discuss and take action regarding the revised Vacation Policy for 2025-2026.

Due date:

Documents

- Vacation Policy Agua Dulce 25-26 Redline for Board Approval.pdf

5.8. Revised Bring Your Own Device (BYOD) Policy

(4:00 PM - 4:00 PM)

Discuss and take action regarding the revised BYOD Policy.

Due date:

Documents

- BYOD Policy Agua Dulce 25-26 Redline for Board Approval.pdf

5.9. Revised Remote Work Policy

(4:00 PM - 4:00 PM)

Discuss and take action regarding the revised Remote Work Policy.

Due date:

Documents

- Remote Work Policy Agua Dulce 25-26 Redline for Boarrrd Approval.pdf

5.10. Revised. 2025-2026 School Calendar

(4:00 PM - 4:00 PM)

Discuss and take action regarding moving Back To School Night to September 4.

Due date:

Documents

- 2025-26 iLEAD Agua Dulce Calendar V.2.pdf

6. Closed Session

6.1. Public Employee Performance Evaluation

(4:00 PM - 4:00 PM)

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

7. Report of Closed Session

(4:00 PM - 4:00 PM)



8. Board Comments

8.1. Board Comments

(4:00 PM - 4:00 PM)

9. Closing Items

9.1. Next Meeting Date

(4:00 PM - 4:00 PM)

Board Members mark their calendars and confirm quorum.

Our next meeting date will be June 24, 2025, at 4:00pm.

9.2. Adjournment

(4:00 PM - 4:00 PM)

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

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

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



MEETING MINUTES - iLEAD Agua Dulce Board

Meeting

Date Tuesday, May 13, 2025
Started 4:00 PM
Ended 5:00 PM
Location Address: 11311 Frascati Street, Agua Dulce, CA 9190
Zoom Meeting: <https://zoom.us/j/5395735793>
Meeting ID: 539 573 5793
Dial in Number: 1-669-900-6833

Purpose Regular Scheduled Meeting
Chaired by Christine Johnson
Recorder Laura Jaeggi

Minutes

1. Opening Items

1.1. Call The Meeting To Order

The meeting was called to order at 4:00pm

Status: Completed

1.2. Roll Call

Kurt: Present

Sarah: Present

Adriana: Arrived at 4:02pm

Christine: Present

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes



Sarah: Yes

Christine: Yes

Due date:

Status: Completed

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

- Minutes-2025-04-15-v2.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

Melissa Roger's first grade learners presented on their Bird POL.

Status: Completed

3. Public Comments

3.1. Public Comments

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

No Public Comments were made

Status: Completed

4. Public Hearing

4.1. Dual Enrollment CCAP Agreement

Public Hearing regarding the Dual Enrollment CCAP Agreement.



Matt Zuchowicz, iLEAD CA Support Provider, presented the Dual Enrollment CCAP Agreement and answered questions from the board.

Status: Completed

Documents

- iLEAD AquaDulce - AVC - CCAP.pdf
-

5. Action Items

5.1. Internet Use Policy

Discuss and take action regarding the Internet Use Policy.

Sean D'Auria, iLEAD CA Support Provider, presented the Internet Use Policy and answered questions from the board.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

- iLEAD Agua Dulce Internet Use Policy and Agreement.pdf
-

5.2. Revised Employee Guidebook

Discuss and take action regarding the revised Employee Guidebook.

Rick Crunelle, iLEAD CA Support Provider, presented the Revised Employee Handbook and answered questions from the board.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

- iLEAD Agua Dulce Guidebook Redline for Board Approval 20250513.pdf
-



6. Discussion And Reports

6.1. School Director Report

Wendy Maxwell, iLEAD Agua Dulce School Director, presented the School Director Report and answered questions from the board.

Status: Completed

7. Consent Items

7.1. Personnel Report

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

- 5.13.25_AguaDulce_PersonnelReport.pdf
-

7.2. Check Register

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

- iAD Payment Register Summary_20250507.pdf
 - iAD Payment Register_20250507.pdf
-

8. Closed Session

8.1. Public Employee Performance Evaluation

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



Status: Completed

9. Report of Closed Session

The Board had nothing to report.

Status: Completed

10. Board Comments

10.1. Board Comments

No Board comments were made

Status: Completed

11. Closing Items

11.1. Graduation Date

iAD graduation date is set for June 5, 2025, at 5pm. It will be held at the Agua Dulce Women's Club.

Status: Completed

11.2. Next Meeting Date

June 17 @ 4:00

June 24 @ 4:00

Board Members mark their calendars and confirm quorum.

Status: Completed

11.3. Adjournment

The meeting adjourned at 5:46pm.

Status: Completed

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: iLEAD Agua Dulce

CDS Code: 19-75309-0138297

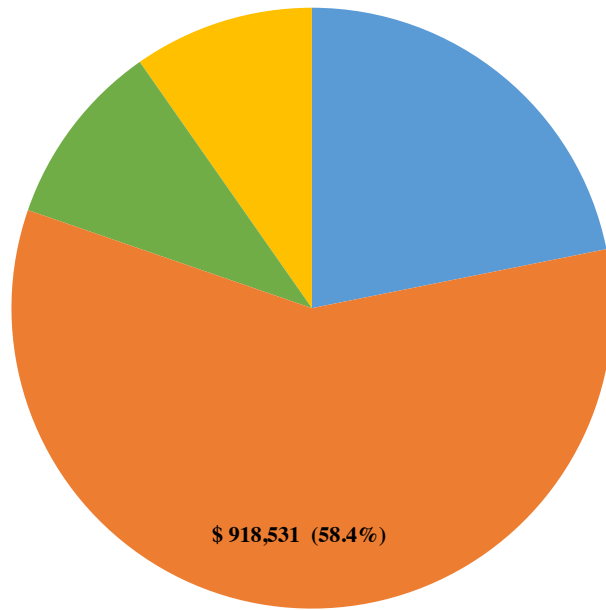
School Year: 2025/2026

LEA contact information: Wendy Maxwell

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 2025/2026 School Year

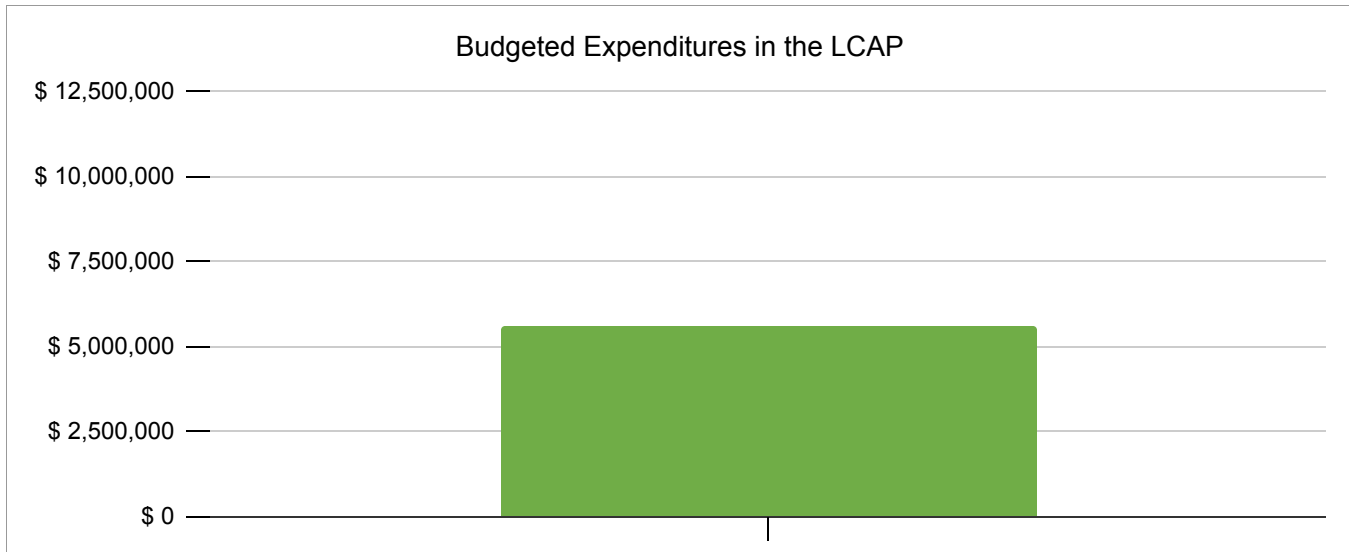
Projected Revenue by Fund Source



This chart shows the total general purpose revenue iLEAD Agua Dulce 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 Agua Dulce is \$5,680,479.00, of which \$4,452,167.00 is Local Control Funding Formula (LCFF), \$918,531.00 is other state funds, \$157,112.00 is local funds, and \$152,669.00 is federal funds. Of the \$4,452,167.00 in LCFF Funds, \$343,457.00 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 districts 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.



This chart provides a quick summary of how much iLEAD Agua Dulce plans to spend for 2025/2026. It shows how much of the total is tied to planned actions and services in the LCAP.

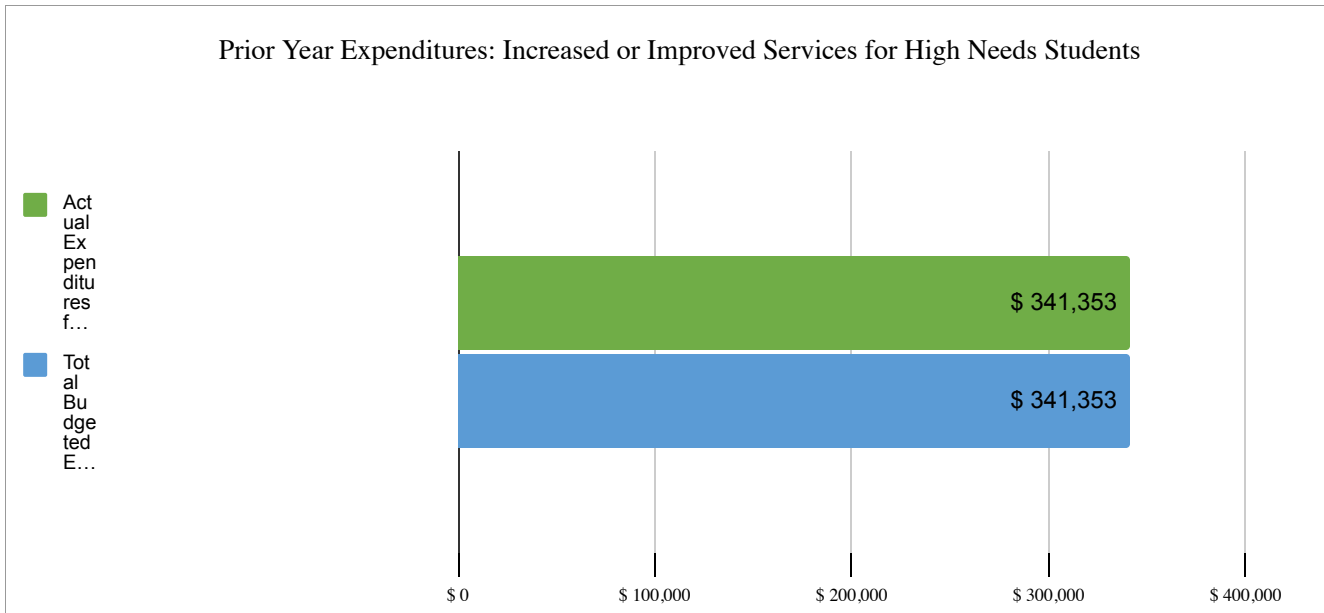
The text description of the above chart is as follows: iLEAD Agua Dulce plans to spend \$5,628,452.00 for the 2025/2026 school year. Of that amount, \$0.00 is tied to actions/services in the LCAP and \$5,628,452.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP 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 services not related to LCAP actions but essential for school operations, such as legal fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025/2026 School Year

In 2025/2026, iLEAD Agua Dulce is projecting it will receive \$343,457.00 based on the enrollment of foster youth, English learner, and low-income students. iLEAD Agua Dulce must describe how it intends to increase or improve services for high needs students in the LCAP. iLEAD Agua Dulce plans to spend \$343,457.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024/2025



This chart compares what iLEAD Agua Dulce budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what iLEAD Agua Dulce 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 2024/2025, iLEAD Agua Dulce's LCAP budgeted \$341,353.00 for planned actions to increase or improve services for high needs students. iLEAD Agua Dulce actually spent \$341,353.00 for actions to increase or improve services for high needs students in 2024/2025.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLead Agua Dulce	Wendy Maxwell Director	director@ileadaguadulce.org 661-268-6386

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

iLEAD Agua Dulce Charter School is a WASC-accredited public charter school that opened in 2018. It is located in the town of Agua Dulce and serves learners in TK-12th grade. As part of Santa Clarita Valley, iLEAD Agua Dulce Charter School is situated in a rural/suburban community on the outskirts of Los Angeles County and is considered a rural school. The school's enrollment for the 2024-25 school year was 378 learners.

iLEAD Agua Dulce's core methodology is project-based learning, social-emotional learning, and personalized learning. iLEAD Agua Dulce offers a learner-centered approach to education that focuses on interdisciplinary project-based learning and social-emotional learning principles while adhering to the Common Core Standards. Social-Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. iLEAD Agua Dulce's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on both academic and social-emotional learning.

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

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

Through thoughtfully designed learning environments and the implementation of professional learning on diversity, equity, and inclusion, it is iLEAD Agua Dulce's goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths to cultivate a love for learning. School staff work 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, Students with Disabilities, Socioeconomically Disadvantaged, those experiencing Homelessness, and Foster Youth. At iLEAD Agua Dulce, English learners receive designated and integrated language support throughout the school day. Students with Disabilities are taught in inclusive general education classes as much as possible according to the needs of their individualized education plans providing them with the least

restrictive environment possible.

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

iLEAD Agua Dulce's high school, which began in 2021, continues to grow in enrollment and programming, with its first graduating class in 2025. As the high school program grows, the school will continue to prepare its learners for college and career by offering college-prep UC a-g approved coursework, Career Technical Education pathways, college credit course opportunities, and work-based learning opportunities. The school participated in its full WASC self-study visit in the spring of 2023, earning a 6-year accreditation status. The school was also accredited in spring 2023 as an International Baccalaureate World School offering a Career Program.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

During the 2024-2025 school year, the school identified and analyzed successes and challenges from the California Dashboard as part of the continuous improvement cycle. Successes:

- English Learner Progress: The school saw a 25% increase in English Learners making progress towards English proficiency. Additionally, English Learners were 26 points closer to standard in ELA CAASPP.
- Socioeconomically Disadvantaged Learner Progress: Socioeconomically disadvantaged learners were 8.5 points closer to standard in ELA CAASPP and 3 points closer to standard in Math CAASPP.
- Attendance Rate Increase: There was a 1.5% increase in the attendance rate.
- Positive School-Teacher Relationships: The school experienced a 7% increase in positive school-teacher relationships, as reported by annual parent surveys.
- NWEA MAP CGI Progress: As a learning community, one year of academic growth was met in both reading and math

Challenges:

- Academic Performance Below Standard: ELA, Math, and CAST scores remain below standard (from 23-24 data).
- Students with Disabilities Performance: Students with Disabilities were rated "red" on the 2023 California Dashboard for ELA and Math CAASPP scores.
- Chronic Absenteeism: Chronic absenteeism for all students was rated "red" (34.2% chronically absent). Students with Disabilities and white learners were also rated "red" on the 2023 California Dashboard for Chronic Absenteeism.
- Low English Learner Reclassification Rate: The reclassification rate of English Learners was low.
- Academic Engagement Disparities: English Learners reported a 13% lower academic engagement rate than the all-student survey results, and socioeconomically disadvantaged learners reported a lower rate for school climate than the all-student group.
- Chronic Absenteeism for Specific Groups: Chronic absenteeism rates for socioeconomically disadvantaged learners are 4.5% higher, and for English Learners are 13% higher than the all-student group.

As a single-school LEA, the school found the following on the 2023 Dashboard:

- Chronic Absenteeism for all students was red (34.2% chronically absent)
- Students with Disabilities were red on the 2023 California Dashboard for ELA and Math CAASPP scores
- Students with Disabilities and white learners were red on the 2023 California Dashboard for Chronic Absenteeism

Other highlights from the 2024-2025 school year include:

- Addition of the Junior Achievement Financial Literacy program
- Schoolwide family events supported community engagement
- Implementation of Math Dreambox for supplemental math support
- First high school graduating class with 100% CCI
- New leadership with a new school Director and a new Leadership Resident
- A successful attendance initiative to support attendance

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The school was identified for Differentiated Assistance based on the 2023 California Dashboard's lowest performance ratings for:

Priority 4 Learning:

-Students with Disabilities in ELA and Math

Priority 5 Engagement:

Chronic Absenteeism: Students with Disabilities

As part of receiving technical assistance, the school worked with the Los Angeles County Office of Education (LACOE) in the spring of 2024 to attend an all-day collaboration to analyze performance ratings and perform root cause analysis for each area identified under Differentiated Assistance. The school has continued in 24-25 to translate root cause analysis to implementation actions and action monitoring for identified areas of growth through MTSS evidence-based intervention, behavioral supports, family services, engagement opportunities, restorative practices training, and implementation.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Learners	<ul style="list-style-type: none"> -Annual surveys -Semi-annual Learner Outcome survey -Listening sessions -Student leadership -Board meetings (learner ambassador board report)
Parents/Families	<ul style="list-style-type: none"> -Annual surveys -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings
Staff	<ul style="list-style-type: none"> -Annual Panorama survey -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings -Individual learning plans -PD Exit Ticket surveys
Board	<ul style="list-style-type: none"> -Monthly board meetings -Annual Board training
Community	<ul style="list-style-type: none"> -Monthly board meetings -CTE advisory committees -School Site Council
Leadership	<ul style="list-style-type: none"> -Annual Survey -Monthly School Director Collab -Monthly Operations Collab -Individual Learning Plan -Continuous Improvement Cycle Strategic Meetings

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As a school of choice, serving the community and the school's educational partners is a vital component of school strategy and operations. The school is committed to the meaningful engagement of its educational partners in the development of the LCAP and is an organic, ongoing process as part of the school's continuous improvement cycle.

Annually, feedback from families, learners, community members, board members, learners, staff, and leadership is utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received, actions and spending under the school's three goals were maintained, expanded, or modified to further learner achievement and continue the development of program offerings.

During the school year, frequent iSUPPORT meetings were held to provide opportunities for school staff and families to connect regarding the school program. Informal feedback was also received by families through attendance at schoolwide events. Additionally, monthly EL collaborations with the EL coordinators across iLEAD California provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program.

