



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 24, 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 regarding the Board Meeting Agenda.

Resolution #:

Moved:

seconded:

1.5. Board Meeting Minutes	(4:00 PM - 4:00 PM)
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Discuss and take action regarding the Board Meeting Minutes from the previous meeting/s.

Resolution #:

Moved:

seconded:

Documents

- Minutes-2025-06-17-v1.pdf
-

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. Action Items

3.1. Local Control & Accountability Plan

(4:00 PM - 4:00 PM)

Discuss and take action on the 2024 - 2025 LCAP.

Due date:

Documents

- 25_26 iAD LCAP Final.pdf
-

3.2. 2024-2025 Estimated Actuals & 2025-2026 Budget

(4:00 PM - 4:00 PM)

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

Due date:

Documents

- Board Meeting - Est. Actuals, Budget, MYP - 24.25, 25.26 - Agua Dulce (1).pdf
-

3.3. Immigration Enforcement Policy

(4:00 PM - 4:00 PM)

Discuss and take action regarding the Immigration Enforcement Policy.

Due date:

Documents

- Immigration Enforcement Policy - iLEAD Agua Dulce.pdf
-

3.4. 2025-2026 Family Guidebook

(4:00 PM - 4:00 PM)

Discuss and take action regarding the Family Guidebook.

Due date:

Documents

- iAD 2025-2026 iLEAD Schools Family Guidebook.pdf
-

3.5. Revised Classroom-Based Attendance Policy

(4:00 PM - 4:00 PM)

Discuss and take action regarding the revised attendance policy.

Due date:

Documents

- Revised June 2025_ iLEAD AD Classroom-Based Attendance Policy.pdf
-

3.6. Screener for Reading Difficulties

(4:00 PM - 4:00 PM)

Discuss and take action regarding the screening of K - 2 grade learners for reading difficulties.

Due date:

Documents



- Agua Dulce Reading Difficulty Screener June 2025.pdf

3.7. Instructional Continuity Plan

(4:00 PM - 4:00 PM)

Discuss and take action regarding the new Instructional Continuity Plan.

Due date:

Documents

- Agua Dulce 2025 ICP.pdf

3.8. Declaration of Need (DON) For Fully Qualified Educators

(4:00 PM - 4:00 PM)

Discuss and take action regarding the 2025-2026 DON.

Due date:

Documents

- 25_26 AD- DON.pdf

3.9. Board Member Roles

(4:00 PM - 4:00 PM)

Discuss Board resignations and possible addition of a new Board Member.

Due date:

3.10. School Plan For Student Achievement

(4:00 PM - 4:00 PM)

Discuss and take action regarding the SPSA.

Due date:

Documents

- iLEAD Agua Dulce SPSA 25_26 board presentation.pdf

4. Discussion And Reports

4.1. Prop 28 Annual Report

(4:00 PM - 4:00 PM)

Discuss the Prop. 28 programs for learners.

Documents

- Agua Dulce - 24_25 Prop 28 annual plan and fiscal update.pdf

4.2. Local Indicator Report

(4:00 PM - 4:00 PM)

Discuss the 2023-2024 Local Indicators.

Documents

- 2025 iLEAD Agua Dulce Local Indicators.pdf

5. Closed Session

5.1. Public Employee Performance Evaluation

(4:00 PM - 4:00 PM)

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



6. Report of Closed Session

(4:00 PM - 4:00 PM)

7. Action Item

7.1. School Director Employment Agreement

(4:00 PM - 4:00 PM)

Discussion, required report, and action regarding the School Director Employment Agreement.

Due date:

Documents

- iLEAD Agua Dulce Executive Compensation Comparability Study.pdf

8. Consent Items

8.1. Personnel Report

(4:00 PM - 4:00 PM)

Resolution #:

Moved:

seconded:

Documents

- 6.24.25 AguaDulce_PersonnelReport.pdf

8.2. Check Register

(4:00 PM - 4:00 PM)

Resolution #:

Moved:

seconded:

Documents

- iAD Payment Register Summary_20250617.pdf
- iAD Payment Register_20250617.pdf

8.3. Self Operation Food Service Agreement

(4:00 PM - 4:00 PM)

Discuss and take action regarding the Self Operation Food Service Agreement.

Due date:

Documents

- MOU for Self Operation 25-26 - Google Docs.pdf

9. Board Comments

9.1. Board Comments

(4:00 PM - 4:00 PM)

10. Closing Items

10.1. Next Meeting Date - September 9, 2025

(4:00 PM - 4:00 PM)

Board Members mark their calendars and confirm quorum.



10.2. 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, June 17, 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

Adriana: Present

Sarah: Present

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

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

Status: Completed

Documents

- Minutes-2025-05-13-v1.pdf
-

2. Public Comments

2.1. 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

3. Hearing

3.1. LCAP Hearing

This is the opportunity for the Public to review the summary of the 2025-2026 LCAP and make comments to the Board accordingly.

Allison Bravo, iLEAD CA Support Provider, presented the 2025-2026 LCAP and answered questions from the Board.

Status: Completed

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



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.

Kelly O'Brien, iLEAD CA Support Provider, presented the 2024-2025 Estimated Actuals and 2025-2026 Budget and answered questions from the Board.

Status: Completed

Documents

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

4.2. School Director Report

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

Status: Completed

5. Action Items

5.1. Revised iCA Service Agreement

Discuss and take action regarding the revised iCA Service Agreement.

Amanda Fischer, iLEAD CA Support Provider, presented the Revised iCA Service Agreement and answered questions from the Board.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

- Resource Sharing Agreement 25-26(9531008.2).pdf

5.2. 2025-2026 Board Meeting Dates

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

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes



Due date:

Status: Completed

Documents

- iLEADAguaDulce_2025-2026_BoardMeetingDates.pdf
-

5.3. Annual Request for Title Funding

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

Farnaz Kaufman, iLEAD CA Service Provider, presented the Annual Request for Title Funding and answered questions from the Board.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

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

5.4. Dual Enrollment CCAP Agreement

Discuss and take action regarding the Dual Enrollment CCAP Agreement.

Allison Bravo, iLEAD CA Service Provider, presented the Dual Enrollment CCAP Agreement and answered questions from the Board.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

- iLEAD AguaDulce - AVC - CCAP.pdf
-

5.5. Revised Uniform Complaint Procedures (UCP) Policy

Discuss and take action regarding the revised UCP Policy.