Twice, learners and staff completed a Learner Outcome Survey, a measure of learner growth in the Schoolwide Learner Outcomes and their progress toward academic, social-emotional, and college/career readiness goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent, staff, and learner surveys regarding aspects of the program were sent in the spring to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Various learner clubs allowed opportunities for discussion and feedback.

Monthly board meetings were held with the opportunity for anyone from the public to attend (including staff, parents, and learners) and provide public comment. Learner ambassadors serve as a bridge between learner voice and board updates, monthly at board meetings with a monthly learner ambassador report out.

Feedback determined that the LCAP's actions and budget were in alignment with the educational partner's voice. Continued priority on engaging learners through a broad course of study, field studies, project-based learning, and staff who provide high-quality support and intervention were validated by survey and informal feedback. Expanded budget for more intervention aligned with MTSS Tier 2/3 was added as a result of staff survey results and Dashboard data, and requests for more conference opportunities in the area of college/career readiness, and best practices in curriculum, instruction, and assessment in the emerging area of AI.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.	Broad Goal

State priorities addressed by this goal.

1, 3, 4, 8

An explanation of why the LEA has developed this goal.

After a year 1 analysis of the effectiveness of the goal, this goal remains unchanged based on the 2024 CA Dashboard and survey responses, as it has been effective in addressing state priorities 1, 3, 8, and 4, and closing outcome disparities.

Goal 1 is a call to action to AWAKEN the leader in all by gathering all educational partners together around the school's iLEAD methodology and vision/mission. Goal 1 is a broad goal and was developed to address state priorities one, three, four, and eight. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions. This broad goal aims to ensure that every learner is entitled to optimal and equitable conditions of learning by providing basic services as outlined in the school's charter. As a school of choice, it is essential that the school act as the heart of the community it serves, ensuring that industry partners, community partners, families, learners, and staff collaborate to maintain a program that ultimately leads to college/career readiness and well-rounded individuals who have the skills to achieve their goals. Actions in this goal ensure the foundational building blocks of a strong school culture adhere to the school's program as outlined in its charter. Metrics were intentionally selected to support accountability of spending and actions to meet the goal. While most actions in this goal are maintenance actions, this ensures continued prioritization of identified evidence-based initiatives and programs important to the school community.

Actions in this goal will support success in:

- Clean, safe facilities
- Highly qualified staff
- Access to standards-aligned curriculum
- Family/community input in the strategic direction of the school
- College/career readiness

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SARC FIT Tool-Facilities: Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). (State Priority 1)	2023-24: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2024-25: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).		Maintain "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	Maintained Target Met
2	SARC Misassignments of Teachers of English Learners Total Teacher Misassignments (State Priority 1)	2021-2022 SARC Teachers without Credentials and Misassignments: 1 Misassignments for ELs: 22.2%	2022-2023 SARC Teachers without Credentials and Misassignments: 7 Misassignments for ELs: 13.3%		Teachers without Credentials and Misassignments: 1 or less Misassignments for ELs: 0%	Teachers without Credentials and Misassignments: increased 6 Misassignments for ELs: decreased 8.9%
3	Priority 3 Rubric Local Indicator	2024 Local Indicator Survey Rubric: LEA's	2025 Local Indicator Survey Rubric: Rate the		Maintain 4's and 5's on Local Indicator Survey Rubric	Maintained 4's and 5's with the exception of: LEA's progress in

Self-Reflection Tool (State Priority 3)	<p>progress in creating welcoming environments for all families in the community: 5</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5</p> <p>LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5</p> <p>LEA's progress in providing families with information and resources to support student learning and development in the home: 5</p> <p>LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5</p> <p>LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input</p>	<p>LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4</p> <p>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5</p> <p>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5</p> <p>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 3</p> <p>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any</p>	Questions	<p>building the capacity of and supporting family members to effectively engage in advisory groups and decision-making-decreased to 3</p>
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		<p>from any underrepresented groups in the school community: 5</p> <p>LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5</p>	<p>underrepresented groups in the school community: 5</p> <p>Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5</p>			
4	<p>Annual Educational Partner Engagement Opportunities, such as:</p> <p>School Site Council</p> <p>iSUPPORT</p> <p>Annual Panorama Surveys</p> <p>Monthly Board Meetings</p> <p>Other Opportunities</p> <p>(State Priority 3)</p>	<p>2024: 15 Educational Partner Engagement Opportunities Annually</p>	<p>2024-2025: 15 Educational Partner Engagement Opportunities Occured</p>		<p>Maintain or increase the number of engagement opportunities</p>	<p>Maintained Target Met</p>

5	Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs: English Learner Advisory Committee Homeless/Foster /EL Liason Outreach FIEP Process (State Priority 3)	2024 Opportunities: 3 programs for parents of UDPs and individuals with exceptional needs	2024-2025: 3 programs for parents of UDPs and individuals with exceptional needs		Maintain or increase programs for parents of UDPs and individuals with exceptional needs	Maintained Target Met
6	Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input (State Priority 3)	2024-2025: 91.3% of families feel that: "the school provides adequate opportunities for me to be involved in my child's education," and "the school values and incorporates my input as an educational partner."	Same as Baseline		Target: Maintain or increase above 91%	N/A
7	CA School Dashboard State Indicator: College and Career Indicator % graduating prepared and % approaching prepared (State Priority 4)	Baseline will be established after the first graduating cohort	N/A		Target will be established after the first graduating cohort	N/A

8	CA School Dashboard Additional Measures Report: Percentage of graduates who complete a-g requirements (State Priority 4)	Baseline will be established after the first graduating cohort	N/A		Target will be established after the first graduating cohort	N/A
9	CA School Dashboard Additional Measures Report: Percentage of graduates who complete a-g requirements (State Priority 4)	Baseline will be established after the first graduating cohort	N/A		Target will be established after the first graduating cohort	N/A
10	CA School Dashboard Additional Measures Report: Percentage of graduates who complete both a-g requirements and CTE pathways (State Priority 4)	Baseline will be established after the first graduating cohort	N/A		Target will be established after the first graduating cohort	N/A

11	CA School Dashboard Additional Reports: Percentage of learners who earn a 3 on an AP exam or 4 on an IB exam (State Priority 4)	Baseline will be established after the first graduating cohort	N/A		Target will be established after the first graduating cohort	N/A
12	College Career Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP goal from fall to spring annually as measured by credentialed teacher and counselor observation and data on the annual survey. (State Priority 4)	2024: 46% of learners met their self-identified college/career readiness goal	2025: 87.8% of learners met their self-identified college/career readiness goal		65% of learners met their self-identified college/career readiness goal	Increased 41.8%
13	DataQuest: % of graduates who earn a State Seal of Biliteracy, Golden State Seal Merit Diploma, National Merit Scholarship, or CTE Completer Certificate (State Priority 8)	Baseline will be established after the first graduating cohort	N/A		Target will be established after the first graduating cohort	N/A

14	CA School Dashboard Additional Measures Report: College Credit Course Completion (successful completion of 1 or more college courses with a C or higher) (State Priority 4)	Baseline will be established after the first graduating cohort	N/A		Target will be established after the first graduating cohort	N/A
15	CA School Dashboard: EAP Early Assessment Program: Prepared for college as indicated by ELA and math CAASPP scores (ready and conditionally ready) (State Priority 4)	Baseline will be established after the first graduating cohort	N/A		Target will be established after the first graduating cohort	N/A

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall implementation for Goal 1 during the 2024-2025 school year saw significant successes in foundational aspects of school culture and college/career readiness for many learners. The goal successfully built a positive school culture and improved aspects of college readiness, as evidenced by high family involvement and significant increases in ILP goal attainment. All action items in Goal One were fully implemented.

As a result, the school successfully maintained a "good" status on the SARC Facility Inspections Tools (FIT) for 2024-25, meeting its target. Engagement efforts with educational partners were strong, maintaining 15 annual opportunities for 2024-25 and successfully implementing 3 programs for parents of unduplicated pupils and individuals with exceptional needs for 2024-25. Notably, the Annual Educational Partner Survey for 2024-2025 indicated that 91.3% of families felt that "the school provides adequate opportunities for me to be involved in my child's education" and "the school values and incorporates my input as an educational partner". Significant gains were made in college readiness, with a remarkable 41.8% increase in learners meeting their self-identified College/Career Individual Learning Plan (ILP) goals, achieving 87.8% in 2025.

Data for other college and career readiness metrics are not yet available for the 2024-2025 school year, as these baselines will be established after the first graduating cohort. This includes the CA School Dashboard State Indicator for College and Career Indicator, A-G Requirements Met, A-G and CTE Requirements Met, AP/IB Exams (3's and 4's on exam), College Credit Course Completion, CAASPP (11th Grade), and DataQuest Biliteracy, Golden Merit Diploma, CTE Completer Certificate. Progress on all metrics related to college/career readiness and graduation is a long-term measurement, given that they measure a 4-year cohort of learners, and data indicated in this LCAP reflects initiatives taken during the 23-24 school year. Internal calculation and the % of learners who met a college/career readiness ILP goal suggest that the actions in the LCAP are supporting Goal 1, with slower data results in year 1.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective Actions:

- 1.1-clean, safe welcoming school environment
- 1.4 and 1.5: collaboration with educational partners and 1.5 partners with focus on unduplicated pupils
- 1.6-culture of college/career readiness
- 1.7-social capital and Learner Achievement

Actions above were fully implemented with positive progress or target met on each metric associated.

Ineffective Actions-1.2 and 1.3: high-quality staff

With tremendous appreciation for dedicated staff, misassignments for staff increased rather than decreased, suggesting a continued need for recruitment and retention of certificated teachers.

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

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined. Budget for this goal will increase to include another high school counselor, more conferences to increase staff capacity, and continued support of generating an "I am College Career Ready" and overall positive school culture that meets the needs of all learners.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Maintain Safe, Clean, Welcoming School Facilities	The facilities team will ensure all educational partners have clean, safe, innovative spaces that align with the school's vision, mission, learner outcomes, and methodology, which allow high-quality learning to take place.	\$0.00	No
2	1.2 Fund High-Quality Staff	Leadership and HR will recruit and retain fully credentialed and appropriately assigned staff to provide high-quality instruction and support for all learners.	\$0.00	No
3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Leadership and HR will recruit and retain qualified staff to provide support to English learners, homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals. LREBG: Action Tying LREBG funds to Action 1.3 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By recruiting and retaining high-quality staff, we are directly investing in the human capital necessary to deliver the targeted, differentiated instruction and comprehensive support services required for effective learning recovery. This action is a foundational investment that underpins the success of all other recovery efforts, ensuring that our English learners, homeless/foster youth, and socioeconomically disadvantaged students receive the dedicated, expert attention they need to thrive. Metric 2.8 will be utilized to monitor this action.	\$0.00	Yes
4	1.4 Inclusively Collaborate with Educational Partners	Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	\$0.00	No
5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 1, Action 3)	Outreach, leadership, and staff will incorporate multiple ways for educational partners to engage in and contribute to the school community. Through family groups, family education opportunities, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing	\$0.00	Yes

		continuous improvement efforts.		
6	1.6 Promote College and Career Readiness through Individualized Learning	Counselors, leadership, and support staff will ensure high school graduates are college and career-ready based on the Dashboard CCI indicator by offering advanced and A-G classes, college credit courses, State Seal of Biliteracy, and CTE pathways to ensure graduates are prepared for college and career as indicated on the CA School Dashboard and learners' individualized learning plans. Learners will receive personalized counseling and support for college readiness throughout their school career and engage in personalized learning opportunities that allow each learner to set goals and work to meet them.	\$0.00	No
7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 3, Action 5)	Counselors and leadership will maximize opportunities for learners to be recognized for achievements that support scholarships, college admissions, and résumé building by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, CTE Certificate of Completion, Industry-Recognized Certifications, IB CP Certificate of Completion, the National Merit scholarship, and/or Senior Portfolio Defenses.	\$0.00	No

Goal

Goal #	Description	Type of Goal
2	Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.	Broad Goal

State priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

After analyzing the effectiveness of the goal in year 1, it remains unchanged based on the 2024 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 2, 4, and 7, and closing outcome disparities.

Goal 2 focuses on academic excellence and accountability to rigorous academic programming that leads to two of the school's Learner Outcomes: Lifelong Learning and Design Thinking. It addresses state priorities two, four, and seven. This broad goal calls the school community to BUILD a core academic program through multi-tiered systems of support, project-based learning, and strong practices of teaching and learning. This goal calls on our staff to utilize both time-tested and innovative strategies to ensure that all learners meet their growth goals. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions. This goal goes beyond basic access to core programming. Rather, its metrics and actions ensure individualized learning and support for both learners and staff so that they may set and attain their individual learning goals as well as make progress toward mastery of state standards and California Teaching Performance Expectations. Actions in this goal ensure that curriculum, instruction, and assessment in addition to staff development are prioritized in school spending. Metrics are curated to balance external data sources with internal data to show the whole picture in measuring academic performance.

Actions in this goal will support success in:

- Learner achievement in ELA, Math, Science
- Staff development in implementing evidence-based best practices in alignment with the vision, mission, and values of the school
- Multi-Tiered Systems of Support and implementation of project-based learning
- English language development (ELD)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials (State Priority 2)	2024 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 4 ELD: 4 Math:5 Next Generation Science Standards: 5 History-Social Science: 5	2025 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 4 ELD: 5 Math:5 Next Generation Science Standards: 4 History-Social Science: 4		Maintain 4's and 5's in all content areas	ELA: maintained ELD: increased 1 Math: maintained Next Generation Science Standards: decreased 1 History-Social Science: decreased 1
2	Implementation of state standards through Professional Development and coaching: number of dedicated staff professional development/work days annually (State Priority 2)	2023-2024: 22 dedicated staff professional development/work days annually	2024-2025: 22 dedicated staff professional development/work days annually		Maintain at least 22 dedicated staff professional development/work days annually	Maintained Target Met
3	Annual Panorma Staff Survey: Professional Development (State Priority 2)	2025: 52.8% of staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	Same as Baseline		Target: Increase to and maintain above 80%	N/A

4	Dashboard Local Indicator Survey Rubric Priority 2C Local Indicator Survey: Priority 2C - Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified. (State Priority 2)	2024 Local Indicator Survey Rubric Priority 2C: ELA: 5 ELD: 4 Math: 5 Next Generation Science Standards: 5 History-Social Science: 5	2025 Local Indicator Survey Rubric Priority 2C: ELA: 4 ELD: 4 Math: 3 Next Generation Science Standards: 3 History-Social Science: 3		Maintain 4's and 5's in each content area	ELA: decreased 1 ELD: maintained Math: decreased 2 Next Generation Science Standards: decreased 2 History-Social Science: decreased 2
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5	CA Dashboard Indicator: CAASPP English Language Arts (State Priority 4)	<p>2023</p> <p>97% participation rate 49.1 points below standard (orange) 35.1 points below state</p> <p>SWD 93% participation rate 87.3 points below standard (red) 9 points below state</p> <p>Socioeconomically Disadvantaged Learners 94% participation rate 51 points below standard (yellow) 8.4 points below state</p>	<p>2024</p> <p>97% participation rate 42.6 points below standard (yellow) 29.4 points below state Increased 6.4 points</p> <p>SWD 98% participation rate 88.9 points below standard (red) 6.7 points above state Maintained -1.9 points</p> <p>Socioeconomically Disadvantaged Learners 97% participation rate 55.5 points below standard (orange) 14.6 points below state Declined 4.5</p>		15 points closer to standard	<p>All Learners Participation rate: maintained Increased 6.4 points</p> <p>SWD Participation rate: Increased 5% Maintained -1.9 points</p> <p>Socioeconomically Disadvantaged Learners Participation rate: increased 3% Declined 4.5</p>
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6	CA Dashboard Indicator: CAASPP Mathematics (State Priority 4)	<p>2023 97% participation rate 71 points below standard (orange) 21.9 points below state</p> <p>SWD 93% participation rate 129.3 points below standard (red) 2 points below state</p> <p>Socioeconomically Disadvantaged Learners 94% participation rate 82.7 points below standard (orange) 1.9 points below state</p>	<p>2024 97% participation rate 69.8 points below standard (orange) 22.2 points below state Maintained 1.2 points</p> <p>SWD 98% participation rate 115.4 points below standard (orange) 8.9 points above state Increased 15.9</p> <p>Socioeconomically Disadvantaged Learners 97% participation rate 98 points below standard (red) 19.8 points below state Declined 15.3</p>		15 points closer to standard	<p>All Learners Participation rate: maintained Maintained 1.2 points</p> <p>SWD Participation rate: increased 5% Increased 15.9</p> <p>Socioeconomically Disadvantaged Learners Participation rate: increased 3% Declined 15.3</p>
7	California Science Test: CAST (State Priority 4)	2023: 25% met or exceeded	2024: 33.3% met or exceeded		Increase 3%	Increased 8.3% Target Met
8	NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math (State Priority 4)	<p>NWEA MAP Spring 2024 All Students Reading CGI: 0</p> <p>NWEA MAP Spring 2024 All Students Math CGI: -.2</p>	<p>2025: NWEA MAP Spring 2025 All Students Reading CGI: -.01</p> <p>NWEA MAP Spring 2025 All Students Math CGI: -.2</p>		Maintain at or above -.2	<p>Reading CGI: decreased .1 Math CGI: maintained Target Met</p>

9	CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) (State Priority 4)	2023 53.8% making progress (no color)	2024 47.5% making progress (no color) 1.7% above state Declined 3%		Increase 2%	Declined 3%
10	Internally Calculated English Learner Reclassification Rate As Outlined By State (State Priority 4)	2023 Internally Calculated: 6%	2024 Internally Calculated: 10.71%		Increase 6%	Decreased 4.71%
11	Access to and enrollment in a broad course of study internally measured: CTE Offerings VAPA Offerings World Language Offerings College Credit Course Enrollment (State Priority 7)	2024: Exploratories: 5 AP/IB Offerings 1 CTE Offerings 3 pathways VAPA Offerings: 13 World Language Offerings: 3 College Credit Course Enrollments: 1	2025: Exploratories: 5 AP/IB Offerings 3 CTE Offerings 1 pathway VAPA Offerings: 6 World Language Offerings: 2 College Credit Course Enrollments: 2		Maintain or increase total number of offerings	Exploratories: maintained AP/IB Offerings increased by 2 CTE Offerings decreased by 2 VAPA Offerings: decreased by 7 World Language Offerings: decreased by 1 College Credit Course Enrollments: increased by 1

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall implementation for Goal 2, "Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter", during the 2024-2025 school year demonstrated both noteworthy successes and areas for continued focus in fostering academic achievement.