Rick Crunelle, iLEAD CA Service Provider, presented the Revised Uniform Complaint Procedures Policy and answered questions from the Board.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

- updated-iLEAD_Agua_Dulce_Uniform_Complaint_Policy.pdf
-

5.6. Revised Holiday Policy

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

Rick Crunelle, iLEAD CA Service Provider, presented the Revised Holiday Policy and answered questions from the Board.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

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

5.7. Revised Vacation Policy

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

Rick Crunelle, iLEAD CA Service Provider, presented the Revised Vacation Policy and answered questions from the Board.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes



Christine: Yes

Due date:

Status: Completed

Documents

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

5.8. Revised Bring Your Own Device (BYOD) Policy

Discuss and take action regarding the revised BYOD Policy.

Rick Crunelle, iLEAD CA Service Provider, presented the Revised Bring Your Own Device Policy and answered questions from the Board.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

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

5.9. Revised Remote Work Policy

Discuss and take action regarding the revised Remote Work Policy.

Rick Crunelle, iLEAD CA Service Provider, presented the Revised Remote Work Policy and answered questions from the Board.

Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

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

5.10. Revised 2025-2026 School Calendar

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



Motion: Kurt

Second: Adriana

Kurt: Yes

Adriana: Yes

Sarah: Yes

Christine: Yes

Due date:

Status: Completed

Documents

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

6. Closed Session

6.1. Public Employee Performance Evaluation

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

Status: Completed

7. Report of Closed Session

The Board had nothing to report.

Status: Completed

8. Board Comments

8.1. Board Comments

No Board Comments were made.

Status: Completed

9. Closing Items

9.1. Next Meeting Date

Board Members mark their calendars and confirm quorum.

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

Quorum confirmed.

Status: Completed

9.2. Adjournment

The meeting adjourned at 5:40pm

Status: Completed



LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: iLEAD Agua Dulce

CDS Code: 19-75309-0138297

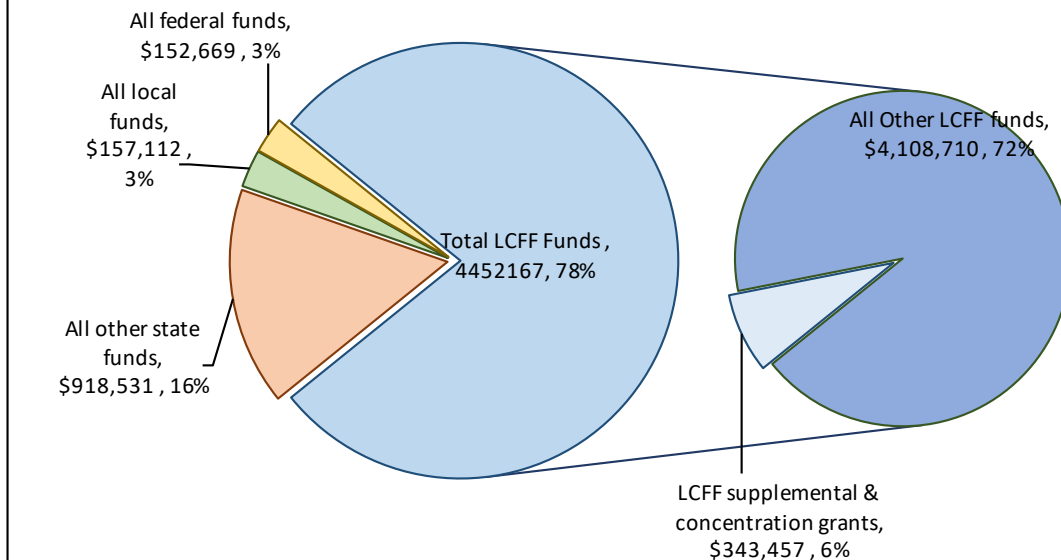
School Year: 2025-2026

LEA contact information: Wendy Maxwell: director@ileadaguadulce.org

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

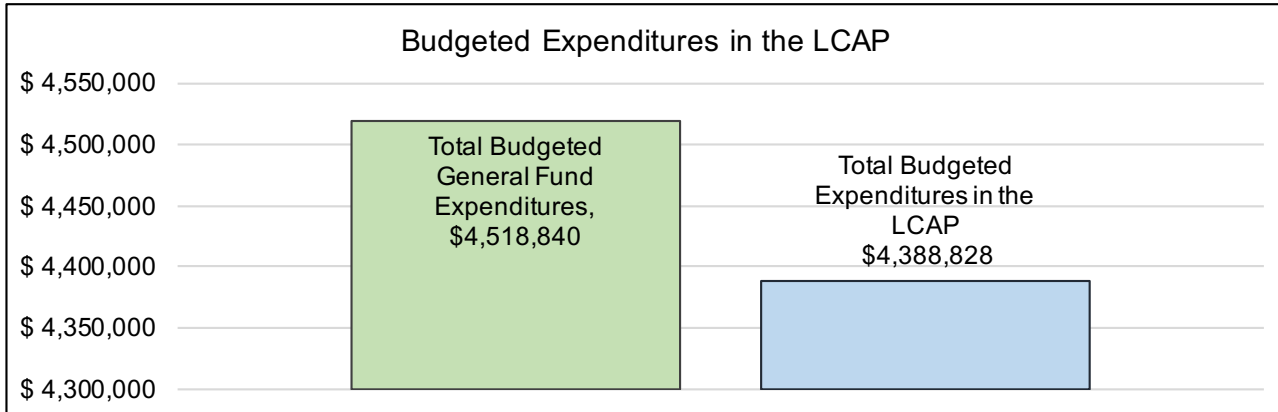


This chart shows the total general purpose revenue iLEAD Agua Dulce expects to receive in the coming year from all sources.

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.