Effectiveness of Actions (Metrics 2.1-2.6):

-Access to Broad Course of Study (2.1): The school has maintained the number of Exploratories (5) and increased AP/IB Offerings by 2 (from 1 to 3). However, CTE Offerings decreased by 2 (from 3 to 1) , and World Language Offerings decreased by 1 (from 3 to 2). College Credit Course Enrollments increased by 1 (from 1 to 2). The overall target to "Maintain or increase total number of offerings" is TBD (To Be Determined).

-EL ELPAC Progress (2.3): The percentage of English Learners making progress (no color) was 47.5% in 2024, which is 1.7% above the state average. However, this reflects a 3% decline from the 2023 baseline of 53.8%. This indicates a slight decrease in the effectiveness of actions aimed at ELPAC progress.

-EL Reclassification (2.3): The internally calculated English Learner reclassification rate in 2024 was 10.71%. This is a decrease of 4.71% from the 2023 baseline of 6%. This suggests a challenge in effectively reclassifying English Learners.

-CAASPP ELA (2.4):All Learners: The participation rate was maintained at 97%. The score increased by 6.4 points, moving from 49.1 points below standard (orange) in 2023 to 42.6 points below standard (yellow) in 2024.

Students with Disabilities (SWD): The participation rate increased by 5% to 98%. The score remained 1.9 points below standard, staying at 88.9 points below standard (red).

Socioeconomically Disadvantaged Learners: The participation rate increased by 3% to 97%. The score declined by 4.5 points, moving from 51 points below standard (yellow) in 2023 to 55.5 points below standard (orange) in 2024. Overall, for CAASPP ELA, the "All Students" group met the participation rate target but missed the score target by 6.6 points, while the SWD group met the participation rate target but missed the score target by 16.9 points, and Socioeconomically Disadvantaged Learners missed the score target by 19.5 points.

-CAASPP Math (2.5):

All Learners: The participation rate was maintained at 97%. The score remained 1.2 points below standard, staying at 71 points below standard (orange) in 2023 and 69.8 points below standard (orange) in 2024.

SWD: The participation rate increased by 5% to 98%. The score remained 15.9 points above standard, moving from 129.3 points below standard (red) in 2023 to 115.4 points below standard (orange) in 2024.

Socioeconomically Disadvantaged Learners: The participation rate increased by 3% to 97%. The score declined by 15.3 points, moving from 82.7 points below standard (orange) in 2023 to 98 points below standard (red) in 2024. Overall, for CAASPP Math, the "All Students" group met the participation rate target but missed the score target by 13.8 points, while the SWD group met both the participation rate and score targets, and Socioeconomically Disadvantaged Learners met the participation rate target but missed the score target by 30.3 points.

-CAST Science (2.5): The percentage of learners who met or exceeded the standard was 33.3% in 2024, showing an 8.3% increase from the 2023 baseline of 25%. The target was met.

-Professional Development to Implement State Standards (2.5): The school maintained 22 dedicated staff professional development/work days annually for 2024-2025, meeting its target.

-Staff Survey on PD (2.5): The baseline for 2024-2025 will be established in the 2024/2025 school year. The target is to maintain or increase above 80%. As of 2025, 52.8% of staff had favorable responses on survey questions related to professional development and growth.

-Staff Improvement Through Programs and Policies (2.5): The 2025 Local Indicator Survey Rubric Priority 2C results are: ELA: 4 (maintained), ELD: 4 (maintained), Math: 3 (decreased by 2), Next Generation Science Standards: 3 (decreased by 2), and History-Social Science: 3 (decreased by 2). The target was to maintain 4s and 5s in each content area.

Despite successes in increasing access to broad courses of study and maintaining professional development efforts, the standardized testing results (CAASPP ELA and Math, and EL Reclassification) show a decline or continued struggle for several subgroups. This suggests that while planned actions for building a rigorous academic program and fostering lifelong learning were implemented, the impact was not uniformly positive across all readiness pathways or student groups. The discrepancy between internal measures and state standardized testing outcomes indicates a need for deeper analysis into instructional strategies and targeted support for specific subgroups. Continued focus will be necessary to address these disparities and ensure comprehensive academic growth for all learners. The impact of the implemented actions will need to be closely monitored through subsequent Dashboard releases to assess their long-term effectiveness.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective Actions:

- Action 2.1 and 2.2 (standards aligned Tier I, II, III materials as indicated by course offerings and Local Indicator Survey 2C)
- Action 2.4 (implementation of MTSS and PBL Instruction and Assessment) as indicated by NWEA MAP, CAST and CAASPP
- Action 2.5 (staff professional development) as indicated by staff survey results

Ineffective Actions (based on available data)

- Action 2.3 (effective ELD programs) as indicated by ELPAC and reclassification data. Data however, is from the previous year and so real-time assessment of 24/25 programming will not occur until the 2025 dashboard release
- Action 2.4 -Action 2.4 (implementation of MTSS and PBL Instruction and Assessment) as indicated by NWEA MAP and CAASPP in reference to Math/ELA scores for socioeconomically disadvantaged learners

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

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement.	\$0.00	No
2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	\$0.00	Yes
3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3)	The EL Coordinator and school staff will apply professional learning, data, and resources to provide English learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English learners through ELAC, and other evidence-based	\$0.00	Yes

		strategies.		
4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	<p>Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, Math, and Science to maximize academic achievement. Staff will provide intervention and support to increase achievement in ELA and Math as measured by CAASPP scores with a particular focus on students with disabilities.</p> <p>LREBG Action:</p> <p>Tying LREBG funds to Action 2.4 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By investing in the fidelity of MTSS and PBL implementation, we are empowering certificated staff with the instructional frameworks and methodologies proven to maximize academic achievement across all student groups. This action is a comprehensive strategy for creating a dynamic, responsive, and engaging learning environment that effectively addresses post-COVID academic and socio-emotional recovery, ensuring all students can reach their full potential through integrated academic/SEL systems. Metric 2.8 will be utilized to monitor this action.</p>	\$0.00	No
5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners.	\$0.00	No

Goal

Goal #	Description	Type of Goal
3	Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

After year 1 analysis of effectiveness of the goal, this goal is remaining the same based on the 2024 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 5 and 6 and closing outcome disparities.

Goal 3 recognizes the whole child and the importance of whole-child education. This broad goal calls on the learning community to CHAMPION each learner in a village mentality of raising the leaders of tomorrow. Addressing state priorities five and six, this goal ensures the development of Authentic Individuals and Empathetic Citizens, two of the school's Learner Outcomes. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions in addition to local, state, and national trends in school attendance, mental health, and evidence connecting student wellbeing and student achievement. Through evidence-based social-emotional learning, a commitment to individualized learning, and programming that engages today's youth, actions in this goal make a clear connection to success on critical metrics on the California Dashboard in addition to internal metrics.

Actions in this goal will support success in:

- Attendance and chronic absenteeism
- Graduation rates and dropout rates
- Suspension and expulsion rates
- Learner safety, connection, and wellbeing
- Personalized/individualized learning

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CALPADS Attendance Rates (State Priority 5)	2022-2023 Attendance Rate: 93.1%	2023-2024 Attendance Rate: 92.61%		Maintain above 90%	Decreased .49%

2	CA School Dashboard: Chronic Absenteeism (State Priority 5)	<p>2023 34.2% Chronically Absent (red) 9.9% above state</p> <p>SWD 34.4% Chronically Absent (red) 1.3 % above state</p> <p>White 40.3% Chronically Absent (red) 21.8% above state</p>	<p>2024 31.3% Chronically Absent (orange) 12.7% above state Declined 2.9%</p> <p>SWD 43.3% Chronically Absent (red) 17 % above state Increased 8.9%</p> <p>White 29.3% Chronically Absent (yellow) 15.8% above state Declined 10.9%</p>		Decrease 6%	<p>All Learners Declined 2.9%</p> <p>SWD Increased 8.9%</p> <p>White Declined 10.9%</p>
3	CALPADS: Middle and High School Dropout Rate (State Priority 5)	2023: Middle: 0%, High: TBD	2024: Middle: 0%, High: TBD		Maintain and Establish Baseline for HS in 24/25	Maintain Target Met
4	DataQuest Graduation Rate (State Priority 5)	Baseline will be established after the first graduating cohort	N/A		Target will be established after the first graduating cohort	N/A
5	CA School Dashboard: Suspension Rate (State Priority 6)	2023 1.2% (yellow) 2.3% below state	2024 .6% (blue) 2.6% below state Declined .6%		Maintain below 2%	Declined .6% Target Met
6	CA School Dashboard: Expulsion Rate (State Priority 6)	2023: 0%	2024: 0%		Maintain below 1%	Maintained Target Met

7	Annual Educational Partner Survey: Student Perception of School Safety and Connectedness (State Priority 6)	Baseline 2024-2025: 86.6% of learners reported that they "feel safe" and "who to talk to and/or what to do if I feel unsafe".	N/A		Target: Increase and Maintain above 87%	N/A
8	Extracurricular Opportunities Offered (State Priority 6)	2024: 1 whole-school offering a month at least 1 high school club at least 3 sports per year	1 whole-school offering a month 2 high school clubs 5 sports		Maintain total offerings	Maintained Target Met

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall implementation for Goal 3, "Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community," during the 2024-2025 school year demonstrated mixed results in fostering a safe and engaging school environment and promoting pupil well-being and engagement.

During the 2024-2025 school year, iLEAD Agua Dulce demonstrated effective implementation in several areas related to Goal 3, focusing on pupil engagement and school climate. The school successfully maintained a low suspension rate of 0.6%, which was 2.6% below the state average and met its target of below 2%. The expulsion rate remained at 0% in 2024, also meeting its target. Student perception of safety and connectedness showed positive results, with 86.6% of learners reporting they "feel safe" and know "who to talk to" if unsafe, aligning closely with the target of above 87%. Additionally, the dropout rate for middle school remained at 0%. The school also maintained its provision of extracurricular opportunities, offering 1 whole-school activity per month, at least 2 high school clubs, and at least 3 sports per year, meeting its target.

However, significant challenges persist in addressing chronic absenteeism, particularly for Students with Disabilities, whose rates have increased and are far from the target. While overall attendance was maintained above 90%, the inability to meet the chronic absenteeism target for all learners and the decline for SWD suggest that current interventions need to be intensified or re-evaluated for these specific groups. The implementation of actions to increase and improve counseling services for high-needs learners (3.4) and implement multi-tiered systems of SEL support (3.2) are critical to addressing these challenges, especially chronic absenteeism. The workbook indicates that actions under 3.4 are designed to increase attendance rates and college/career readiness for high-needs learners, which directly links to the absenteeism issue. Similarly, action 3.5 outlines strategies for setting attendance expectations, monitoring, re-engagement plans, and various support levels, including home visits and community partners.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective Actions:

-Suspension Rate (3.1): The school's suspension rate in 2024 was 0.6% (blue), which is 2.6% below the state average and a 0.6% decline from the 2023 baseline of 1.2% (yellow). This metric successfully met its target of maintaining below 2%. This indicates effective implementation of proactive discipline practices.

-Expulsion Rate (3.1): The expulsion rate remained at 0% in 2024, maintaining the 2023 baseline and meeting its target of below 1%. This is a strong success in maintaining a positive and safe school climate.

-Student Perception of Safety and Connectedness (3.1): The baseline for this metric will be established in the 2024/2025 school year. However, the 2024-2025 data shows that 86.6% of learners reported feeling safe and knowing who to talk to if unsafe. The target is to increase and maintain above 87%. This indicates the actions are largely effective in fostering a sense of safety and connectedness, though there's a slight gap to reach the specific target.

-Dropout Rates (3.3):

Middle School: The dropout rate remained at 0% in 2024, maintaining the 2023 baseline and meeting its target. This indicates strong success in keeping middle school students engaged.

High School: The baseline for high school dropout rates will be established in 2024-25. Data is not yet available to analyze effectiveness for high school.

-Chronic Absenteeism (3.5):

All Learners: The chronic absenteeism rate declined by 2.9% in 2024, moving from 34.2% (red) in 2023 to 31.3% (orange). However, it remains 12.7% above the state average. The target to decrease by 6% was not met, indicating ongoing challenges.

Students with Disabilities (SWD): The chronic absenteeism rate increased by 8.9% in 2024, moving from 34.4% (red) in 2023 to 43.3% (red). It remains 17% above the state average. This subgroup missed its target by a significant margin of 14.9%, indicating a critical area for improvement.

White Learners: The chronic absenteeism rate declined by 10.9% in 2024, moving from 40.3% (red) in 2023 to 29.3% (yellow). It remains 15.8% above the state average. This subgroup met its target.

-Attendance Rates (3.5): The attendance rate in 2023-2024 was 92.61%, which is a 0.49% decrease from the 2022-2023 baseline of 93.1%. The target to maintain above 90% was met.

-Extracurricular Opportunities Offered (3.5): The school maintained offering 1 whole-school activity per month, at least 2 high school clubs, and at least 3 sports per year in 2024-2025, meeting its target. This indicates successful implementation of actions aimed at providing engaging activities.

Overall Analysis of Implementation:

Goal 3 has shown strong successes in maintaining low suspension and expulsion rates, and in fostering a sense of safety and connectedness among learners. The provision of extracurricular activities is also consistent with targets. These aspects align well with the goal of championing empathetic citizens and authentic individuals who feel safe and supported.

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

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Commit to Proactive and Restorative Discipline Practices	Leadership and Learning Support will provide training, resources, and support for all staff to utilize Love and Logic, 7 Habits, and Restorative Practices through a trauma-informed lens to support a safe, positive, and restorative learning environment where discipline is used as an effective tool in developing self-efficacy and resilience in all learners.	\$0.00	No
2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	Using MTSS, the school will provide training, resources, and supports to staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being and reduce chronic absenteeism, with a particular focus on students with disabilities.	\$0.00	No
3	3.3 Provide Access to High-Quality Counseling (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.	\$0.00	No
4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Leadership will ensure increased access and improved services for English learners, homeless youth, foster youth, and socioeconomically disadvantaged youth to increase SEL, graduation rates, and access to additional services needed that remove barriers to learning.	\$0.00	Yes
5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	All staff will personalize learning and ensure that all learners have opportunities to feel engaged in whole-child education. The school will provide events, extracurricular offerings, leadership opportunities, and meet the community needs as indicated through educational partner feedback to support engagement. Re-engagement and support systems will be implemented to support families in meeting high attendance expectations.	\$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

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

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
NaN	0.00%	\$0.00	NaN

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	<p>In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners.</p> <p>It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress.</p> <p>In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners.</p> <p>It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. Socioeconomically disadvantaged learners were 12 points lower in ELA on the 2023 California Dashboard than the all-student group and 11 points lower in Math on the 2023 California Dashboard than the all-student group. Reclassification rates of English Learners were only 6%, which is lower than desired.</p>	<p>Based on best practices, root cause analysis, and staff listening sessions, the school will continue to fund classified support staff and additional credentialed staff to better support the needs listed above. High-quality staff allows for the implementation of multi-tiered systems of support for academic intervention. Small groups, individual tutoring, team teaching, and additional 1:1 meeting time with learners and families provide a safety net of additional support using evidence-based strategies that increase engagement and academic achievement.</p> <p>These actions are being provided on a school-wide basis because all learners can benefit from additional staffing, as an intervention at the school happens in a push-in model that supports inclusion and the success of all learners in a project-based learning environment.</p>	<p>Success will be tracked through SARC teacher assignment data, annual surveys, and monthly observation and discussion in leadership and operations meetings (metric 1.2)</p>

<p>Goal 1, Action 5</p>	<p>In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners.</p> <p>It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress.</p> <p>7% of the school are English learners, 43% of learners are Hispanic/Latino and 44% of families identify as socioeconomically disadvantaged. While overall survey data indicated that family connection is high for academic engagement, English learners reported a 13% lower academic engagement rate than the all-student survey results. Socioeconomically disadvantaged learners reported a 6% lower rate for school fit than the all-student group. State-wide data also shows a higher instance of adverse childhood experiences for socioeconomically disadvantaged children. This data, along with listening session data shows the need for a trauma-informed, culturally competent approach that engages the whole community in learner success. Family surveys also indicated a strong need for iSUPPORT meetings, in-person activities and meet-ups, and family support, particularly those families of students with disabilities.</p>	<p>The school will prioritize funding to increase/improve services through leadership and office support to provide culturally competent, trauma-informed family support and engagement. The school will also provide family engagement sessions and community partnership opportunities to ensure the school-home connection supports achievement and well-being. And lastly, family communications in the home language as requested, and systems for strong school-to-home communication appropriate for the learning and general community.</p> <p>These actions are being provided on a school-wide basis because all learners benefit from culturally responsive, trauma-informed practices that bridge the school-to-home connection and engage the whole family in learning.</p>	<p>Success will be tracked through parent engagement opportunities, Dashboard local indicator survey rubrics, annual surveys, and monthly observation and discussion in leadership and operations meetings (metric 1.3, 1.4, 1.5, 1.6).</p>
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Goal 2, Action 2	<p>In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners.</p> <p>It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress.</p> <p>iLEAD Agua Dulce showed as orange for Math and ELA on the 2023 California Dashboard. Socioeconomically disadvantaged learners were 2 points lower in ELA on the 2023 California Dashboard than the all-student group and 11 points lower in Math on the 2023 California Dashboard than the all-student group. English Learners were 36 points lower in ELA than the all-student group and 69 points lower in Math than the all student group.</p>	<p>Through root cause analysis and listening sessions with staff and learners, more curricula and materials that support MTSS Tier II and III are needed to support high-needs learners. The team has completed root cause analysis and research to identify and will purchase and implement culturally competent and evidence-based resources for small group and individual instruction/assessment to promote growth and achievement in California State Standards.</p> <p>These actions are being provided on a school-wide basis because all struggling learners can benefit from MTSS and because of the model of project-based learning at iLEAD Agua Dulce lends itself well to tier II and III intervention initiatives for all learners. MTSS groupings and resources provide personalized support for each individual learner to help them meet their needs. It is impossible to implement an MTSS program with fidelity for only some student groups, and therefore, this action is schoolwide.</p>	<p>Success will be tracked through NWEA MAP scores, CAASPP and CAST scores, annual surveys, and monthly observation and discussion in leadership and operations meetings (metric 2.5, 2.6, 2.9, 2.10)</p>
Goal 3, Action 4	<p>In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners.</p> <p>It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress.</p> <p>Chronic Absenteeism rates for socioeconomically disadvantaged learners are 4.5% higher than the all-student group 2023 California Dashboard and rates for English Learners are 13% higher than the all student group. Additionally survey response data for academic engagement and school fit for English Learners was lower than the all student group</p>	<p>The school will continue to increase counseling services for high-needs learners (socioeconomically disadvantaged, English Learner, socioeconomically disadvantaged learners) has been proven to increase attendance rates and college/career readiness rates. Additionally, listening sessions with learners indicated a need for more social-emotional support, Social Emotional Curriculum that is trauma-informed and culturally competent will be used during advisory, additional counseling sessions for unduplicated learners, and intentional student activities and engagement sessions will help support attendance, social-emotional wellbeing, and creating a culture of college/career readiness for all.</p>	<p>Success will be tracked through attendance data, graduation rates and college/career readiness indicators, dropout rates, annual surveys, and monthly observation and discussion in leadership and operations meetings (metric 3.7).</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 3	<p>In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners.</p> <p>It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress.</p> <p>53.8% of English Learners are making progress toward English proficiency on the California Dashboard, However, reclassification rates remain low (6% in 2022-2023).. Additionally, survey response data for academic engagement and school fit for English Learners was lower than the all student group. There is a strong need to deliver ongoing, effective ELD programming and instruction.</p>	The school will continue to use data platforms to design and implement personalized ELD programs for each learner based on evidence and learner growth, engage English Language families and community, provide professional development for credentialed teachers and classified staff, and purchase materials related to ELD programming. The school will also purchase and implement a new ELD-designated curriculum to address low rates of progress.	Success will be tracked through California Dashboard data, reclassification data, annual surveys, and monthly observation and discussion in leadership and operations meetings (metric 2.9, 2.10)