LCFF Budget Overview for Parents



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 \$4,518,840.00 for the 2025-2026 school year. Of that amount, \$4,388,828.00 is tied to actions/services in the LCAP and \$130,012.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

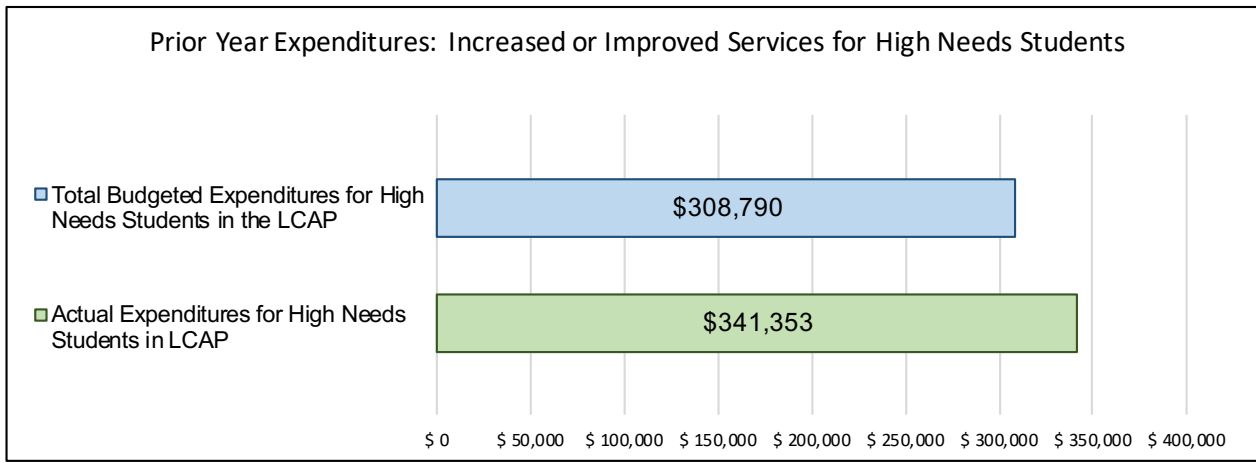
Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district, and other services not related to LCAP actions but essential for school operations, such as legal fees.

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.

LCFF Budget Overview for Parents

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 \$308,790.00 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 in 24/25, which is the strongest indicator that planned actions were implemented effectively

Challenges:

- Academic Performance Below Standard: ELA, Math, and CAST scores remain below standard (from 23-24 data).
- 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:

- Schoolwide family events supported community engagement
- Implementation of Math Dreambox for math support in Tier II/III interventions
- First high school graduating class anticipated to have met 100% CCI
- New leadership with a new school Director and a new Leadership Resident
- A successful attendance initiative to support attendance
- A focus on campus beautification and hygiene/safety efforts while preserving the essence of play and inquiry-based learning

The school does not have any unexpended Learning Recovery Emergency Block Grant funding for the 2025-2026 school year.

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. Actions 2.2, 2.3, 3.4, and 3.5 all support Differentiated Assistance initiatives.

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.

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.

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	<p>Priority 3 Rubric Local Indicator Self-Reflection Tool</p> <p>(State Priority 3)</p>	<p>2024 Local Indicator Survey Rubric: LEA's progress in creating welcoming environments for all families in the community: 5 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 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 LEA's progress in providing families with information and resources to support student learning and development in the home: 5 LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision- making: 5 LEA's progress in providing all families with opportunities to provide input on policies and programs, and</p>	<p>2025 Local Indicator Survey Rubric: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 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 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision- making: 3 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies</p>	<p>Maintain 4's and 5's on Local Indicator Survey Rubric Questions</p>	<p>Maintained 4's and 5's with the exception of: LEA's progress in 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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		implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 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	to reach and seek input from any underrepresented groups in the school community: 5 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			
4	Annual Educational Partner Engagement Opportunities, such as: School Site Council iSUPPORT Annual Panorama Surveys Monthly Board Meetings Other Opportunities (State Priority 3)	2024: 15 Educational Partner Engagement Opportunities Annually	2024-2025: 15 Educational Partner Engagement Opportunities Occured		Maintain or increase the number of engagement opportunities	Maintained Target Met

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.

Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2024-2025 school year are primarily attributable to fluctuations in student enrollment and Average Daily Attendance (ADA). These changes directly impacted Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending. Additionally, the school received one-time local and state grant funding that was not initially accounted for in the budget. This funding altered the overall LCFF spending priorities and consequently led to deviations between budgeted and estimated actual expenditures and the associated percentages of improved services. The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community, even as the specific allocation of funds evolved throughout the year.

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.	\$812,762.00	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.	\$2,323,761.00	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.	\$126,050.00	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.	\$75,811.00	No
5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	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 continuous improvement efforts.	\$10,684.00	Yes
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.	\$6,042.00	No
7	1.7 Build Social Capital and Recognize and	Counselors and leadership will maximize opportunities for learners to be recognized for achievements that support scholarships, college admissions, and résumé building by earning the	\$0.00	No

Celebrate Learner Achievement (repeated expenditure, Goal 3, Action 5)	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.		
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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</p> <p>93% participation rate 87.3 points below standard (red) 9 points below state</p> <p>Socioeconomically Disadvantaged Learners</p> <p>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</p> <p>98% participation rate 88.9 points below standard (red) 6.7 points above state Maintained -1.9 points</p> <p>Socioeconomically Disadvantaged Learners</p> <p>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</p> <p>Participation rate: maintained Increased 6.4 points</p> <p>SWD</p> <p>Participation rate: Increased 5% Maintained -1.9 points</p> <p>Socioeconomically Disadvantaged Learners</p> <p>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</p> <p>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.

Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2024-2025 school year are primarily attributable to fluctuations in student enrollment and Average Daily Attendance (ADA). These changes directly impacted Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending. Additionally, the school received one-time local and state grant funding that was not initially accounted for in the budget. This funding altered the overall LCFF spending priorities and consequently led to deviations between budgeted and estimated actual expenditures and the associated percentages of improved services. The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community, even as the specific allocation of funds evolved throughout the year.

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.	\$191,968.00	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.	\$78,108.00	Yes

3	2.3 Deliver Effective ELD Programming	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 strategies.	\$25,000.00	Yes
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>Based on the 2023 Dashboard, Students with Disabilities were Red in ELA and Math CAASPP. This action item will specifically address strategies to close this gap.</p>	\$186,553.00	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.	\$68,042.00	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.

Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2024-2025 school year are primarily attributable to fluctuations in student enrollment and Average Daily Attendance (ADA). These changes directly impacted Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending. Additionally, the school received one-time local and state grant funding that was not initially accounted for in the budget. This funding altered the overall LCFF spending priorities and consequently led to deviations between budgeted and estimated actual expenditures and the associated percentages of improved services. The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community, even as the specific allocation of funds evolved throughout the year.

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.	\$163,946.00	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	School staff will provide academic counseling and resources to promote a high four-year graduation rate while also lowering the school's dropout rate.	\$21,146.00	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.	\$103,615.00	Yes
5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	<p>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.</p> <p>Based on the 2023 Dashboard, Students with Disabilities and white learners. were Red in chronic absenteeism. This action item will specifically address strategies to close this gap.</p>	\$195,339.00	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
\$343,457.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.71%	0.00%	\$0.00	7.71%

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	\$4,452,167.00	\$343,457.00	7.71%	0.00%	7.71%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$4,388,827.00	\$0.00	\$0.00	\$0.00	\$4,388,827.00	\$2,839,538.00	\$1,549,289.00

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	\$136,184	\$676,578	\$812,762	\$0	\$0	\$0	\$812,762	0.00%
1	2	1.2 Fund High-Quality Staff	All	No				Ongoing	\$2,235,999	\$87,762	\$2,323,761	\$0	\$0	\$0	\$2,323,761	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	\$125,132	\$918	\$126,050	\$0	\$0	\$0	\$126,050	0.00%
1	4	1.4 Inclusively Collaborate with Educational Partners	All	No				Ongoing	\$0	\$75,811	\$75,811	\$0	\$0	\$0	\$75,811	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Student with Disabilities (SWD)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$10,684	\$10,684	\$0	\$0	\$0	\$10,684	0.00%
1	6	1.6 Promote College and Career Readiness through Individualized Learning	Low Income, All	No				Ongoing	\$0	\$6,042	\$6,042	\$0	\$0	\$0	\$6,042	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	\$191,968	\$191,968	\$0	\$0	\$0	\$191,968	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	All, Student with Disabilities (SWD)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$78,108	\$78,108	\$0	\$0	\$0	\$78,108	0.00%
2	3	2.3 Deliver Effective ELD Programming	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$0	\$25,000	\$25,000	\$0	\$0	\$0	\$25,000	0.00%
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	All, Student with Disabilities (SWD)	No				Ongoing	\$48,216	\$138,337	\$186,553	\$0	\$0	\$0	\$186,553	0.00%
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All	No				Ongoing	\$0	\$68,042	\$68,042	\$0	\$0	\$0	\$68,042	0.00%
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	All	No				Ongoing	\$142,800	\$21,146	\$163,946	\$0	\$0	\$0	\$163,946	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	Low Income, All	No				Ongoing	\$0	\$21,146	\$21,146	\$0	\$0	\$0	\$21,146	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	\$85,006	\$18,609	\$103,615	\$0	\$0	\$0	\$103,615	0.00%
3	5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	Student with Disabilities (SWD), All, White	No				Ongoing	\$66,201	\$129,138	\$195,339	\$0	\$0	\$0	\$195,339	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
\$4,452,167.00	\$343,457.00	7.71%	0.00% - No Carryover	7.71%	\$343,457.00	0.00%	7.71%	Total:	\$343,457.00
								LEA-wide Total:	
								Limited Total:	\$25,000.00
								Schoolwide Total:	\$318,457.00

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	\$126,050.00	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$10,684.00	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$78,108.00	0.00%
2	3	2.3 Deliver Effective ELD Programming	Yes	Limited	English learner (EL)	All Schools	\$25,000.00	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	\$103,615.00	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	\$3,699,760.00

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	\$729,523.00
1	2	1.2 Fund High-Quality Staff	No	\$1,494,916.00	\$1,900,499.00
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	\$180,425.00	\$138,639.00
1	4	1.4 Inclusively Collaborate with Educational Partners	No	\$52,750.00	\$63,499.00

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	\$3,100.00
1	6	1.6 Promote College and Career Readiness through Individualized Learning	No	\$1,000.00	\$5,303.00
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	\$103,276.00
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$44,155.00	\$113,895.00
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$12,685.00
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	No	\$302,400.00	\$84,677.00
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	No	\$23,776.00	\$37,546.00
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	No	\$130,000.00	\$154,633.00
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 2)	No	\$0.00	\$73,033.00
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$84,210.00	\$73,033.00

3	5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	No	\$680,827.00	\$206,419.00
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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)
\$341,353.00	\$308,790.00	\$341,352.00	(\$32,562.00)	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	\$138,639.00	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	\$3,100.00	0.00%	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$44,155.00	\$113,895.00	0.00%	0.00%
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$12,685.00	0.00%	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$84,210.00	\$73,033.00	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)
\$4,199,610.00	\$341,353.00	0.00%	8.13%	\$341,352.00	0.00%	8.13%	\$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 #

- Enter the metric number.

Metric

- 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

- Enter the baseline when completing the LCAP for 2024–25.
 - 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.
 - 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

- When completing the LCAP for 2025–26, 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 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



Immigration Enforcement Policy

Board Approved:

Responding to On-Campus Immigration Enforcement

iLEAD Agua Dulce staff shall notify the school Director, or designee of any request by an immigration or law-enforcement officer for school or learner access, requests for review of school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, iLEAD Agua Dulce staff must take the following actions:

1. Advise the officer that school staff must have the Director or designee review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the campus, iLEAD Agua Dulce staff should comply and contact the Director or designee.

If the officer does not declare that exigent circumstances exist, iLEAD Agua Dulce staff shall inform the officer that the school must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the School's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

iLEAD Agua Dulce staff should not consent to access by an immigration-enforcement officer, except as described above. At the same time, staff shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, staff shall document his or her actions while on campus.

iLEAD Agua Dulce staff shall provide notes of the interaction to the school's legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school staff who communicated with the officer;
3. Details of the officer's request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn't signed;
5. iLEAD Agua Dulce staff's response to the officer's request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a learner for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov.

Parental Notification

Before a learner can be interviewed or searched by any officer seeking to enforce civil immigration laws at the school, iLEAD Agua Dulce staff must receive consent from the learner's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

iLEAD Agua Dulce staff must immediately notify the learner's parents or guardians if a law-enforcement officer requests or gains access to a learner for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.