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026			NaN		

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	1.1 Maintain Safe, Clean, Welcoming School Facilities	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	2	1.2 Fund High-Quality Staff	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	4	1.4 Inclusively Collaborate with Educational Partners	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 1, Action 3)	Student with Disabilities (SWD)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	6	1.6 Promote College and Career Readiness through Individualized Learning	All, Low Income	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 3, Action 5)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	All, Student with Disabilities (SWD)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3)	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	Student with Disabilities (SWD), All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	3	3.3 Provide Access to High-Quality Counseling (repeated expenditure, Goal 1, Action 2)	Low Income, All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	All, Student with Disabilities (SWD), White	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
		NaN	0.00% - No Carryover	NaN	\$0.00	0.00%	NaN	Total:	\$0.00
								LEA-wide Total:	
								Limited Total:	\$0.00
								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	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 1, Action 3)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3)	Yes	Limited	English learner (EL)	All Schools	\$0.00	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$4,025,461.00	

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	1.1 Maintain Safe, Clean, Welcoming School Facilities	No	\$787,964.00	\$0.00
1	2	1.2 Fund High-Quality Staff	No	\$1,494,916.00	\$0.00

1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	\$180,425.00	\$0.00
1	4	1.4 Inclusively Collaborate with Educational Partners	No	\$52,750.00	\$0.00
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
1	6	1.6 Promote College and Career Readiness through Individualized Learning	No	\$1,000.00	\$0.00
1	7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 3, Action 5)	No	\$0.00	\$0.00
2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	No	\$243,038.00	\$0.00
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$44,155.00	\$0.00
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	No	\$302,400.00	\$0.00
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	No	\$23,776.00	\$0.00
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	No	\$130,000.00	\$0.00
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	No	\$0.00	\$0.00
3	3	3.3 Provide Access to High-Quality Counseling (repeated expenditure, Goal 1, Action	No	\$0.00	\$0.00

		2)			
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$84,210.00	\$0.00
3	5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	No	\$680,827.00	\$0.00

2024-2025 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)
	\$308,790.00		\$308,790.00	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	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	\$180,425.00	\$0.00	0.00%	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$44,155.00	\$0.00	0.00%	0.00%
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$84,210.00	\$0.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric
<ul style="list-style-type: none">• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none">• Enter the baseline when completing the LCAP for 2024–25.<ul style="list-style-type: none">○ Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.○ Indicate the school year to which the baseline data applies.○ The baseline data must remain unchanged throughout the three-year LCAP.<ul style="list-style-type: none">▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.○ Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 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 plus 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).

iLEAD Agua Dulce		FY24/25 Estimated Actuals	FY25/26 Preliminary Budget	FY26/27 MYP	FY27/28 MYP
		378/349.16	400/361.98	420/381	420/381
Supplemental LCFF		341,353	343,457	343,089	348,855
<u>REVENUE</u>					
<u>Principal Apportionment</u>					
8011 - State Funding - Current Year LCFF		3,954,807	4,198,376	4,509,001	4,660,082
8012 - State Funding - EPA		69,832	72,396	76,020	76,020
8019 - State Funding - Prior Years		0	0	0	0
8096 - State Funding - Property Taxes		174,971	181,395	190,476	190,476
Total Principal Apportionment		4,199,610	4,452,167	4,775,497	4,926,578
<u>Federal Revenue</u>					
8181 - Federal Special Education - Entitlement		55,124	52,487	53,012	53,542
8182 - MHADA IDEA		3,569	0	0	0
8220 - Federal Child Nutrition Programs		0	0	0	0
8290 - Federal Revenue - All Other Federal Revenue		97,240	100,183	101,986	104,026
8291 - Federal Revenue - Other Revenue		0	0	0	0
Total Federal Revenue		155,933	152,670	154,998	157,568
<u>Other State Revenue</u>					
8311 - Other State Apportionments - Special Education		303,766	332,128	335,449	338,803
8312 - Other State Apportionments - Special Education Mental Health		0	0	0	0
8313 - Other State Apportionments - Facilities Reimbursement		0	0	0	0
8319 - Other State Apportionments - Prior Year		0	0	0	0
8520 - State Child Nutrition		0	0	0	0
8530 - State Child Development Program		0	0	0	0
8550 - State Mandated Costs		7,010	9,154	9,246	9,338
8560 - State Lottery		95,321	98,821	103,767	103,767
8590 - All Other State Revenues		431,906	478,429	218,640	218,640
Total Other State Revenue		838,003	918,531	667,102	670,549
<u>Other Revenue</u>					
8631 - Sale of Equipment and Supplies		0	0	0	0
8632 - Sale of Publications		0	0	0	0
8634 - Food Service Sales		0	0	0	0
8639 - All Other Sales		0	0	0	0
8640 - After School Care		40,000	0	0	0
8645 - Student Activities		19,068	19,000	19,190	19,382
8650 - Leases and Rentals		0	0	0	0
8655 - Facilities Use		0	0	0	0
8660 - Interest		188	200	202	204
8672 - Nonresident Student (Exchange, etc)		0	0	0	0
8680 - Service Fees		0	0	0	0
8682 - Start-Up Reimbursements		0	0	0	0
8689 - Fees & Contracts - Coaching/Training/Devl		0	0	0	0
8690 - Misc Local Income		28,914	44,500	44,945	45,394
8699 - All Other Local Revenue		3,000	3,000	3,030	3,060
8705 - Camp Income		0	0	0	0
8710 - Vendor Program & Online Classes		0	0	0	0

8715 - PreSchool Tuition	0	0	0	0
8721 - Special Education SELPA Transfers	0	0	0	0
8810 - Family Giving Donations	10,000	10,000	10,100	10,201
8820 - Private & Corporate Donations	9,583	10,000	10,100	10,201
8830 - Fundraising	42,000	32,000	32,320	32,643
8840 - Grants	11,000	38,412	32,000	0
8999 - Unallocated Income	110,441	0	0	0
Total Other Revenue	274,194	157,112	151,887	121,086
Total Revenue	5,467,741	5,680,479	5,749,484	5,875,781
Expenditures				
Certificated Salaries				
1110 - Credentialed Teacher Salaries	1,069,594	1,040,697	1,051,104	1,061,615
1120 - Credentialed Home Study Teacher Salaries	213,833	264,661	267,307	269,980
1130 - Credentialed Education Specialist Salaries (SpEd)	133,707	202,864	204,893	206,942
1140 - Credentialed Elective Teacher Salaries	0	0	0	0
1150 - Credentialed Substitute Teacher Salaries	53,975	34,400	34,744	35,091
1190 - Credentialed After School/Extra Duty Salaries	0	0	0	0
1210 - Credentialed Psychologist & Counseling Services (SpEd)	53,614	50,480	50,985	51,495
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	0	0	0
1230 - Credentialed Academic Counseling Salaries	22,978	21,634	21,851	22,069
1310 - Credentialed Directors	152,642	142,800	144,228	145,670
1320 - Credentialed Student Support Coordinators (SpEd)	0	0	0	0
1910 - Credentialed Coaching & Curriculum Salaries	0	0	0	0
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	0	0	0	0
1930 - Credentialed Other Support	120,075	109,140	110,232	111,334
Total Certificated Salaries	1,820,418	1,866,676	1,885,343	1,904,196
Classified Salaries				
2110 - Classified Elective Salaries	164,295	150,075	151,575	153,091
2120 - Classified Classroom Aide Salaries	85,098	0	0	0
2130 - Classified Substitutes	0	0	0	0
2140 - Classified Intern Teacher Salaries	0	0	0	0
2150 - Classified Online Teacher	0	0	0	0
2160 - Classified Learner Services	0	0	0	0
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	155,680	353,632	357,169	360,740
2220 - Classified Speech Therapy & Other Services (SpEd)	0	0	0	0
2230 - Classified Academic Counseling Salaries	0	0	0	0
2310 - Classified Directors	0	0	0	0
2410 - Classified Clerical, Technical, and Office Staff Salaries	135,353	80,013	80,813	81,621
2910 - Classified CARE Team Yard Duty Salaries	0	0	0	0
2920 - Classified After School Misc Salaries	5,018	0	0	0
2930 - Classified After School Care Salaries	0	0	0	0
2940 - Classified Food Services Salaries	0	0	0	0
2950 - Classified Facilities/Maintenance Salaries	85,987	85,592	86,448	87,312
2960 - Classified Preschool Aide Floater	0	0	0	0
2985 - Classified Educational Coaches	0	0	0	0
2990 - Classified Health Office Support (Nurse)	2,000	53,040	53,570	54,106
Total Classified Salaries	633,431	722,352	729,575	736,871

Employee Benefits				
3101 - State Teachers' Retirement System - Credentialed positions	300,089	356,535	360,100	363,701
3102 - State Teachers' Retirement System - Classified positions	0	0	0	0
3201 - Public Employees' Retirement System - Credentialed positions	0	0	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0	0	0
3301 - OASDI (Social Security) - Credentialed positions	3,510	5,912	5,971	6,031
3302 - OASDI (Social Security) - Classified positions	38,672	45,147	45,598	46,054
3311 - Medicare - Credentialed	23,314	27,067	27,337	27,611
3312 - Medicare - Classified	9,008	10,474	10,579	10,685
3401 - Health & Welfare Benefits - Credentialed positions	125,588	133,123	141,111	149,577
3402 - Health & Welfare Benefits - Classified positions	74,125	78,573	83,287	88,284
3501 - State Unemployment Insurance - Credentialed positions	8,163	12,285	12,408	12,532
3502 - State Unemployment Insurance - Classified positions	6,165	7,833	7,911	7,990
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0	0	0
3601 - Worker Compensation Insurance - Credentialed positions	21,623	20,383	20,586	20,792
3602 - Worker Compensation Insurance - Classified positions	9,654	10,231	10,333	10,436
3701 - Retiree Benefits - Credentialed positions	731		0	0
3702 - Retiree Benefits - Classified positions	2,606	3,849	3,887	3,926
3801 - PERS Reduction - Credentialed positions	0	0	0	0
3802 - PERS Reduction - Classified positions	0	0	0	0
3901 - Other Benefits - Credentialed positions	0	0	0	0
3902 - Other Benefits - Classified positions	0	0	0	0
Total Employee Benefits	623,248	711,410	729,109	747,620
Books and Supplies				
4110 - Core Curriculum - Texts, Workbooks, etc	41,454	7,528	7,603	7,679
4120 - Core Curriculum - Software & Programs	18,775	26,430	26,694	26,961
4130 - Other Curriculum	8,950	17,417	17,591	17,767
4210 - Professional Development References	0	0	0	0
4220 - Other Books & References	1,760	1,760	1,778	1,795
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	31,946	44,580	45,026	45,476
4310 - Science Supplies	4,000	0	0	0
4315 - Art Supplies	2,000	0	0	0
4317 - Assessment Supplies	0	2,400	2,424	2,448
4320 - PE Supplies	1,500	0	0	0
4325 - Custodial Supplies	4,298	4,298	4,341	4,385
4330 - Health & Safety	5,000	5,000	5,050	5,100
4335 - Home Study Stipend	66,856	66,856	67,525	68,200
4340 - Office Supplies	4,861	11,999	12,119	12,241
4345 - Printing & Reproduction Supplies	7,115	11,592	11,708	11,825
4350 - Spiritwear	450	450	455	459
4355 - Facilities Supplies	7,602	18,000	18,180	18,362
4410 - Classroom Furniture & Equipment	3,500	3,000	3,030	3,060
4420 - NonClassroom Furniture & Equipment	2,649	1,000	1,010	1,020
4430 - IT Equipment & Supplies	34,618	61,314	61,927	62,546
4710 - Vended Food Service	0	0	0	0
4720 - Food Supplies	0	0	0	0

4730 - Catering Supplies	0	0	0	0
4740 - Cafe Other Supplies	200	202	204	206
Total Books and Supplies	247,534	283,826	286,664	289,531
Services and Operating Expenditures				
5210 - Travel for PD, Conferences, & School Development	9,065	6,000	6,060	6,121
5220 - Travel for Intersite Business - Mileage*	0	0	0	0
5230 - Conference & Workshop Registration Fees	4,038	0	0	0
5240 - Professional Development - Meetings & Collaborations	1,816	1,800	1,818	1,836
5310 - Professional Dues, Memberships, and Subscriptions	15,973	27,973	28,253	28,535
5410 - Liability Insurance	34,294	38,067	38,447	38,832
5420 - Other Insurance	0		0	0
5510 - Utilities - Electricity	82,099	85,000	85,850	86,709
5520 - Utilities - Gas	0	0	0	0
5530 - Utilities - Water	3,384	1,692	1,709	1,726
5540 - Utilities - Trash	25,565	28,375	28,659	28,945
5550 - Operations - Janitorial Services	0	0	0	0
5560 - Operations - Security	3,882	5,500	5,555	5,611
5570 - Utilities - Other	0	0	0	0
5610 - Rent - Facilities Rent and CAM Charges	398,963	445,217	449,669	454,166
5620 - Leases	0	0	0	0
5630 - Repairs & Maintenance - Facilities	67,828	10,000	10,100	10,201
5640 - Repairs & Maintenance - Elevator Service	0	0	0	0
5650 - Repairs & Maintenance - Auto	0	0	0	0
5660 - Repairs & Maintenance - Other Equipment	1,006	0	0	0
5710 - Transfers of Direct Costs	0	0	0	0
5750 - Transfers of Direct Costs - Interfund	0	0	0	0
5801 - Professional Services - Service Fees	514,951	556,521	562,086	567,707
5802 - Professional Services - District Oversight Fees	41,996	44,522	44,967	45,417
5803 - Professional Services - Business Services	9,807	3,874	3,913	3,952
5804 - Professional Services - Auditing & Tax Preparation	17,585	19,467	19,662	19,858
5805 - Professional Services - Payroll Fees	25,152	26,410	27,730	29,117
5806 - Professional Services - Consultant Fees	2,226	2,777	2,805	2,833
5807 - Professional Services - BTSA	15,300	5,162	5,214	5,266
5808 - Professional Services - Legal Fees	133,350	50,000	50,500	51,005
5809 - Professional Services - Shared/Leased Employees	17,000	17,850	18,029	18,209
5810 - Contra Account - Shared Employees Reimbursement	0	0	0	0
5811 - Professional Services - Course Development	0	0	0	0
5820 - Professional Services - Contributions/Donations	700	0	0	0
5822 - Operating Expenditures - Licenses & Other Fees	4,729	3,774	3,812	3,850
5823 - Operating Expenditures - Fingerprinting Fees	0	0	0	0
5824 - Operating Expenditures - Fundraising & Grantwriting	13,540	0	0	0
5825 - Operating Expenditures - Banking Charges & Fees	2,000	2,040	2,081	2,122
5826 - Operating Expenditures - Interest	250	0	0	0
5827 - Operating Expenditures - Other Benefit Fees	11,150	12,000	12,120	12,241
5828 - Operating Expenditures - Staff Recruitment	0	0	0	0
5829 - Operating Expenditures - Events	6,700	4,000	4,040	4,080
5830 - Operating Expenditures - Marketing & Advertising	12,000	27,945	28,224	28,507

5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	0	1,715	1,732	1,749
5840 - Operating Expenditures - Software Licenses	17,850	15,972	6,032	6,092
5850 - Student Services Expenditures - Student Information System	16,201	11,373	11,487	11,602
5851 - Student Services Expenditures - Student Assessment Services	0	0	0	0
5852 - Student Services Expenditures - Special Education Contracted Services	364,211	387,880	391,759	395,676
5853 - Student Services Expenditures - Student & Group Activities	34,748	20,000	20,200	20,402
5854 - Student Services Expenditures - Electives & Enrichment	50,000	115,000	116,150	117,312
5855 - Student Services Expenditures - Substitutes	44,926	38,500	38,885	39,274
5856 - Student Services Expenditures - Student Transportation	900	0	0	0
5910 - Telephone & Fax	15,384	12,000	12,120	12,241
5915 - Cell Phones	0	0	0	0
5920 - Internet Services	3,452	3,537	3,572	3,608
5925 - Website/Communication Fees	71	135	136	138
5930 - Freight Expense	112	0	0	0
5940 - Postage Expense	1,500	1,200	1,212	1,224
Total Services and Operating Expenditures	2,025,704	2,033,277	2,044,586	2,066,162
Total Expenditures	5,350,335	5,617,541	5,675,278	5,744,381
Depreciation	18,726	28,126	28,126	9,400
Net Income	98,680	34,812	46,080	122,000

**iLEAD Agua Dulce
2025 - 2026
Regular Scheduled Board Meetings**

Board Approved:

All meetings will be held at iLEAD Agua Dulce School at 4:00 p.m. unless otherwise publicly noticed.
Special Board Meetings may be scheduled as needed with 24-hour public notice.

September 9, 2025

November 4, 2025

January 20, 2026

February 10, 2026

March 10, 2026

April 21, 2026

May 12, 2026

June 16, 2026

June 23, 2026



iLEAD Agua Dulce
2025 - 2026 Consolidated Application Reporting System
Request for Funding
Executive Summary for Board Information
Board Approved:

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

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

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

**Federal Program Descriptions that iLEAD Agua Dulce
Would Be Applying For:**

Title I Part A: Helping Disadvantaged Children:

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

Title II Part A: Teacher Quality:

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

Title IV, Part A: Student Support and Academic Enrichment:

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

School Site Responsibilities

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

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

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

**ANTELOPE VALLEY COMMUNITY COLLEGE DISTRICT AND CAREER
ACCESS PATHWAYS PARTNERSHIP AGREEMENT FOR DUAL ENROLLMENT**

**MEMORANDUM OF UNDERSTANDING
iLEAD Aqua Dulce [2025-2030]**

This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is entered into by and among Antelope Valley Community College District ("DISTRICT"), located at 3041 West Avenue K, Lancaster, CA 93536, and iLEAD Aqua Dulce ("iLEAD-AD"), whose address is 11311 Frascati St., Aqua Dulce, CA 91390 for the providing of dual enrollment classes to the iLEAD Aqua Dulce Charter School identified in "Exhibit A" attached hereto and incorporated herein (the "SCHOOL").