2025-2026 Family Guidebook

Free To Think. Inspired To Lead.

INTRODUCTION

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

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

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

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

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SECTION 1:

iLEAD Agua Dulce' EDUCATIONAL OVERVIEW

OUR MISSION AND VALUES

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

Vision Statement

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

Schoolwide Learner Outcomes

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

i-LEAD by being a/an...

Lifelong Learner

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

Empathetic Citizen

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

Authentic Individual

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

Design Thinker

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

OUR METHODOLOGY

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

Individualized Learning

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

To that end, at the start of each school year, each learner, together with their facilitator and parents/guardians, creates an Individualized Learning Plan (ILP) that includes individual academic goals (aligned to Common Core State Standards) and social and emotional goals. These goals are incorporated into projects throughout the year, monitored, assessed, and reflected on by the learner and their facilitator. This experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

Project-Based Learning (PBL)

Over the past 100 years, the world we live in has radically changed. If we as a society are going to keep up, the way we educate our children must also change. Project-based Learning (PBL) is a teaching methodology that actively engages learners by challenging them to deeply investigate a personally interesting and complex question, problem or challenge. Then from this deep investigation, create and publically present something unique and original and authentic in response.

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

Through the PBL methodology, our learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way into the future. The development of rigorous, authentic

projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

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

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

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

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

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

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

PBL connects learners and schools with communities and the real world. Projects provide learners with empowering opportunities to make a difference, by solving real problems and addressing real issues. Learners learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents/Guardians and community members can be involved in projects.

Not just knowing but also DOING

PBL allows learners to apply their learning in real-world scenarios.

High levels of engagement

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

True learning

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

Focusing on your learner, not the curriculum, brings learning to life

PBL develops self-empowered learners who can analyze the world they live in, design a better tomorrow, and go create it!

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

Social and Emotional Learning (SEL)

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

Implementation and evaluation (assessment) of SEL has become an integral part of our approaches to teaching and learning through Project-Based Learning. Based on practices such as the [7 Habits of Highly Effective People/Kids/Teens®](#) (Stephen/Sean Covey) we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress.

7 Habits of Highly Effective People

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

- **Habit 1: Be Proactive**
Proactive people take responsibility by focusing their time and energy on things they can control instead of reacting to or worrying about conditions over which they have little or no control.
- **Habit 2: Begin With the End in Mind**
Each day, task, or project should begin with a clear vision of one's desired direction and destination, and then continue by flexing proactive muscles to make things happen.
- **Habit 3: Put First Things First**
Life management — define one's purpose, values, roles, and priorities.
- **Habit 4: Think Win-Win**
Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. A win-win approach means agreements or solutions are mutually beneficial and satisfying.
- **Habit 5: Seek First to Understand, Then Be Understood**
- This habit helps transform communication by actively listening with the intent to understand another's perspective versus filtering things through one's own life experiences and frame of reference.
- **Habit 6: Synergize**
This habit promotes cooperation, teamwork, open-mindedness, and the adventure of finding new solutions to old problems. It thrives on the idea that the whole is greater than the sum of the parts.
- **Habit 7: Sharpen the Saw**

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

CURRICULUM

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

Curriculum is implemented with the following best practices in education:

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

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

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

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

Advisory/Morning Meetings: Research shows that when learners feel connected to their school, they do better academically. One of the ways we achieve this with Middle and Diploma Programme learners is through our advisory program. In small group settings, we explore the causes and effects of cultural, personal, and community events. Our primary learners participate in daily morning and/or 'family'

(classroom) meetings that provide an opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment.

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

Each state, and each district in California decides how they will teach and what resources they will use. More information can be found at www.cde.ca.gov/re/cc/ or www.corestandards.org. California's computer-based student testing system ties the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The assessments include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents/Guardians can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604.5, 60615]

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

Parents/Guardians have the right to:

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

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

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

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

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

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

SECTION 2: GENERAL OPERATIONS

OFFICE HOURS 8:00am to 4:00pm

Front Desk Phone Number: (661) 268-6386

SCHEDULE

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

INSTRUCTIONAL CALENDAR

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

STAFF

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

POLICIES

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

SECTION 3:

DAILY OPERATIONS

DROP OFF AND VALET PROCEDURES

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

Drop-Off: Begins at 8:00. Gates will promptly close at 9:00 am.

Pick-Up: Begins at 3:15. Gates will open at 2:45 pm.

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

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

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

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

The top lot by the office is for staff, late drop-offs and early pick-up only. If you are bringing your child in late or picking your child up early, you must park in a parking spot only. The curb in front of the office is a fire lane and cannot be blocked.

For more information please visit our website: ileadaguadulce.org

ATTENDANCE

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

Absence

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

iLEAD Agua Dulce urges parents/guardians to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. iLEAD Agua Dulce also asks that travel or other absences be avoided during the time school is in session. The higher the school's daily attendance rate, the more a learner will learn and the greater the amount of funding that the school will receive from the state for classroom instruction, and academic programs. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize learner absences.

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

Excused Absences

Pupils, with the written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No pupil shall have their grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

(1) Due to their illness, including an absence for the benefit of the pupil's mental or behavioral health.

(2) Due to quarantine under the direction of a county or city health officer.

(3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.

(4) For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than **five** days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent/guardian, including absences to care for a sick child, for which the school shall not require a note from a doctor

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of their religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on

leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school.

(10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.

(11) For the purpose of participating in a cultural ceremony or event.

(12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.

(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation. (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

(14) Due to the pupil's participation in military entrance processing.

(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The facilitator of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.

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

(e) For purposes of this section, the following definitions apply:

(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group or people.

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

(4) "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (g) of section 230.1 of the Labor Code.

Chronic Absenteeism

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

Tardiness

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

Truancy

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

Illness

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

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

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

Concurrent Enrollment

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

Extended School Year - Migrant Education

Learners who are identified as a "migrant child" in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and

the next intended school to be entered upon the migration with parents from one agricultural work site to another.

High School Class Enrollment

All learners enrolled in grades 9th-12th must be enrolled in a minimum of four [5-credit](#) classes with the school to maintain full time enrollment. Learners may take college credit courses concurrently during the school year. See the school counselor for more information.