WHEREAS, the mission of the DISTRICT includes providing educational programs and services that are responsive to the needs of the students enrolled in the DISTRICT's training and academic program;

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences;

WHEREAS, the SCHOOL is a public charter school serving grades 9-12 located in Los Angeles County and within the regional service area of DISTRICT, unless otherwise specified and agreed as specified in Sec. 2(e) of Education Code 76004, as added by Assembly Bill No. 288 ("AB 288");

WHEREAS, DISTRICT, desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities to the SCHOOL, consistent with the provisions of AB 288, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" as specified in Sec. 2 (a) of AB 288 and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d) of AB 288; and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community Colleges Chancellor's Office, and DISTRICT.

NOW THEREFORE, DISTRICT agree as follows:

1. TERM OF AGREEMENT

- 1.1 The term of this CCAP Agreement shall be for **five years, beginning on August 1, 2025, and ending on June 30, 2030**, and requires a review every year by July 1st, unless otherwise terminated in accordance with Section 19 of this CCAP Agreement.
- 1.2 This CCAP Agreement, Exhibit A and the Appendix attached hereto outline the terms of the agreement between the parties. The appendix attached to this CCAP Agreement and incorporated by this reference ("Appendix") shall specify additional details regarding, but not be limited to, the total number of high school students to be served and the total

number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1) of AB 288.

1.3 The Appendix shall identify a point of contact for the participating DISTRICT and the SCHOOL. Sec. 2 (c)(2) of AB 288.

1.4 A copy of this CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and California Department of Education before the start of the CCAP partnership. Sec. 2 (c)(3) of AB 288.

2. DEFINITIONS

2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL have been approved in accordance with the policies and guidelines of the DISTRICT and applicable law. Sec. 2 (a) of AB 288.

2.2 Consistent with AB 288, this CCAP Agreement may include "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d) of AB 288.

2.3 Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

3.1 Student Eligibility - Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) of AB 288 and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d) of AB 288.

3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of this CCAP Agreement who have been admitted to the DISTRICT and who meet all

applicable prerequisites. Student selection criteria may be further specified in the Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through this CCAP Agreement will be determined by DISTRICT and shall comply with applicable law and DISTRICT standards and policies.

3.3 College Admission and Registration - Procedures for students participating in this CCAP Agreement shall be governed by the DISTRICT and shall comply with the admissions and registration guidelines set forth in applicable law and DISTRICT policy.

3.4 Student Records - It is the responsibility of the student to follow the DISTRICT process when requesting an official DISTRICT transcript for grade submission to the SCHOOL unless otherwise specified in the Appendix.

3.5 Priority Enrollment - DISTRICT participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g) of AB 288.

3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d) of AB 288.

3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of a CCAP Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

3.8 Minimum School Day - **iLEAD-AD** shall ensure that it shall teach the SCHOOL's students participating as part of this CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

4.1 The DISTRICT will be responsible for processing student applications.

4.2 The DISTRICT will provide the necessary admission and registration forms and procedures and in consultation and coordination both the DISTRICT and will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

4.3 SCHOOL agrees to work with DISTRICT in the admission and registration of SCHOOL's students as may be necessary and requested by DISTRICT.

- 4.4 SCHOOL and DISTRICT understand and agree that successful DISTRICT admission and registration requires that each participating student has completed the DISTRICT enrollment application process.
- 4.5 Participating students enrolled in a course offered through this CCAP Agreement shall not be assessed any fee described in the following California Education Code Sections: 49011 Pupil fees; 76060.5 Student representation fee; 76140, 76141, and 76142 Nonresident tuition and corresponding permissible "capital outlay" fee and/or "processing fee"; 76223 Transcript fees; 76300 Course enrollment fees; 76350 Apprenticeship course fees; and 79121 Child development center fees. Sec. 2 (f)(q) of AB 288

5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through this CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011 Pupil fees. See also Sec. 2 (t)(q) of AB 288. The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5 Student representation fee; 76140, 76141 and 76142 Nonresident tuition and corresponding permissible "capital outlay" fee and/or "processing fee"; 76223 Transcript fees; 76300 Course enrollment fees; 76350 Apprenticeship course fees; and 79121 Child development center fees.
- 5.2 The total cost of books and instructional materials for SCHOOL's students who enroll in a DISTRICT course offered as part of this CCAP Agreement will be specified in the Appendix to this CCAP Agreement. Costs will be borne by the SCHOOL.
- 5.3 Participating students must meet all DISTRICT prerequisite requirements as established by the DISTRICT and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4 Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official DISTRICT transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the DISTRICT catalog.
- 5.5 Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the DISTRICT for information regarding applicable policies and procedures.
- 5.6 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the DISTRICT or through the SCHOOL. DISTRICT shall ensure that student support services, including counseling and guidance, assistance with assessment and placement, and tutoring are available to participating students at the DISTRICT. **iLEAD-AD** will work to ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL.
- 5.7 Students who withdraw from courses offered as part of this CCAP Agreement will not receive DISTRICT credit. Students must comply with, and submit appropriate

information/paperwork, by all published deadlines. Transcripts will be annotated according to DISTRICT policy.

- 5.8 A course dropped within the DISTRICT drop "without a W" deadline will not appear on the SCHOOL's or the DISTRICT's transcript.

6. CCAP AGREEMENT COURSES

- 6.1 The DISTRICT may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement. Sec. 2 (o)(l) of AB 288
- 6.2 Courses offered as part of this CCAP Agreement at the DISTRICT may not limit enrollment in the course. Sec. 2 (o)(l) of AB 288
- 6.3 The DISTRICT is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and education program are offered on site at the SCHOOL or at the DISTRICT.
- 6.4 The scope, nature, time, location, and listing of courses offered by a DISTRICT shall be determined by DISTRICT with the approval of the Governing Board and will be recorded in the Appendix to this CCAP Agreement. Sec. 2 (c)(l) of AB 288
- 6.5 Courses offered as part of this CCAP Agreement either at the DISTRICT or SCHOOL shall be jointly reviewed and approved.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL shall be of the same quality and rigor as those offered on DISTRICT campus and shall comply with DISTRICT academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL shall be listed in the DISTRICT catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8 Courses offered as part of this CCAP Agreement at the SCHOOL shall adhere to the official course outline of record and the student learning outcomes established by the DISTRICT's academic department.
- 6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites, and standards applicable to DISTRICT as well as any corresponding policies, practices, and requirements of the SCHOOL. In the event of a conflict between DISTRICT's course related regulations, policies, procedures, prerequisites and standards and the SCHOOL's policies, practices and requirements, the DISTRICT's regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10 Site visits and instructor evaluations by one or more representatives of the DISTRICT shall be permitted by the SCHOOL to ensure that courses offered as part of this CCAP Agreement in the SCHOOL are the same as the courses offered on the DISTRICT campus and in compliance with DISTRICT academic standards.

- 6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with DISTRICT's guidelines, policies, pertinent statutes, and regulations.
- 6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with DISTRICT guidelines, policies, pertinent statutes, and regulations.
- 6.13 DISTRICT has the sole right to control and direct the instructional activities of all instructors teaching the DISTRICT courses.
- 6.14 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL, and shall involve collaborative effort between the SCHOOL and the DISTRICT to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n) of AB 288.

7. INSTRUCTOR(S)

- 7.1 All instructors teaching DISTRICT courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by DISTRICT.
- 7.2 Instructors who teach DISTRICT courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL site.
- 7.3 The DISTRICT shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction, subject to approval by DISTRICT.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL shall be held to the same standards of achievement as students in courses taught on the DISTRICT campus.
- 8.2 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL shall be held to the same grading standards as those expected of students in courses taught on the DISTRICT campus.
- 8.3 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs,

etc.) as students in courses taught on the DISTRICT campus.

- 8.4 SCHOOL's personnel will perform services specified in 9.4 as part of their regular assignment. Personnel performing these services will be employees of SCHOOL, subject to the authority of SCHOOL, but will also be subject to the direction of DISTRICT, specifically with regard to their duties pertaining to the DISTRICT courses.
- 8.5 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating DISTRICT and SCHOOL on all the following information: Sec. 2 (t)(1) (A-0) of AB 288.
- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A) of AB 288.
 - The total number of college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B) of AB 288.
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C) of AB 288.
 - The total number of full-time equivalent students generated by the CCAP partnership community college district participants. Sec. 2 (t)(1)(0) of AB 288.

9. APPORTIONMENT

- 9.1 DISTRICT shall include the SCHOOL's students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 9.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2) of AB 288.
- 9.3 **iLEAD-AD** agrees and acknowledges that DISTRICT will claim apportionment for the SCHOOL's students enrolled in community college course(s) under this CCAP Agreement. SCHOOL shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2(r) of AB 288.
- 9.4 Effective January 1, 2017, AB 2364 amended California Education Code 76140 to exempt specific nonresident students who live and attend high school in California from nonresident tuition for community college dual enrollment coursework. With the passage of AB 2364 Districts are allowed to claim apportionment for students eligible for nonresident tuition exemption.

10. CERTIFICATIONS

- 10.1 DISTRICT certifies that it has not received full compensation for the direct education costs for the conducting of the courses offered as part of this CCAP Agreement from other sources.
- 10.2 SCHOOL agrees and acknowledges that DISTRICT will claim apportionment for the SCHOOL's students enrolled in community college course(s) under this CCAP Agreement.
- 10.3 This CCAP Agreement certifies that any DISTRICT instructor teaching a course on a SCHOOL campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h) of AB 288.
- 10.4 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2(i) of AB 288.
- 10.5 The DISTRICT certifies that:
- A community college course offered for college credit at the participating SCHOOL does not reduce access to the same course offered at the partnering DISTRICT. Sec. 2 (k)(l) of AB 288.
 - A community college course that is oversubscribed or has a waiting list shall not be offered or included in this CCAP Agreement. Sec. 2 (k)(2) of AB 288.
 - This CCAP Agreement is consistent with the core mission of the DISTRICT pursuant to Section 66010.4, and that students participating in this CCAP Agreement will not lead displacement of otherwise eligible adults at the DISTRICT. Sec. 2 (k)(3) of AB 288.
- 10.6 This CCAP Agreement certifies that each of SCHOOL and DISTRICT comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the faculty member teaching the courses offered for high school credit pursuant to this CCAP Agreement. Sec. 2 (l) of AB 288.

11. PROGRAM IMPROVEMENT

- 11.1 DISTRICT and SCHOOL may annually conduct surveys of participating SCHOOL's pupils, instructors, principals, and guidance counselors for the purpose of informing practice, adjusting, and improving the quality of courses offered as part of this CCAP Agreement.

12. RECORDS

- 12.1 Permanent records of student attendance, grades and achievement will be maintained by **iLEAD-AD** for SCHOOL's students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for DISTRICT students shall be maintained by DISTRICT.
- 12.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required

by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

13. REIMBURSEMENT

- 13.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

14. FACILITIES

- 14.1 SCHOOL will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to DISTRICT or the participating students. SCHOOL will clean, maintain, and safeguard its premises. SCHOOL will ensure that facilities are safe and compliant with all applicable building, fire, and safety code.

- 14.2 SCHOOL will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL students. The parties understand that such equipment and materials are the SCHOOL's sole property.

The instructor teaching the DISTRICT courses shall determine reasonable books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL understands that no equipment or materials fee may be charged by the SCHOOL to students except as may be provided for by Education Code 49011.

- 14.3 The DISTRICT facilities may be used subject to mutual agreement by the parties as expressed in the Appendix to this CCAP Agreement.

15. INDEMNIFICATION

- 15.1 SCHOOL agrees to and shall indemnify, save, and hold harmless the DISTRICT and their governing board, officers, employees, administrators, independent contractors, subcontractors, agents, and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL's performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL, their officers, employees, independent contractors, subcontractors, agents, and other representatives.

- 15.2 DISTRICT agrees to and shall indemnify, save, and hold harmless the **iLEAD-AD** and the SCHOOL and their governing board, officers, employees, administrators, independent contractors, subcontractors, agents, and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of the respective DISTRICT's performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the DISTRICT their officers, employees, independent contractors, subcontractors, agents, and other representatives.

16. INSURANCE

- 16.1 SCHOOL, in order to protect the DISTRICT, their agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any

manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the DISTRICT, their agents, employees, and officers as an additional insured for the purposes of this CCAP Agreement. A certificate of insurance including such endorsement shall be furnished to DISTRICT.

- 16.2 DISTRICT, to protect the SCHOOL, shall secure and maintain in force insurance coverage or an approved program of self-insurance as specified in Section 10a and 10b of the Appendix.

17. NON-DISCRIMINATION

- 17.1 Neither the SCHOOL nor the DISTRICT shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

18. TERMINATION

- 18.1 Either party may terminate this Agreement with or without cause by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 19 below.

19. NOTICES

- 19.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

DISTRICT
Antelope Valley Community College District
3041 West Ave. K
Lancaster, CA 93530
Attn: Dr. Kathy Bakhit,
Academic Affairs VP

SCHOOL
iLEAD Aqua Dulce Charter School
11311 Frascati St.
Aqua Dulce, Ca. 91390
Attn: Wendy Maxwell, Director

20. ADA/ACCESSIBILITY

- 20.1 With respect to ADA compliance, **iLEAD-AD** shall:
- 20.1.1. Conform to section 508 of the Rehabilitation Act and WCAG 2.1, Level AA specifications.
 - 20.1.2. Comply with all applicable FCC regulations regarding advanced communications services
(<http://www.fcc.gov/encyclopedia/advanced-communications-services-ac>s).
 - 20.1.3. Resolve immediately any accessibility issues that are discovered or encountered by end users and communicate a concrete timeframe for resolving the issue(s).
 - 20.1.4. Prior to contract signing, must present a VPAT or other documentation demonstrating compliance.

21. INTEGRATION

- 21.1 This CCAP Agreement sets forth the entire agreement between the parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the parties with regard to the subject matter hereof are incorporated into this CCAP Agreement.

22. MODIFICATION AND AMENDMENT

- 22.1 No modifications or amendments to any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the parties.

23. GOVERNING LAWS

- 23.1 This CCAP Agreement shall be governed by and construed in accordance with the laws of the State of California. . Any legal proceedings brought to interpret or enforce the terms of this Agreement, shall be brought in Los Angeles County, California.

24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 24.1 For locations outside the geographical boundaries of DISTRICT will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

25. SEVERABILITY

- 25.1 This CCAP Agreement shall be considered severable, such that if any provision or part of this CCAP Agreement is ever held invalid under any law or ruling, that provision or part of this CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

- 26.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

[Signature pages on the following page.]

IN WITNESS WHEREOF, the duly authorized representative of each party does hereby execute this document on, as set forth below.

By: Antelope Valley Community College District

Dr. Jennifer Zellet
Superintendent/President

By: iLEADAqua Dulce Charter School

Wendy Maxwell
Director

EXHIBIT A

1. iLEAD Aqua Dulce Charter School

Additional iLEAD Entities

2. Empower Generations

PRINTED NAME: _____

SIGNATURE: _____

DATE: _____

Empower Generations Board Approval

3. iLEAD Online

PRINTED NAME: _____

SIGNATURE: _____

DATE: _____

iLEAD Online Board Approval

**APPENDIX
TO
ANTELOPE VALLEY COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP
AGREEMENTFOR DUAL ENROLLMENT**

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is among Antelope Valley Community College District ("DISTRICT"), located at 3041 West Ave. K, Lancaster, CA 93536 and iLEAD Aqua Dulce Charter School, located at 11311 Frascati St., Aqua Dulce, CA 91390 on behalf of the California charter school identified on "Exhibit A" to the CCAP Agreement (the "SCHOOL");

WHEREAS, DISTRICT and DSPC agree to record DISTRICT and **iLEAD-AD** /SCHOOL's specific components of the CCAP Agreement using this appendix ("Appendix") for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the DISTRICT for those students; the scope, nature, time, location, and listing of college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2(c)(I) of AB 288.

WHEREAS, this Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in college courses; and Sec. 2 (c)(I) of AB 288.

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 660 I 0.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2(k)(3) of AB 288.

NOW THEREFORE, DISTRICT and **iLEAD-AD** agree as follows:

1. CCAP AGREEMENT

- a. DISTRICT and **iLEAD-AD** shall ensure that two public (informational and adoption) meetings are held in the review and approval of the CCAP Agreement. Sec. 2 (6) of AB 288.
- b. DISTRICT shall file the CCAP Agreement with the office of the Chancellor of the California Community Colleges prior to the start of the partnership. Sec. 2 (c)(2) of AB 288.
- c. DISTRICT and **iLEAD-AD** shall review and establish new or amended CCAP Agreements annually on or before and follow the protocols set forth in (a) and (b) of this section.
- d. DISTRICT and **iLEAD-AD** points of contact and designated educational administrators: Sec. 2 (c)(2) of SB 288.

LOCATION	NAME	TELEPHONE	EMAIL
COLLEGE	Rosalind Brown Director, Dual Enrollment	661-722-6527	Rosalind.Brown@avc.edu
iLEAD-AD	WENDY MAXWELL iLEAD Aqua Dulce School Director		
iLEAD-AD	Allison Bravo	808-753-3882	Allison.bravo@ileadcalifornia.org

	Director of School Initiatives		
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Educational Administrator	Dr. Kathy Bakhit	661-722-6303	Kathy.Bakhit@avc.edu

2. STUDENT SELECTION

- a. SCHOOL shall certify that all participating students meet the minimum school day reporting requirements as specified in California Education Code 46114 and 41146. In all circumstances the DISTRICT shall claim allowable FTES for the enrollment of high school students in a CCAP Agreement community college course.
- b. SCHOOL shall select students consistent with the intent of AB 288 to include: high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d).
- c. DISTRICT and SCHOOL shall certify that participating students will have a signed parental consent form on file with the DISTRICT. Preamble and Sec. 2 (c)(l).
- d. DISTRICT and SCHOOL shall certify that participating students may enroll in up to a maximum of 15-unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. Sec. 2 (p)(1-3).

3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. DISTRICT is responsible for all educational program(s) and course(s) offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL or the DISTRICT.