Independent Study

Independent Study (IS) is by choice and may not be mandated. Each school that chooses to offer IS must have policies for independent study courses or curriculum equivalent time to complete work expectations equal to what is offered in person. In addition, short-term (less than 15 school days) and long-term (15 or more school days) requires the IS engagement defined per the policies adopted by the local governing board. The IS agreement must be signed within 10 days of the start of short-term IS or prior to beginning long-term IS. IS agreements must be updated to include equitable access to students with disabilities based upon individual student needs. For more information on how our school offers IS options, please contact the office.

Drinking Water

Water plays an important role in maintaining a learner's overall health. Learners, facilitators and staff are allowed to bring and carry water bottles to school and utilize water bottle filling stations that may be found around the campus. Water bottles are not permitted in the Exploratorium.

SCHOOL LUNCH PROGRAM

iLEAD Agua Dulce offers a school lunch program. iLEAD Agua Dulce offers healthy meals every school day because children need healthy meals to learn. Commencing in SY 2022-23 schools serving learners in grades TK-12 must provide two meals free of charge (breakfast and lunch) during each school day to learners requesting a meal, regardless of their free or reduced-price meal eligibility. Schools will still require eligible parents/guardians to submit a Household Data Collection form in order to remain in compliance for accounting purposes only. Please see the iLEAD Agua Dulce website at <https://ileadaguadulce.org/school-lunch-program/>. Our school is committed to supporting learner health and wellness. Families and community members are invited to help develop and review our wellness policy twice a year. We value your input! The full policy is reviewed and updated every three years to ensure it stays current, you can find a copy of the wellness policy on our website <https://ileadaguadulce.org/school-lunch-program/wellness-policy/>.

ENRICHMENT ACTIVITIES

iLEAD Agua Dulce offers several clubs, sports and enrichment classes. For the list of current ongoing extra-curricular offerings, please see the iLEAD Agua Dulce Events Calendar at: [iLEAD Agua Dulce Website](#)

TRANSPORTATION

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

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

LOTTERY GUIDELINES

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

SECTION 4:

LEARNER CONDUCT

EXPECTATIONS FOR SCHOOL BEHAVIOR

iLEAD Agua Dulce is dedicated to providing a safe and respectful learning environment where all learners can thrive both academically and social-emotionally. The school is committed to fostering a safe and caring community, believing that learner missteps provide valuable opportunities for growth and development during a learner's formative years. As issues arise, school personnel will directly engage with the learner, exploring options for positive choices, establishing suitable consequences, and guiding them to understand the significance of owning their decisions and behavior.

To foster the social-emotional well-being of each learner, the school embraces several initiatives aimed at developing their social skills. These include:

- **7 Habits of Highly Effective People:** Encourages positive interactions with oneself and others using the instruction and application of Stephen Covey's principles.
- **Love and Logic:** Provides a discipline and classroom management approach that emphasizes setting clear boundaries with empathy. Learners make choices within these limits, experiencing natural and logical consequences. By empowering learners to make decisions and learn from outcomes, this method promotes responsibility, problem-solving, and self-discipline. Facilitators using Love and Logic often establish a caring, respectful, and motivating classroom, reducing power struggles and enhancing the learning atmosphere.
- **Restorative Practices:** Emphasizes the importance of repairing harm and building relationships using dialogue, empathy, and accountability. Through techniques like community circles and restorative conferences, learners and educators work together to address conflicts, understand the impact of actions, and create solutions that promote healing and a positive school climate. Restorative practices aim to foster a sense of belonging, responsibility, and conflict resolution skills, ultimately leading to a more supportive and inclusive learning environment for all learners.

The school also provides Multi-Tiered Systems of Support (MTSS) to learners requiring additional social-emotional or behavioral assistance, targeting their specific areas of need.

Consequences

The school is dedicated to supporting its learners through ongoing, supportive initiatives and the formation of family partnerships. However, there may be instances where consequences are necessary. The following examples provide a flexible framework for addressing individual needs and diverse circumstances:

- **Warnings and Reminders:** School personnel may bring an area of concern to a learner's attention, providing an opportunity for the learner to make an alternative decision.

- **Reflection Time:** This strategy allows for de-escalation of the situation, providing learners with an opportunity for reflection before tensions rise.
- **Office Referral:** Recent legislative changes have eliminated suspensions for willful defiance in grades K-12. However, school employees can still refer learners to administrators for timely in-school interventions and support if they exhibit willful defiance or disruption.
- **Other Means of Correction:** This strategy incorporates a variety of support methods and resources, including respectful, relevant consequences, counseling, community service, research projects, and/or continuing education tailored to the specific area of concern.
- **Suspension:** This disciplinary action is governed by the California Education Code and is to be implemented only after alternative methods of correction have proven ineffective in achieving appropriate learner conduct, with certain specified exceptions as provided by law. A suspended learner is not allowed to attend school for a specified period of time as indicated by the suspension. This would include extra-curricular activities during the suspended time period.
- **Recommendation for Expulsion:** The school director must recommend expulsion for certain severe offenses, as outlined in California Education Code Section 48915. However, expulsion is not mandatory in all cases, as the school director may find that expulsion is inappropriate due to the specific circumstances or that an alternative corrective measure would address the situation.
- **Emergency Removal:** Please see the *Emergency Removal* section below.

Any person who witnesses a concern should promptly report this information to school personnel. In potential disciplinary situations, the school director or designee will prioritize staff and learner safety prior to conducting an investigation. This may include actions such as notifying law enforcement, conducting a threat assessment, acquiring medical assistance, separating learners, executing searches, and/or confiscating any items that might endanger the learner or others. During the investigation, the school director will gather all relevant data, such as witness statements and other forms of evidence. Upon review of the investigative findings, appropriate actions for learner misconduct will be determined. The specific course of action taken is confidential to each learner and will only be disclosed to the learner, parent/guardian, applicable school personnel and/or law enforcement.

Suspension/Expulsion Procedures

School suspension and expulsion procedures must follow due process mandates and align with the school's charter and current legislation.