4. CCAP AGREEMENT PROGRAM YEAR 2025-2026 - DISTRICT has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2025-2026
COLLEGE: Antelope Valley Community College District
EDUCATIONAL PROGRAM: Dual Enrollment
SCHOOL: iLEAD Aqua Dulce Charter School
HIGH SCHOOL(S): Charter School as listed on Exhibit A to CCAP Agreement

TOTAL NUMBER OF STUDENTS TO BE SERVED:	
TOTAL NUMBER OF FTES:	

COURSE NAME	COURSE NUMBER	TERM	NO. OF SECTIONS	TIME	DAYS/HRS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
	TBD	Fall 2025		TBD		TBD	AVC	iLEAD-AD
	TBD	Fall 2025		TBD		TBD		iLEAD-Online
	TBD	Fall 2025		TBD		TBD		Empower Generations

**Pursuant to 4CD Business Procedure 2.02, Instruction Service submit an ISA if the Employer of Record is the School District for the instructor teaching the course(s) listed*

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (Sec. 2 (c)(l):

Evaluation of high school transcript to determine progress toward high school diploma. Recommendations from high school teachers and counselor regarding academic and socio/emotional readiness to succeed in a college environment.
--

5. **BOOKS AND INSTRUCTIONAL MATERIALS** -The total cost of books and instructional materials for SCHOOLS students participating as part of this CCAP agreement will be borne by the SCHOOL.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
TBD	TBD	TBD	TBD	TBD

6. MANDATED ANNUAL STATE REPORTING

- a. DISTRICT and **iLEAD-AD** shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
- b. DISTRICT and **iLEAD-AD** shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and reconciled on or before date established by the district and shall be reported annually in compliance with all applicable state and federal privacy laws. DISTRICT and **iLEAD-AD** shall annually report the student data to the office of the Chancellor of the California Community Colleges. Sec. 2 (t)(l)(A) of AB 288.
- c. DISTRICT and **iLEAD-AD** shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. Sec. 2 (t)(l)(B) of AB 288.
- d. DISTRICT and **iLEAD-AD** shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. Sec. 2 (t)(l)(C) of AB 288.
- e. DISTRICT and **iLEAD-AD** shall report the annual total number of full-time equivalent students generated by this CCAP Agreement. Sec. 2 (t)(l)(D) of AB 288.
- f. DISTRICT and **iLEAD-AD** shall ensure that the point of contact for each site establishes protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

7. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. DISTRICT and **iLEAD-AD** shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. DISTRICT shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

8. PRIVACY OF STUDENT RECORDS

- a. DISTRICT and **iLEAD-AD** understand and agree that education records of SCHOOL's students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). DISTRICT and **iLEAD-AD** each agree to hold all student education records generated pursuant to the CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- b. Limitation on Use. DISTRICT and **iLEAD-AD** shall ensure that the SCHOOL's student education record that it receives pursuant to the CCAP Agreement shall be used solely for

a purpose(s) consistent with its authority to access that information pursuant to Federal and State law, as may be applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)

- c. Recordkeeping Requirements. DISTRICT and **iLEAD-AD** shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. Acknowledgement of Receipt of Notice of FERPA Regulations. By the signature of its authorized representative or agent on the CCAP Agreement, each the DISTRICT and **iLEAD-AD** hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

9. FACILITIES USE

- a. DISTRICT and **iLEAD-AD** shall ensure that the SCHOOL adheres to the terms outlined in Section 14, Facilities, of the CCAP Agreement.
- b. DISTRICT, as part of Section 14.3 of the CCAP Agreement, shall extend access and use of the following DISTRICT facilities: NONE

10. INSURANCE

- a. DISTRICT, in order to protect the **iLEAD-AD** and SCHOOL, their agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of the CCAP Agreement, shall secure and maintain in force during the entire term of the CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name **iLEAD-AD** and SCHOOL, their agents, employees, and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the **iLEAD-AD**.

For the purpose of Workers' Compensation, DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective personnel made in connection with performing services and receiving instruction under the CCAP Agreement. DISTRICT agrees to hold harmless, indemnify, and defend **iLEAD-AD** and the SCHOOL, their directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by DISTRICT's personnel connected with providing services under the CCAP Agreement. DISTRICT is not responsible for non-DISTRICT personnel who may serve as instructors or students who are not affiliated with the DISTRICT.

6/2025 Uniform Complaint Procedures Policy.

Review: This Uniform Complaint Procedures (“UCP”) Policy contains rules and instructions about UCP complaints regarding any alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by the School.

UPDATES

- The following requirement was a state-mandated addition to the policy -”Instructional Materials and Curriculum: Diversity”
- The DESIGNATION OF RESPONSIBLE EMPLOYEE was updated to the current school’s director.

iLEAD Agua Dulce
Uniform Complaint Procedures Policy
Board Approved:

The Board of Directors of iLEAD Agua Dulce Charter School (the “School”) recognizes that they are responsible for complying with applicable state and federal laws and regulations governing educational programs.

This Uniform Complaint Procedures (“UCP”) Policy contains rules and instructions about UCP complaints regarding any alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by the School. The School developed this UCP in accordance with Title 5, California Code of Regulations, §§ 4600-4687. The School has primary responsibility to ensure School’s compliance with applicable state and federal laws and regulations, and School will investigate and seek to resolve UCP complaints in accordance with this UCP policy. This UCP has been approved by the School’s Board of Directors.

UCP COMPLAINTS

Not all complaints fall under the scope of the UCP. Complaints arising from the employment relationship are separately addressed by the School’s employment policies. Many concerns, including classroom assignments, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, learner advancement and retention, learner discipline, learner records, the Brown Act, and other general education requirements, are not UCP complaints. The School, however, may use these complaint procedures to address _____ complaints not covered by the UCP in its sole discretion. Only allegations within the subject matters falling within the UCP can be appealed to the CDE.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include: complaints regarding certain programs and activities (list below); complaints alleging the charging of learner fees for participation in an educational activity; complaints regarding non-compliance with the requirements of the School’s Local Control and Accountability Plans (“LCAP”); or an allegation of unlawful discrimination, harassment, intimidation, or bullying in certain programs or activities.

Complaints Regarding Programs and Activities

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- | | |
|--|---|
| • Accommodations for Pregnant and Parenting Learners | • Career Technical and Technical Education; Career Technical and Technical Training |
| • Adult Education | • Childcare and Development Programs |
| • After School Education and Safety | • Compensatory Education |
| • Agricultural Career | |

- Technical Education
- Education and Graduation requirements of Learners in Foster Care, Homeless Learners, former Juvenile Court Learners, and Learners of Military Families
- Regional Occupational Centers and Programs
- Reasonable Accommodation to a Lactating Learner
- Schoolsite Councils
- School Plan for Learner Achievement
- School Safety Plans
- Learner Fees, which includes a purchase that a learner is required to make to obtain materials, supplies, equipment or clothes associated with an educational activity
- Complaints Regarding the School's LCAP
- Every Learner Succeeds Act
- Instructional Materials and Curriculum: Diversity
- Migrant Education
- Physical Education Instructional Minutes
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- State Preschool
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content (grades nine through twelve)
- Complaints of Discrimination, Harassment, Intimidation and/or Bullying any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11135, including any actual or perceived characteristics set forth in Penal Code § 422.55, based on sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the School which is funded directly by, or that received or benefits from, any state financial assistance
- Any other state or federal educational program the State Superintendent of Public Instruction or the California Department of Education or designee deems appropriate

THE UCP ANNUAL NOTICE

The School provides notice of this UCP on an annual basis. The notice addresses all learners, employees, parents or guardians, school committee members, appropriate private school officials or representatives (if applicable), and other interested parties. The notice includes information regarding allegations about discrimination, harassment, intimidation, or bullying. It lists all federal and state programs within the scope of the UCP. It lists the position at the School who is responsible for and knowledgeable about processing UCP complaints. The School's annual UCP notice is in English. If 15% or more of learners enrolled at the School speak a single primary language other than English, the annual notice will be provided in that language as well pursuant to Education Code § 48985.

DESIGNATION OF RESPONSIBLE EMPLOYEE

The School Director is the employee responsible for receiving, investigating and responding to UCP complaints (the “Responsible Employee”):

Wendy Maxwell

11311 Frascati Street

Agua Dulce, CA 91390

661-268-6393

info@iLEADaguadulce.org

In no instance will the Responsible Employee be assigned to investigate a complaint in which he or she has a bias that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against Responsible Employee or that raises a concern about Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to an appropriate School official, who will help assist how the complaint will be investigated.

The School will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaints. The School may consult with legal counsel as appropriate.

CONFIDENTIALITY AND NON-RETALIATION

The School will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation or bullying remains confidential as appropriate.

COMPLAINT PROCEDURES

Step 1: Filing a UCP Complaint

A UCP complaint must be filed according to the procedures set forth herein.

Any individual, including a person’s duly authorized representative or an interested third party, public agency, or organization, may file a UCP complaint. However, a complaint filed on behalf of a learner may only be filed by that learner or that learner's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to the same.

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, the School will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to learner fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complaints shall be filed with the Responsible Employee at the address provided herein. A learner fees complaint may also be filed with the School's Responsible Employee or designee. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will endeavor to notify the complainant within five (5) workdays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until the School issues its final written Investigation Report, whichever occurs first.

Timing of Complaints and Investigation

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred, except for complaints regarding the educational rights of foster youth as specified in 5 CCR § 4630.5. For complaints regarding LCAP, the date of the alleged violation is the date when the School's governing board approves the LCAP or annual update.

Unless a UCP complaint is resolved through mediation as set forth below, School will investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

Step 2: Mediation

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any School employee or member of the School's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and School to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either the School or

complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

The use of mediation does not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable School records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee (or designee) will do all of the following, in any order:

- Provide an opportunity for the complainant or complainant's representative and the School's representative to present information relevant to the complaint or investigative process.
- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation.
- When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or his/her representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of complaint because of a lack of evidence to support the allegation.

Refusal by the School to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision (Investigation Report)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (the "Investigation Report") within sixty (60) calendar days of receipt of the complaint, unless complainant agrees to extend this date. The School's Investigation Report shall be written in English and, when required by law, in the complainant's primary language.

The Investigation Report shall include:

1. The finding(s) of fact based on the evidence gathered;
2. Conclusion providing a clear determination as to each allegation as to whether the School is in compliance with the relevant law;
3. If the School finds merit in the complaint, the corrective actions required by law;
4. Notice of the complainant's right to appeal the School's Investigation Report to the CDE, except when the School has used its UCP to address a non-UCP complaint; and
5. Procedures to be followed for initiating an appeal to the CDE.

In addition, any Investigation Report on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

An Investigation Report shall not include learner information protected under the Family Educational Rights and Privacy Act (FERPA) or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a learner or employee. If a learner or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the learner or employee was informed of the School's expectations.

If the School finds merit in a complaint regarding learner fees, physical education instructional minutes, or LCAP, the remedy will go to all affected learners and parents/guardians. The School, in good faith will engage in reasonable efforts to identify and fully reimburse all learners, parents and guardians who paid any unlawful learner fee within one year prior to the filing of the complaint.

APPEAL PROCESS

A complainant may appeal the School's Investigation Report by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report to the California Department of Education ("CDE"). This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:

1. The School failed to follow its complaint procedures;
2. Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
3. The material findings of fact in the Investigation Report are not supported by substantial evidence;
4. The legal conclusion in the Investigation Report is inconsistent with the law; and/or

5. In a case in which the School found noncompliance, the corrective actions fail to provide a proper remedy.

The appeal must be sent to CDE with: (1) a copy of the locally filed complaint; and (2) a copy of the School's Investigation Report:

Appeals of decisions regarding discrimination, harassment, intimidation, and/or bullying, and regarding provision of accommodations to lactating learners should be sent to:

California Department of Education
Education Equity UCP Appeals Office
1430 N Street
Sacramento, CA 95814
916-319-8239

Appeals of decisions regarding LCAP should be sent to:

California Department of Education
Local Agency Systems Support Office
1430 N Street
Sacramento, CA 95814
916-319-0809

Appeals of decisions regarding learner fees or all other educational program complaints should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814
916-319-0929

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which the School has not taken action within sixty (60) days of the date the complaint was filed with the School. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include evidence that supports such a basis.

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

For learners, employees, parents/guardians, school committee members, school officials, and other interested parties.

iLEAD Agua Dulce Charter School ("Charter School") annually notifies learners, employees, parents or guardians, and other interested parties of the Uniform Complaint Procedures ("UCP") process. The Charter School is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

1. Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Learners
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Education and Graduation requirements of Learners in Foster Care, Homeless Learners, former Juvenile Court Learners, and Learners of Military Families
- Regional Occupational Centers and Programs
- Reasonable Accommodation to a Lactating Learner
- Schoolsite Councils
- School Plan for Learner Achievement
- School Safety Plans
- Learner Fees, which includes a purchase that a learner is required to make to obtain materials, supplies, equipment or clothes associated with an educational activity
- Charter School's LCAP
- Instructional Materials and Curriculum: Diversity
- Every Student Succeeds Act
- Migrant Education
- Physical Education Instructional Minutes
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- State Preschool
- Career Technical and Technical Education; Career Technical and Technical Training
- Childcare and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content (grades nine through twelve)
- Complaints of Discrimination, Harassment, Intimidation and/or Bullying any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11135, including any actual or perceived characteristics set forth in Penal Code § 422.55, based on sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the Charter School which is funded directly by, or that received or benefits from, any state financial assistance
- Any other state or federal educational program the State Superintendent of Public Instruction or the California Department of Education or designee deems appropriate

2. Filing a UCP Complaint

Generally, a UCP complaint shall be filed no later than one year from the date the alleged violation occurred. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. For complaints relating to Local Control and Accountability Plans ("LCAP"), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the Charter School.

Complaints Concerning Learner Fees

A learner enrolled in the Charter School shall not be required to pay a learner fee for participation in an educational activity. A learner fees complaint may be filed with the Executive Director or designee.

A learner fee includes, but is not limited to, all of the following:

1. A fee charged to a learner as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a learner is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a learner is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A learner fee or LCAP complaint may be filed anonymously (without an identifying signature) if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Designated Official

The designated official ("Responsible Employee") to receive and investigate complaints is:

Wendy Maxwell
11311 Frascati Street
Agua Dulce, CA 91390
661-268-6393
info@iLEADaguadulce.org

The Charter School will ensure that the Responsible Employee and other employees who may be assigned to investigate complaints are knowledgeable about the laws and programs at issue in the complaints for which they are responsible.

3. Investigation Report and Right to Appeal

Complaints will be investigated and an Investigation Report will be sent to the complainant within sixty (60) calendar days from the receipt of the complaint. This time period may be extended by written

agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with the Charter School's UCP policies and procedures.

The complainant has a right to appeal the Charter School's decision concerning complaints regarding specific programs and activities subject to the UCP to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of the Investigation Report.

4. Charter School's Responsibilities

The Charter School advises complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the CDE.

The Charter School advises complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures.

The Charter School provides a standardized notice with educational and graduation requirements for learners in foster care, learners who are homeless, learners from military families and learners formerly in Juvenile Court now enrolled in a school district. The following is link to a standardized notice developed by the California Foster Youth Education Task Force of the educational rights of learners in foster care, learners who are homeless, former juvenile court learners now enrolled in a school district, and learners in military families as specified in Education Code sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2: http://www.cfyetf.org/publications_19_421458854.pdf.

Copies of the UCP policy shall be available free of charge.

All Charter School learners have a right to a free public education, regardless of immigration status or religious beliefs. For more information about this issue, we recommend families review the "Know Your Rights" immigration enforcement established by the California Attorney General and available on the California Attorney General website here: <https://oag.ca.gov/immigrant/rights>. The Charter School shall inform learners who are victims of hate crimes of their right to report such crimes.

COMMUNITY COMPLAINT FORM

Name _____

Address _____

Telephone _____

1 School site and person you are filing a complaint against:

2 Has this been discussed with him/her? Y_____N Date: _____

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

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What remedy or action do you suggest?

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Signature/Date: _____

.

Email Form To: info@ileadaguadulce.org

Mail Form to: 11311 Frascati St, Agua Dulce, CA 91390

Date received by iLEAD Agua Dulce Office : _____

Updated Holiday Policy 25-26

The Holiday Policy has been updated with two main changes:

- 1) All dates of holidays have been updated.
- 2) Significant discussions have been had regarding the winter break. As it stands now, many salaried employees have fewer working days than hourly employees (especially those hourly employees who work year-round). As a way to bridge that gap, and make working conditions more equitable, we would like to add some additional paid holidays for hourly employees. The first would be to include the Wednesday before Thanksgiving. The second would be to create a “winter holiday” that would go from December 24, 2025 to January 2, 2026, and include both Christmas and New Years’ Day. This would add a total of 7 new paid holidays to the existing schedule for hourly employees who are normally scheduled to work during these days.

In reality, the number of employees who would qualify for these days is relatively small. It is designed for those hourly employees who must work all 12 months. Since schools are out, it is typically a slower time of year, so the workload is already lower. It would help boost employee morale, and it helps our recruiting efforts to have these additional holidays.



iLEAD Agua Dulce
Full-Time and Part-Time Hourly Employee Holiday Benefit Policy

Board Approved: ~~June 20, 2024~~

The following is our company's holiday benefit policy that outlines all the days of the year that we acknowledge and observe as holidays. iLEAD Agua Dulce will close its doors on these days and employees are expected to comply by not working. Work done on a day that falls on an observed holiday will only be approved when the work is absolutely necessary to perform vital job functions related to the needs of the organization such as payroll information submission and processing, state reporting, or any urgent matters that cannot be delayed until after the holiday.

Holiday Benefit Policy Effective July 1, 2025~~4~~ through June 30, 2026~~5~~

Eligibility

~~Exempt salaried employees are eligible to receive holiday pay. ¶~~

Non-exempt hourly employees who are classified as regular, full-time or part-time employees are eligible to receive holiday pay.

Hourly full-time employees will receive their normal rate of pay for holidays identified by iLEAD Agua Dulce and set forth on a schedule issued by Human Resources, and approved by the School Board annually.

Hourly eligible part-time employees will receive holiday pay on a prorated basis (paid at the rate of hours that would have normally been worked on that particular holiday day of the week).

Hourly employees who are not scheduled to work during summer break or winter break are not eligible to receive holiday pay for any holidays that occur during these breaks.

If a recognized holiday falls during an unpaid leave of absence, no pay will be given for the Holiday.

The following employees are NOT eligible for holiday benefits:

- Temporary employees
- Employees in internship programs.

Paid Holidays

iLEAD Agua Dulce recognizes the following paid holidays each year:

- Independence Day (7/4/2025~~4~~)
- Labor Day (9/12/2025~~4~~)

- Veterans' Day (11/11/2025⁵⁴)
- Thanksgiving Holiday (11/26⁸/2024 and 11/28⁹/2024)
- Winter Holiday, including New Year's Day (12/24/2025 to 1/2/2026) ~~Christmas (12/25/2024)~~¹¹
- ~~New Year's Day (1/1/2025)~~
- Martin Luther King Day (1/19²⁰/2026⁵)
- Presidents' Day (2/16⁷/2026⁵)
- Memorial Day (5/25⁶/2026⁵)
- Juneteenth (6/19/2026⁵)

Should a holiday fall on a weekend, the holiday will be observed on the workday closest to the holiday.

Procedures

The following conditions apply to iLEAD Agua Dulce's holiday benefit policy:

- Holiday pay will not be considered as time worked for the purpose of overtime calculations.
- Holiday pay is computed at an individual employee's base rate of pay.
- If an hourly employee is scheduled to work on a holiday, the employee will be paid his or her regular rate of pay plus holiday pay.
- Holidays will not be paid to employees on any type of unpaid leave.
- Holidays falling within an approved scheduled vacation will be recorded as holiday pay.
- An employee must be present at work on his or her last scheduled day prior to the holiday and the first scheduled day after the holiday to receive holiday pay.

Religious Holidays

Apart from observed state and national holidays, some employees may observe separate religious holidays. Employees may take **PSL, Vacation, or** unpaid time off for an observed religious holiday, unless such an arrangement will cause undue hardship to our company.

Revised 7/1/2025⁵⁴

Vacation Policy Updates

The updates to the Vacation Policy focus on two main changes.

- 1) The spirit of vacation days are to be away from work so that employees can “sharpen the saw”. With that in mind, we removed the suggestion that vacation days should be used for appointments. The term appointments implies medical appointments, and the school provides paid sick leave for medical related appointments. This change wouldn’t preclude employees from using vacation days for medical appointments, but it no longer encourages it. Further, the current version doesn’t designate in what increments vacation hours can be used. This change limits requests to either half-day or full-day usage.
- 2) Current policy doesn’t discuss the potential for “borrowing” vacation time. Previously we would give all employees the full allotment of vacation days on their first day of employment. We were running into problems with employees resigning shortly after being hired, and according to California law, we had to pay them out for those vacation days. We modified the policy for the current year so that employees would accrue vacation time across the duration of the year. With that change we found that employees who were planning vacations, didn’t yet have the vacation accrual saved up. So our unwritten procedure was that employees could “borrow” vacation days that they haven’t accrued, but only the amount they would have accrued during the current school year. This puts that procedure in writing, and also requires that they pay back any “borrowed” time left should they resign or be terminated.



Vacation Policy

Board Approved:

Purpose:

iLEAD Agua Dulce's paid vacation plan is a part of the benefits package extended to full-time, year-round staff members and is designed to provide employees with the opportunity to balance their work and home lives. The purpose of this policy is to provide eligible employees with flexibility from work that can be used for such needs as vacation, personal or family business, ~~appointments~~, volunteerism, and other activities of the employee's choice. iLEAD's goal is to provide time for personal rejuvenation and to reduce unscheduled absences while providing reasonable accommodation to full-time staff members without impacting employee compensation.

Eligibility:

Staff members eligible for this benefit include non-instructional staff regularly scheduled and working 30 hours or more per week (.75 FTE) and 250 or more days per year.

Accrual:

Employees will accrue vacation time based on the following rate:

- Up to 15 days of paid vacation per year, accruing at the rate of 1.25 days (10 hours) per month worked. The monthly accrual of 1.25 days (10 hours) will be allocated to the employee on the first day of each month.
- The maximum vacation time accrual is 15 days (120 hours). Once the maximum has been reached, the employee will stop accruing vacation time until already accrued vacation time has been used.

Usage:

Employees may request accrued vacation time in half-day or full-day increments. "Borrowing" of vacation time that has not yet been accrued must be approved by the supervisor and/or

School Director, and depending on the needs of the school, may be denied. In any event, an employee may not borrow more vacation time than they are scheduled to accrue in the current school year.

Upon termination (voluntary or involuntary), employees will be required to pay the school for any vacation time that was used but remains unaccrued.

Requesting Time Off:

New employees can request vacation time upon the completion of their first month of employment. Employees should submit a request for vacation time to their supervisor at least two weeks in advance. Approval of requested vacation time is not guaranteed, but additional advance notice will decrease the chances of denial of the request. Requests will be granted on a first-come, first-served basis, taking into consideration the needs of iLEAD.

Unused Vacation Time:

Employees are encouraged to use all of their accrued vacation time by the end of the school year. Any vacation time not used by June 30th of each school year will not be forfeited. Unused vacation time will roll over into the next school year, but the maximum allowable accrual at any time is 15 days (120 hours).

Payout:

Accrued and unused vacation hours will only be paid out at the employee's current hourly rate upon separation from employment with iLEAD, or upon a change in position in which the new position is not eligible to accrue vacation time, employees are not entitled to "cash out" accrued and unused vacation hours during their employment with iLEAD.

Vacation time is a benefit that provides employees with the opportunity to rest and recharge, and we encourage employees to take advantage of this benefit. However, it is also important to balance the needs of the schools that we serve with the needs of individual employees, and we ask that all requests for vacation time be made with consideration for the needs of iLEAD and the learners.

BYOD Policy Changes

The BYOD (Bring Your Own Device) policy relates to employees using their personal cell phones for work-related purposes.

In California, employees using their personal devices for work-related purposes may require the school to compensate them for reasonable costs. In order to determine that requirement, we have to ask two main questions; 1) are they actually using their own devices?; and 2) is there any other communication method already provided by the school? If the school provides methods of communication (office phones, walkie-talkies, etc.), the use of a personal device is a convenience, not a necessity.

With that in mind, a review of the current policy, and a review of the actual usage was done. What we determined was that the current policy tracked pretty closely with actual usage. However, in order to more clearly state who is eligible for a cell phone reimbursement, we modified the agreement to remove some ambiguity, and list specific roles that qualify for the reimbursement.



iLEAD Agua Dulce Employee BYOD Cell Phone Policy

Board Approved: ~~June 29, 2022~~

iLEAD Agua Dulce extends its employees the privilege of using smartphones and tablets of their choosing at work for their convenience. iLEAD Agua Dulce reserves the right to revoke this privilege if users do not follow the BYOD agreement outlined below as well as the School Communication and Technology Use Policy outlined in the Employee Guidebook. Additionally, employees whose job duties require them to use a cell phone for business purposes are eligible for a monthly reimbursement. This agreement is intended to outline the terms of the monthly reimbursement and to protect the security and integrity of iLEAD Agua Dulce data and technology infrastructure.

1. **Policy:** Employees whose job duties include the frequent need for a cell phone **and who do not have another means of communication provided by the employer** may receive a Cell Phone Reimbursement Benefit to cover business-related costs associated with using their personal cell phone.
 - a. iLEAD Agua Dulce will not provide a Cell Phone Reimbursement benefit of an amount greater than the employee's current service plan.
 - b. The cell phone service is personally owned and may therefore be used for both personal and business calls.
 - c. As a general rule, cell phones should not be selected as an alternative if other means of communication are available to the employee – e.g., land-lines, radio phones, walkie-talkies. Employees who are able to use such alternative means for all communications necessitated by their job duties, and therefore do not need to use their cell phones for work purposes, are not eligible to receive the cell phone reimbursement.
2. **Cell Phone Reimbursement Benefit:**
 - a. **Eligibility:** Employees eligible for a cell phone reimbursement generally include department heads, supervisors, and full-time employees whose job duties regularly require emergency call back, irregular work hours or other job-related factors that require the employee to utilize a cell phone to perform their job duties. If any employee not otherwise eligible for cell phone reimbursement under this policy believes that he or she believes that he or she needs to use a personal cell phone to conduct iLEAD Agua Dulce business, the employee should contact his or her department head immediately to discuss whether he or she qualifies for a reimbursement.
 - b. **Reimbursement Amount:** The standard monthly cell phone reimbursement

amount shall be as follows for all iLEAD Agua Dulce employees unless job classification, work location, and duties do not require employee-provided cell phone reimbursement or reimbursement at different rates.

- ~~• School / Site Director \$75 ¶~~
- ~~• Office/Business Manager \$35 FT ¶~~
- ~~• Outreach Coordinator and other Administrative FT \$35 PT \$17.50 ¶~~
- ~~• Educational Facilitator FT \$25 PT \$10 ¶~~
- ~~• Student Support FT \$25 PT \$10 ¶~~
- ~~• Student Support Care Team FT \$15 PT \$10~~

Position	Amount
School Director	\$75
iLeadership Resident	\$50
Office Manager, Business Manager, Maintenance Lead	\$35 (Full-Time) \$17.50 (Part-Time)
Educational Facilitator	\$25 (Full-Time) \$10 (Part-Time)

- c. Cell Phone Reimbursement Benefit Payment: The approved Cell Phone Reimbursement Benefit will be included in the employee's paycheck as a Cell Phone Reimbursement Benefit, provided the employee attests to the amount being less than the cost of their cell phone service. This benefit is not an increase to base pay, and will not be included in the calculation of percentage increases to base pay due to salary increases, promotions, etc.
- d. Employees who believe they are not being adequately reimbursed for work related usage of their personal cell phones are encouraged to consult with their department head, and should be prepared to submit their detailed cell phone bill indicating which charges and calls are business-related for reimbursement of actual charges that exceed the reimbursement amount.

3. Department Supervisor Responsibilities:

- a. Determine if reimbursements should be changed, continued, discontinued, or if an additional amount is needed;
- b. Notify Employee Services if the employee no longer requires a benefit due to responsibility changes or termination.

4. Employee Responsibilities:

1. Any employee who receives a cell phone reimbursement must provide their department head and the School's Technology Department with their current cell phone number and immediately notify both parties if the number changes.
2. The cell phone service is personally owned and may therefore be used for both personal and business calls.
 - a. Employees may choose the cellular service provider and plan design of their choice.
 - b. If available from the school's contracted cellular service provider,

employees may be able to take advantage of discounts for their personal service plans if they utilize the same provider as the school.

3. An employee with a cellular telephone reimbursement must maintain an active cell phone contract for the life of the reimbursement.
4. iLEAD Agua Dulce will not be responsible for any fees associated with any change or cancellation of the employee's cell phone plan. For example, if an employee resigns, and no longer wants to retain the current cell phone contract for personal purposes, any cancellation charges will be the employee's responsibility.
5. Employee acknowledges iLEAD Agua Dulce Employment Guidebook- the phone numbers of employees who receive the cell phone reimbursement will be added to the iLEAD Agua Dulce email signature line, business cards, published in an internal iLEAD Agua Dulce directory, and may be provided both internally and externally for business purposes.

5. Independent Contractors, Consultants, and Non-Employee Board Members:

- a. Independent Contractors, Consultants, and Non-Employee Members are not eligible for a cell phone reimbursement and should submit requests for reimbursement for any properly reimbursable expenses pursuant to the procedures outlined in their individual contracts with iLEAD Agua Dulce.

6. Acceptable Use of Company-Owned Devices and Electronic Resources:

- a. iLEAD Agua Dulce defines acceptable business use as activities that directly or indirectly support the business of iLEAD Agua Dulce.
- b. Employees may be blocked from accessing certain websites during work hours/ while connected to the corporate network at the discretion of iLEAD Agua Dulce.
- c. Devices may not be used at any time to:
 - Store or transmit illicit (i.e. pornographic, obscene or sexually explicit) materials.
 - In any manner illegal (i.e. contrary to local state, or federal laws)
 - In any way that is harassing or offensive on the basis of any protected category, abusive, or threatening, defamatory, or intentionally damaging or violating the privacy of information of others.
 - Employees may use their mobile device to access the following company-owned resources: email, calendars, contracts, documents, etc.
 - *Employees do not have any expectation of personal privacy in any matters stored in, created, received, or sent using company-owned devices or electronic resources.*
 - iLEAD Agua Dulce has a zero-tolerance policy for texting or emailing while driving and only hands-free talking while driving is permitted.

7. Devices and Support

- a. Connectivity issues are not supported by the iLEAD Agua Dulce IT Department; employees should contact the device manufacturer or their carrier for operating system or hardware-related issues.

8. Security

- a. It is strongly encouraged that employees install “Find My Phone” application or another loss prevention application in case of loss or theft. It is the responsibility of the employee to change passwords on all iLEAD Agua Dulce school accounts, such as email accounts, as soon as loss or theft occurs.
- b. In order to prevent unauthorized access, devices are to be password protected when not in use.
- c. Devices are not to be shared ownership.
- d. Upon termination of employment, all data belonging to iLEAD Agua Dulce is to be removed from device.

Remote-Work Policy Replacing Telework Policy

The existing Telework Policy will be replaced by this Remote-Work policy.

The original Telework Policy was a result of the Coronavirus Pandemic which resulted in the need for a clearly explained policy regarding an employee's ability to work remotely. This revised policy is a revised and updated version that is intended to replace the existing Telework Policy in its entirety.

While there may appear to be significant changes, in this policy, a majority of them are centered around three things:

- 1) Moving away from the term "Telework". Remote-Work is a more accurate term for the ability to work away from a designated office location.
- 2) More clearly defining that it is the School and the supervisors that determine the schedule and appropriate remote location.
- 3) Updating the procedures on how to request the privilege of working remotely.

While this is a rather lengthy policy, and there appears to be many redlines, the spirit of the original policy remains in place, and the majority of the changes and updates are administrative in nature.



Remote-Work Policy and Procedures

Introduction

This Remote-Work Policy is intended to replace the existing Telework Policy in its entirety.

Remote-Working is a flexible work arrangement that allows employees to work remotely at home, ~~or in a satellite location~~ for all or part of their workweek, ~~or at an alternative designated location for a short duration.~~ While all employees have a primary work location, ~~the~~ The Organization considers Remote-Working to be a viable, flexible work option when both the employee and the position are suited to such an arrangement. This Remote-Work policy is to promote general work efficiency, to continue operations during an emergency, or to accommodate other unique circumstances as approved by your supervisor/Manager.

Remote-Working may be appropriate for some employees and positions, but not for others. Remote-Working is a benefit, not an entitlement, and it in no way changes the terms and conditions of employment with the Organization.

Definitions

- **Remote-Work**

Providing availability during the organization's business operating hours, and working one or more regularly scheduled work days away from an employee's primary location, either at a home residence or a mutually agreed upon alternative worksite/location.

- **Remote-Worker**

An employee who has received approval by their supervisor/manager to perform job duties away from an employee's primary location, either at a home residence or a mutually agreed upon alternative worksite/location.

- **Organization**

Employer(s) of record (i.e. company)

The Organization makes available four Remote-Work arrangement options. Managers will review with the employee if either of these work arrangement options are feasible and make changes as warranted according to business needs.

1. **Hybrid Remote-Work**

This work arrangement involves the flexibility to perform work at the ~~designated primary work location~~ ~~worksite~~ and outside of the primary ~~work location~~ ~~worksite~~. For example, the employee works 3 days on site and 2 days remotely. The supervisor/manager ~~will and~~

~~employee~~ establish a ~~mutually agreed upon~~ schedule.

2. Short Term Remote-Work

This work arrangement involves the flexibility to perform work out of the primary worksite either in state or out of state for ~~three weeks~~ **30 days** or less ~~per year~~. ~~This option is intended as a short-term accommodation when faced with certain life events. It is not intended to promote work while on vacation.~~

3. Full-time Remote-Work primary residence in the state of the employing organization

This work arrangement involves working remotely on a continuous basis. The supervisor/manager ~~will and employee~~ establish work and communication expectations for achieving work success during Remote-Working. ~~The employee may be required to report in-person for meetings, trainings, or other work-related activities as determined by the supervisor.~~

4. Full-time Remote-Working primary residence out of the state of the employing organization

This work arrangement involves working remotely outside of the state of the primary employer's home office on a continuous basis. The supervisor/manager ~~will and employee~~ establish work and communication expectations for achieving work success during Remote-Working. ~~The employee may be required to report in-person for meetings, trainings, or other work-related activities as determined by the supervisor.~~

Eligibility and Procedures

Before entering into any Remote-Working arrangement, the ~~employee and~~ supervisor/manager, will take the following into consideration to determine eligibility:

Position suitability

Suitable positions for Remote-Working are characterized by clearly defined tasks, essential functions and work products. The employee and supervisor/manager will discuss the job responsibilities and ~~the supervisor/manager will~~ determine if the position is suitable and appropriate for a Remote-Work arrangement. An employee's position may be suitable for Remote-Work when:

- The employee's primary duty includes the exercise of discretion and independent judgment with respect to matters of significance related to general business operations of the employer or the employer's customers.
- The position is primarily knowledge-based.
- The employees hold themselves to measurable deliverables.
- The position does not require frequent face to face interaction at the regular worksite with supervisor/managers, colleagues, clients, or the public, or in person.
- The essential functions do not require the employee's immediate presence at the regular worksite to address unscheduled events, unless alternative arrangements for coverage are determined to be possible by the supervisor/manager.
- The position is not essential to the management of on-site workflow.

Employee suitability

~~Human Resources and/or the~~ ~~The employee and~~ supervisor/manager will assess the needs and work habits of the employee, compared to traits customarily recognized as appropriate for successful Remote-Workers. An employee may be suitable for Remote-Working when they

demonstrate and possess the following performance criteria:

- Demonstrates dependability and responsibility
- Effectively communicates with supervisors, coworkers, and clients
- Possesses the ability to work with minimal to no supervision
- Demonstrates a consistently high rate of productivity
- Demonstrates job knowledge and level of skill to perform the job effectively and efficiently
- Possesses the ability to prioritize work effectively
- Demonstrates good organizational and time management skills.
- Demonstrates motivation

~~Employee will be provided with the *Telework Safety Checklist* for completion and return to your supervisor/manager and cc: Employee Services at employeeservices@ileadcalifornia.org.~~

Employment

This policy does not imply or serve as a contract or guarantee of continued employment for any particular length of time nor does alter or limit the right to terminate “at will” employment. Job responsibilities, compensation, benefits, standards of performance, and performance evaluations remain the same as when working at the regular work site. The supervisor/manager reserves the right to assign work as necessary at any work site.

Remote-Workers remain obligated to comply with all Organization rules, policies, procedures, and practices. Violation of Organization policies may result in preclusion from Remote-Work and/or disciplinary action, up to and including termination of employment.

Business Hours and Workweek

The core business hours shall be 8:00 a.m. to 4:30 p.m. (PST) Monday through Friday, with a (30) minute meal break each day unless the employee’s supervisor/manager has pre-approved an alternate work schedule. An employee may be scheduled to work evening hours or on a weekend. The workweek begins at 12:00 a.m. (PST) Saturday and ends at 11:59 p.m. (PST) on Friday.