Suspension

- The school director or administrative designee can suspend a learner if it is determined that the learner has committed an act as defined in EC 48900 and its subsequent sections.
- Suspension shall be preceded by an informal conference with the learner conducted by the director or their designee. The learner will be informed of the disciplinary reason, prior corrective actions as applicable, and presented with evidence, while also having the chance to share their account and evidence. A director or designee can suspend a pupil without a prior conference only in "emergency situations" – a clear and present danger to the life, safety, or health of pupils or school personnel. If suspended without a conference, the learner and their parent/guardian must be informed of their right to a conference and to return to school for it. This conference should occur within two school days, unless waived by the pupil or if they are physically unable to attend.

(e.g., due to incarceration or hospitalization), in which case it will be held as soon as they can return.

- At the time of suspension, a school employee shall make a reasonable effort to contact the learner's parent/guardian by telephone, email, or in person.
- Whenever a learner is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offenses(s) committed by the learner as well as the date and time when the learner may return to school following the suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that they respond to such requests without delay.
- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.
- The school will follow the special procedures for the consideration of suspension and expulsion of or involuntary removal of a learner with exceptional needs.
- Willful defiance will not result in a suspension/expulsion for any grade
- Learners who willfully disclose use of a controlled substance to seek help will not be suspended
- During suspensions of two or more days, learners will receive homework upon request from the parent, guardian, or learner.
- Upon the learner's return, the teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. From the day they return to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.
- Suspension decisions are final and cannot be appealed.

Recommendation for Expulsion

- Upon a recommendation for expulsion by the School Director, the learner and the learner's parent/guardian or representative will be invited to a conference to determine if the suspension for the learner should be extended pending an expulsion hearing. In such instances when the school has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the learner and the learner's parent/guardian, unless the learner and the learner's parent/guardian fail to attend the conference. This determination will be made by the School Director or designee upon either of the following determinations: (1) the learner's presence will be disruptive to the education process, or (2) the learner poses a threat or danger to others. Upon either determination, the learner's suspension will be extended pending the results of an expulsion hearing.
- The school will follow the special procedures for the consideration of suspension and expulsion of or involuntary removal of a learner with exceptional needs.
- Learners recommended for expulsion are entitled to a hearing to determine whether the learner should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee makes a recommendation for expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion.
- Written notice of the hearing shall be forwarded to the learner and the learner's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:
 - o The date and place of the hearing
 - o A statement of the specific facts, charges, and offense upon which the proposed expulsion

- is based
 - o A copy of the charter school's disciplinary rules which relate to the alleged violation
 - o Notification of the learner's or parent/guardian's obligation to provide information about the learner's status in charter school to any other district in which the learner seeks enrollment
 - o The opportunity for the learner or the learner's parent/guardian to appear in person or to employ and be represented by counsel
 - o The right to inspect and obtain copies of all documents to be used at the hearing
 - o The opportunity to confront and question all witnesses who testify at the hearing
 - o The opportunity to question all evidence presented and to present oral and documentary evidence on the learner's behalf including witnesses
- The Hearing Officer shall conduct the expulsion hearing. The Hearing Officer shall hear the case and make the expulsion determination.
- The hearing shall be held in a closed setting unless a public hearing is requested by the learner's parent/guardian in writing at least three (3) calendar days before the hearing date.
- A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- The decision of the Hearing Officer shall be in the form of written findings of fact. If the Hearing Officer decides not to expel, the learner shall immediately be returned to their educational program. If the hearing officer decides to expel, the school shall send written notice of the decision to expel the learner or parent/guardian. This notice shall include the following:
 - o The specific offense committed by the learner
 - o Notice of the learner's or parent/guardian's obligation to inform any new district in which the learner seeks to enroll of the learner's status with iLEAD.
- The learner shall have the right of appeal. Within 5 days of an expulsion decision, the family may submit a written appeal to the charter school's governing board. The charter school must then schedule a special board meeting within a reasonable time frame to hear the appeal. During the appeal process, the learner will remain enrolled in the school on independent study. The school board's decision regarding the appeal is final and cannot be further appealed. If the expulsion is upheld by the board, the learner will be disenrolled the same day as the board's final decision.
- The school shall send written notice of the decision to expel to the learner's district of residence. This notice shall include the following:
 - o The learner's name
 - o The specific offense committed by the learner
- Upon expulsion from the charter school, learners will attend school pursuant to the procedures of their district of residence pertaining to expelled learners.
- Learners who are expelled shall be responsible for seeking alternative education programs, including but not limited to programs within their county or school district of residence. The school will work cooperatively with parents/guardians upon request to assist with locating alternative education programs.
- Expelled learners may receive a rehabilitation plan, developed by the Hearing Officer or designee at the time of the expulsion order, including periodic review and assessment for readmission. The plan must specify a date within one year of expulsion in which the learner may reapply to the school for readmission.
- The decision to readmit a learner or to admit a previously expelled learner from another school district, private school, or charter school shall be in the sole discretion of the School Director

following a meeting, during a board meeting in closed session, with the learner and guardian or representative to determine whether the learner has successfully completed the rehabilitation plan, if any, and to determine whether the learner poses a threat to others or will be disruptive to the school environment. The learner's readmission is also contingent upon the Charter School's capacity at the time the learner seeks readmission.

Requirement of Parent/Guardian School Attendance

Facilitators may require the parent or guardian of a learner who has been suspended by a facilitator to attend a portion of that school day in their learner's classroom. The attendance of the parent or guardian will be limited to the class from which the learner was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement, if the parent or guardian has given reasonable notice to his/her employer.

Emergency Removal

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

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

Student Search

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

Electronic Nicotine Delivery Systems (E-Cigarettes)

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

Tobacco Free Campus

The use of tobacco and nicotine products is prohibited on school grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco products include, but are not limited to, cigarettes,

cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

Release of Learner to Peace Officer

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

Parent/Guardian Responsibility

Parents/Guardians are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents/Guardians are also liable for any school property loaned to the learner and willfully not returned. The school may further withhold the grades, diploma, and transcript of the learner until restitution is paid.

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

Academic Dishonesty

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

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

SECTION 5: TECHNOLOGY

ELECTRONICS

At iLEAD, technology is a powerful learning, collaboration, and creativity tool. iLEAD Agua Dulce's Internet Use Policy, [linked here](#), outlines the full guidelines for responsible and ethical use of technology resources, including cell phones, tablets, Chromebooks, Artificial Intelligence (AI), and the Internet. Following these guidelines can create a safe and positive learning environment for all learners and staff. Violation of this policy may result in disciplinary action and/or the loss of the privilege to use technology and/or civil or criminal liability.