Meal and Rest Periods

Employees are encouraged to step away from work technology during scheduled work breaks and meals to give their mind a rest from the digital world, and to maintain mental and physical wellbeing. In the workday, take time to engage in mindfulness activities such as stretching, walking and making time for digital breaks.

Nonexempt Employees

Remote-Working employees who are not exempt from the overtime requirements of the Fair Labor Standards Act will be required to accurately record all hours worked using the Organization’s time-keeping system.

The law requires that nonexempt employees working in excess of five (5) hours be provided a minimum thirty (30) minute meal break. The Organization permits its employees to take a thirty (30) minute meal break each day. Accordingly, it is the Organization’s policy that a meal break must be taken each day by employees working five (5) or more hours per shift, unless six (6) hours completes the shift and the nonexempt employee waives their meal break in writing. Meal

periods must be taken no later than the end of the employee's fourth hour of work (in other words, no later than four hours and 59 minutes into the employee shift).

Overtime hours worked in excess of those scheduled per day and per workweek require the advance approval of the Remote-Worker's supervisor/manager. Failure to comply with this requirement may result in the immediate termination of the Remote-Working arrangement.

Timekeeping

Employees are required to record time taken off (vacation, holiday, sick days, jury duty, and bereavement, military leave, workers' compensation, etc.). Request for time off without available sick and vacation accruals (if applicable) will be designated as unpaid. Please use the appropriate no pay selection in the time keeping system. If you require time off for a leave of absence, please [open a Human Resources ticket in the self-service portal](#) ~~contact the Employee Services at employeeservices@ileadcalifornia.org.~~

Communication

Remote-Working employees are to be available by phone, text, web conferencing, and instant messaging during regular business operating hours to assist and support management, co-workers, vendors, students, parents, and customers. Non-compliance with communication with your supervisor/manager and/or internal department team members and cross functional departments teams may result in corrective action including termination of Remote-Work arrangement and up to termination of employment.

Operational Needs

The employee may be called into the office or to a Company event when necessary to meet operational needs or where one's physical presence may be required. The supervisor/manager should provide reasonable notice whenever possible. However, the employee may be required to report to the office without advance notice, as needed. The following are examples of events where one's physical presence may be required, but is not limited to:

- iLEAD Staff ~~Kickoff~~ ~~Retreat~~
- ~~Camp Make~~
- All-Boards ~~Dinner~~ ~~Retreat~~ (if applicable)
- Professional Learning (if applicable)
- Board Meetings (if applicable)
- ~~20-day Meetings (if applicable)~~
- ~~Hiring Events: Star Search/Leadership Cafe~~ (if applicable)
- Leadership Connections (if applicable)
- Team Collaborations (if applicable)

Dress Code

Employees ~~who~~ ~~that~~ are approved for Remote-Working are to maintain a business casual appearance when engaging in virtual video meetings with clients, vendors, leadership, peers, student and parents.

Dependent Care

Remote-Working is not designed to be a replacement for appropriate childcare. Although an individual employee's schedule may be modified to accommodate childcare needs, the focus of the arrangement must remain on successfully fulfilling job responsibilities and expectations and meeting business demands. Prospective Remote-Workers are encouraged to discuss

expectations of Remote-Working with family members prior to Remote-Work arrangement.

Absences

If a Remote-Worker becomes ill on a scheduled Remote-Work day, the Remote-Worker must notify their supervisor/manager within one hour of expected start time. If a return date is unknown, the Remote-Worker must notify supervisor/manager an hour or before the start time of regular work shift. Remote-Workers who are ill or injured and anticipate being away from work for more than five (5) business days should speak with their health care provider **and/or** our **Human Resources department/Employee Services** for information about Leave of Absence (LOA) or State Disability Insurance benefits.

Equipment and Supplies

On a case-by-case basis, the Organization will determine, with information supplied by the employee and the supervisor/manager, the appropriate equipment needs (including hardware, software, hotspot data, virtual phone lines and other office equipment) for each Remote-Working arrangement. The **Human Resources/Employee Services** and Information Technology Services Departments will serve as resources in this matter. Equipment supplied by the organization will be maintained by the organization. Organization reserves the right to make determinations as to appropriate equipment, subject to change at any time.

Equipment supplied by the organization is to be used for business purposes only. The telecommuter must sign an inventory of all Organization property received and agree to take appropriate action to protect the items from damage or theft. Upon termination of the Remote-Work arrangement or employment, all company property will be returned to the company, unless other arrangements have been made.

For employees full-time Remote-Working, the Organization will supply the employee with appropriate office supplies (pens, paper, etc.) as deemed necessary. The Organization will also reimburse the employee for business-related expenses, such as shipping costs, that are reasonably incurred in carrying out the employee's job.

The employee will establish an appropriate work environment within their home for work purposes. The Organization will not be responsible for costs associated with the setup of the employee's home office, such as remodeling, furniture or lighting, nor for repairs or modifications to the home office space. Employee must secure and keep in force during the Remote-Work arrangement homeowner or renters insurance to cover any claims arising out of damage to their personal property and/or equipment.

Personal Equipment

Equipment supplied by the employee, if deemed appropriate by the organization, will be maintained by the employee. The Organization accepts no responsibility for damage or repairs to employee-owned personal equipment. Employees who use their personal equipment for Remote-Working are responsible for the installation, repair, and maintenance of the equipment. The Organization accepts no responsibility for loss, damage, wear or repairs to employee-owned personal equipment.

Remote-Working employees must understand and agree that Organization is entitled to, and may access, any personal equipment used while telecommuting, such as a personal computer, telephone, fax machine, monthly bills, and internet records.

Tax and other legal implications

Remote-Working employees must determine any tax or legal implications under IRS, state and local government laws, and/or restrictions of working out of a home-based office.

Remote-Working out-of- state has additional considerations related to taxation, reporting, and applicability of local jurisdiction employment laws. Responsibility for fulfilling all obligations in this area rests solely with the Remote-Worker. Please seek advice from your tax expert.

Security of Confidential Information

Security of confidential information is of primary concern and importance to the Organization. Consistent with state and federal law and the Organization's expectations of information security for employees working at the site, Remote-Working employees will be expected to ensure the protection of proprietary company, student, vendor and customer information accessible from their home office. Steps include the use of locked file cabinets and desks, proper handling and disposal of all materials containing confidential information, regular password protection and maintenance on all systems containing confidential information, and any other measures appropriate for the job and the environment.

All files, records, papers, or other materials created while Remote-Working are Organization property. Remote-Working employees and their supervisor/managers shall identify any confidential, private, or personal information and records to be accessed and ensure appropriate safeguards are used to protect them. The Organization may require employees to work in private locations when handling confidential or sensitive material. The Organization may prohibit employees from printing confidential information in Remote-Working locations to avoid breaches of confidentiality.

Back up critical information on the Organization designated location other than company issued technology on a regular basis to assure the information can be recovered if the primary source is damaged or destroyed. Remote-Workers must ensure that data stored on electronic media is permanently deleted and unrecoverable before media is disposed of or reused.

Remote-Workers may not disclose confidential or private files, records, materials, or information, and may not allow access to Organization networks or databases to anyone who is not authorized to have access. Any incidents of loss, damage, or unauthorized access must be reported by the Remote-Worker to their supervisor/manager immediately.

Public Record Laws

The California Public Records Act and Transparent California Law regarding public information and public records apply to Remote-Working employees. Public records include any writing containing information relating to the conduct of the public's business prepared, owned, used, or retained by the Organization regardless of physical form or characteristic. Public information means the contents of a public record. Upon receipt of an appropriate request, and subject to authorized exemptions, a Remote-Working employee must permit inspection and examination of any public record or public information in the employee's custody, or any segregable portion of a public record, within required time limits. This requirement exists regardless of where the public record is located.

Safety

Remote-Workers are expected to maintain a safe and productive work environment with adequate lighting and ventilation. Remote-Worker's home workspace is to be free from safety

hazards and obstruction. Remote-Workers must have fire protection equipment in the home. With reasonable notice and at a mutually agreed upon time, the Organization may make on-site visits to employee's Remote-Work location to ensure that the designated work space is safe and free from hazards, provides adequate protection and security of Organization property, and to maintain, repair, inspect, or retrieve Organization property.

Remote-Workers are not to hold business visits or meetings with colleagues, customers or the public at the home worksite.

~~The Organization will provide each telecommuter with a safety checklist that must be completed at least once per year.~~

Worker's Compensation

Injuries sustained by the Remote-Worker in a home office location and in conjunction with their regular work duties are normally covered by the Organization's workers' compensation policy. Remote-Working employees are responsible for notifying the employer of such injuries as soon as practicable. The Remote-Worker agrees that it may be necessary for management to access the Remote-Work site to investigate an injury report.

Workers' compensation does not cover injuries that are not job related. This includes, but is not limited to, travel from the Remote-Working employee's out of state remote work location to the primary employer's home office. Additionally, the Remote-Worker is liable for any injuries sustained by visitors, third parties or family members at the home worksite.

Failure to maintain a proper and safe work environment, in accordance with this policy, may be cause for terminating the Remote-Work arrangement.

Employee Benefits

Remote-Working employees who are eligible for the Organization sponsored benefits will continue to maintain their benefits during the Remote-Work arrangement. However, some benefit options are not available out of the state of the primary employer's home office. Please reach out to the Benefits Department for assistance.

Travel

All business travel arrangements must be pre-approved by the Remote-Worker's supervisor/manager. Remote-Workers will not be paid for time or mileage for travel between the Remote-Work site and the employee's primary worksite as this travel is considered travel from home to work.

Evaluation/Cancellation/Termination of Remote-Work Arrangement

Any Remote-Working arrangement may be discontinued at will and at any time at the request of either the telecommuter, manager/supervisor, or the Organization. **In addition, the number of days and/or the schedule of days in a Hybrid Remote-Work arrangement may be altered at any time at the discretion of the manager/supervisor or the Organization.** Every effort will be made to provide 30 days' notice of such change to accommodate commuting, childcare and other issues that may arise from the termination of a Remote-Work arrangement. There may be instances, however, when no notice is possible.

Upon termination of the Remote-Work arrangement or termination of employment, the

employee agrees to promptly deliver Organization property, files, records, and supplies to Organization. If the employee's personal computer was used, Organization provided software shall be deleted.

Ad Hoc Arrangements

Temporary Remote-Working arrangements may be approved for circumstances such as inclement weather, special projects or business travel. These arrangements are approved on an as-needed basis only, with no expectation of ongoing continuance. Other informal, short-term arrangements may be made for employees as a reasonable accommodation to the extent practical for the employee and the organization and with the consent of the employee's health care provider, if appropriate.

All informal Remote-Working arrangements are made on a case-by-case basis, focusing first on the business needs of the Organization. If you should have any questions regarding this policy, please speak with your supervisor/manager or the **Human Resources Employee Service** department at **HRemployeeservices@ileadcalifornia.org**. For work related injuries, please contact 911 for emergencies, or for non-emergency situations follow the protocol outlined in the Workplace Injury section found on the ADP/Workforce Now homepage. Alternatively, you may contact supervisor/manager or **Human Resources Employee Service** department at **HRemployeeservices@ileadcalifornia.org**.

Remote-Work Request Procedures

Hybrid Remote-Work

1. (a) Employee reaches out to their supervisor to discuss their Remote-Work request
OR
(b) Manager/supervisor reaches out to the employee to discuss Remote-Work arrangement option with the employee.
2. Manager/supervisor **contacts Human Resources and asks that they route** Remote-Work Request Form **be sent to the** employee for review and completion. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request, review proposed schedule and Remote-Work Policy.
3. If manager/supervisor agrees that a hybrid Remote-Work arrangement is feasible, **and employee agrees to the Remote-Work Policy,** manager/supervisor signs as approval.
4. Approved form routes to **Human Resources Employee Services** for recordkeeping in the HRIS system.
 - a. **Human Resources Employee Services** documents supervisor/manager approval and Remote-Work arrangement.
5. Manager/supervisor routes Remote-Work policy to employee to review and sign acknowledgment. Signed document will route to **Human Resources Employee Services** for recordkeeping.

Short Term Remote-Work out of the state (three weeks 30 days or less) at a location different than the primary work location or employee home location of the employing organization

1. Employee reaches out to **Human Resources** ~~the manager/supervisor~~ to

- request/discuss their Telework Request Form.
2. ~~Employee provides the Manager/supervisor routes Remote-Work Request Form to manager/supervisor employee for review and completion.~~
 3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Remote-Work Policy.
 4. If the manager/supervisor agrees that a Remote-Work arrangement is feasible, the manager/supervisor discusses the request with the Director of ~~Human Resources Employee Services~~, signs the request form and form routes to the ~~CEO/Director of Human Resources Employee Services~~ for signature of approval.
 5. ~~If the Director of Human Resources Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.~~
 6. ~~Executive Director or CEO reviews request form and makes decision~~
 - a. If approved, the manager/supervisor notifies the employee and reviews Remote-Work policy and arrangement. Manager/supervisor routes Remote-Work policy to the employee to review and sign acknowledgment. Signed document will route to ~~Human Resources Employee Services~~ for recordkeeping.
 - b. If a request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
 7. If approved by all parties, ~~Human Resources Employee Services~~ receives notification for recordkeeping.

Full Time/Continuous Remote-Work primary residence IN the state of the employing organization.

1. Employee reaches out to their supervisor to discuss their Remote-Work request.
2. Manager/supervisor routes Remote-Work Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Remote-Work Policy.
4. If manager/supervisor agrees that a Remote-Work arrangement is feasible, manager/supervisor discusses the request with the Director of ~~Human Resources Employee Services~~, signs the request form and form routes to the ~~Director of Employee Services~~ for signature of approval and the ~~Executive Director or CEO~~.
5. ~~If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.~~
6. ~~Executive Director or CEO reviews request form.~~
 - a. Whether approved or denied by the Executive Director or CEO, both Manager and Director of ~~Human Resources Employee Services~~ will receive notification of decision for review with the employee.
7. The supervisor/manager communicates the decision.
 - a. If approved, the manager/supervisor notifies the employee and reviews Remote-Work policy and arrangement. Manager/supervisor routes Remote-Work policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.
 - b. If the request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
8. If approved by all parties, Employee Services receives notification to document Remote-Work arrangement in the HRIS system.

Full Time/Continuous Remote-Work primary residence OUT of the state of the employing organization.

1. Employee reaches out to their supervisor to discuss their Remote-Work request.
2. Manager/supervisor routes Remote-Work Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Remote-Work Policy.
4. If the manager/supervisor agrees that a Remote-Work arrangement is feasible, the manager/supervisor discusses the request with the Director of Human Resources Employee Services, signs the request form and the form routes to the Director of Employee Services for signature of approval and the Executive Director or CEO.
5. If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.
6. Executive Director or CEO reviews request form.
 - a. Whether approved or denied by the Executive Director or CEO, both Manager and Director of Human Resources Employee Services will receive notification of decision for review with the employee.
7. The supervisor/manager communicates the decision.
 - a. If approved, the manager/supervisor notifies the employee and reviews Remote-Work policy and arrangement. Manager/supervisor routes telework policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.
 - b. If the request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
8. If approved by all parties, Human Resources Employee Services and Payroll will receive notification.
 - a. Human Resources Employee Services will document approval and Remote-Work arrangement in the HRIS system.
 - b. Human Resources Employee Services will evaluate insurance needs.
 - c. Payroll will assess employer tax requirements. This may involve setting up out of state tax accounts.
 - d. Employee must update HRIS system with out of state address as soon as possible.

Employee Acknowledgement

By my signing this acknowledgment, I am indicating that I have read, understand and agree to comply with the iLEAD Agua Dulce Telework Policy. By signing below I further acknowledge and certify that I have homeowner or renters insurance and have an ergonomically safe and efficient work environment in the pre-approved teleworking location.

Employee Name: _____

Employee Signature: _____ Date _____

Manager/Supervisor Name: _____

Manger/Supervisor's Signature: _____ Date _____

2025

July 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9

August 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

October 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

November 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
31	1	2	3	4	5	6

December 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

Every Friday is a Minimum Day*

	Semester start & end dates
	Holidays/Vacation Breaks
	Minimum Days

2025 - 2026

iLEAD Agua Dulce
Track A - Site Based

August

12 - First Day of School

September

1 - Labor Day

4 - Back to School Night, Min. Day All Grades

11 - 12 - TK-8 Assessments

11- Minimum Day TK-8*

25 - 26 - Individualized Learning Plans

25 -Minimum Day All Grades*

October

3 - Individualized Learning Plans

13 - 17 - Mid-Fall Break, Staff Professional Development

November

11 - Veterans Day

24 - 28 - Fall Break

December

18 - Fall Semester Ends

19 - Learner Free Day

19 - Reports of Progress Sent Home

19 - Jan 12 - Winter Break

January

12 - Staff Professional Development

13 - Spring Semester Begins

19 - Martin Luther King, Jr.

February

5 - 6 - Learner Led Conferences

5 -Minimum Day All Grades*

13 - Learner Led Conferences

16 - Presidents' Day

March

13 - Learner Free Day

April

Apr 6 - Apr 13 - Spring Break

May

14 - 15 - TK-8 Assessments

14 - Minimum Day TK-8*

25 - Memorial Day

28 - Jun 5 - Learner Showcases

June

5 - Last Day of School

2026

January 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
1	2	3	4	5	6	7

March 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

April 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

May 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

June 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

*Minimum day = Schools &
Learning Studios close early

	Learner Showcases
	Emergency closure make-up days, if needed**

2025

July 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9

August 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

October 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

November 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
31	1	2	3	4	5	6

December 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

Every Friday is a Minimum Day*

	Semester start & end dates
	Holidays/Vacation Breaks
	Learning Period End Dates
	Minimum Days

2025 - 2026

iLEAD Agua Dulce

Track A - Independent Study

August

12 - First Day of School

September

1 - Labor Day

4 - Back to School Night, Min. Day All Grades

11 - 12 - TK-8 Assessments

11- Minimum Day TK-8*

25 - 26 - Individualized Learning Plans

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May

14 - 15 - TK-8 Assessments

14 - Minimum Day TK-8*

25 - Memorial Day

28 - Jun 5 - Learner Showcases

June

5 - Last Day of School

LP	LP Dates	Days
1	8/12/25 - 9/12/25	23
2	9/15/25 - 10/10/25	20
3	10/20/25 - 11/14/25	19
4	11/17/25 - 12/18/25	19
5	1/13/26 - 2/6/26	18
6	2/9/26 - 3/6/26	19
7	3/9/26 - 4/3/26	19
8	4/14/26 - 5/8/26	19
9	5/11/26 - 6/5/26	19

2026

January 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
1	2	3	4	5	6	7

March 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

April 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

May 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

June 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

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	Learner Showcases
	Emergency closure make-up days, if needed**