INTERNET USAGE

iLEAD Agua Dulces computers have access to the Internet. The school works diligently to protect our learners from inappropriate content. The iLEAD staff works closely in training our learners on the appropriate use of the Internet. Before using the Internet, parents/guardians and learners should read the following "Network Use Guidelines."

NETWORK USE GUIDELINES

iLEAD School computers provide access to the internet, filtered to protect students from inappropriate content at the network level. We train students on responsible internet use and require both students and parents/guardians to sign a "Network Use Guidelines" agreement.

Equipping our learners with the skills to thrive in the 21st century demands providing them with access to technology, and this is reflected in the integration of computers and educational software into every classroom curriculum. Learners will have email access with filtering and built in restrictions; iLEAD Agua Dulce School employs strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act and COPPA (Children's Online Privacy Protection Act). While we have filters at the network level for inappropriate Websites, there are still instances when those Websites can come through. Please be assured that iLEAD Agua Dulce remains committed to restricting the use of such Websites

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying

contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13).

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

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

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

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

NETIQUETTE (Network Étiquette)

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

1. Be polite- and respectful in all online communication.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent/guardian release authorizing publication.
4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without their permission.

5. Do not disrupt the network or engage in activities that interfere with others' use.
6. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must notify iLEAD Agua Dulce staff.
7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

SUPERVISION AND MONITORING

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

CYBERBULLYING

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

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

ACADEMIC DISHONESTY AND AI

iLEAD encourages responsible use of AI tools for learning and exploration. Learners must use AI ethically and avoid plagiarism or other forms of academic dishonesty. AI tools should be used to enhance learning, not replace critical thinking and independent work. Learners should always cite their sources when using AI-generated content.

SECTION 6:

HIGH SCHOOL

GENERAL OVERVIEW

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

GRADUATION PATHS

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

International Baccalaureate Career Program Path

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

- In the Career Program (CP), students combine the study of DP courses with career-related studies and the four elements of the CP core. As one of these core elements, the personal and professional skills course focuses on preparing students to effectively navigate a range of personal and professional situations that they may encounter in the workplace.

All IB courses are UCOP A-G approved, and IB courses are considered as rigorous or more rigorous than advanced placement (AP) courses. Eligible high school learners may receive financial assistance to cover the costs of the International Baccalaureate examination fees, or both. More information on the CP IB can be found on the IB website.

UC/CSU A-G Path

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

information on the A-G requirements can be found on the [University of California website](#). A-G courses are approved by the UC system. A list of iLEAD Agua Dulce's currently approved A-G courses may be found in [UC Doorways](#).

Basic Path

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

Certificate of Completion

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

Alternative Diploma

Learners with a modified curriculum as indicated on their IEP that meet qualifications may be placed on the Alternative Diploma path at the recommendation of the IEP team. More information may be found in the school's approved policy.

Exemptions

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

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

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

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

NCAA

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

Golden State Seal

The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education

and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas. Learners who are eligible for the GSSMD will automatically receive one upon graduation. The insignia will be placed on the learner’s official transcripts and diploma.

Biliteracy Seal

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

Work-Based Learning and Internships

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

Minimum Credit Requirements for Graduation

To graduate from iLEAD Agua Dulce, learners must have the following credits at minimum. Graduation plans will be customized to each learner’s unique needs dependent on interests and college/career goals.

High School Subject Area	Minimum Credit Requirements
English	3 Years (30cr)
Mathematics	2 Years (20cr) Algebra I or Integrated Math I required
Science	2 Years Total (20cr) Biological Science (10cr) Physical Science (10cr)
History/Social Science	3 Years Total (30cr) World History (10cr) U.S. History (10cr) American Government (5cr) Economics (5cr)
Language other than English	1 Year (10cr)
Visual and Performing Arts or CTE	
Physical Education	1 Year (10cr)

Electives	60cr
Total Credits	180 Credits

CAREER AND TECHNICAL EDUCATION

Career Technical Education (CTE) is an opportunity for high school learners to gain exposure and experience in careers in which they are interested and meet the school's graduation requirements through CTE courses. Learners will take courses and work with industry professionals to gain the knowledge and skills needed for entry into further training and career opportunities in the chosen industry sector. This work will set them on the path toward certifications, preparation for college majors, and experience for the workforce. CTE pathways are a 2-3 year commitment culminating in a capstone course project where learners create a college/career portfolio with components needed to be competitive in college admissions and the workforce. CTE programs will offer additional college and career counseling, industry certification opportunities, extra curricular leadership opportunities, and work-based learning and internship experiences through each course in the pathway.

The following Career and Technical Education pathways are available for the 2025-2026 school year. Additional offerings may be available through the local community college. Contact the academic counselor for more information.

Industry Sector: Marketing, Sales, Service		Pathway: Entrepreneurship	
Course		Sequence Level	
Introduction to Entrepreneurship		Introduction Grade 10	
Marketing and Business Leadership		Concentrator Grade 11	
Entrepreneurship Capstone/Internship		Capstone Grade 12	

Industry Sector: Education, Child Development, and Family Services		Pathway: Education	
Course		Sequence Level	
Education I		Concentrator Grade 10 or 11	
Education II		Capstone Grade 11 or 12	

HIGH SCHOOL ADVISEMENT

School Counselors

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

College and Career Planning Tools

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

- **SCOIR:** SCOIR is a college search and exploration tool which allows learners to find and connect with thousands of colleges. Scoir offers virtual tours and videos, tracks deadlines and testing requirements, and allows quick access to the college advisor for pressing questions. College planning and the application process are completed through Scoir.
- **YouScience Brightpath:** YouScience is an aptitude-based guidance platform that leverages data and artificial intelligence to help individuals identify their aptitudes, validate their skills, and get matched with educational and career pathways. Learners can complete industry-recognized certifications for college admissions, resumes, and CTE completion.
- **College Admissions/Planning:** School counselors and staff provide support for learners and their families assistance with college planning and application process.
- **California Career Guidance initiative:** CaliforniaColleges.edu is California's state-funded, comprehensive, digital platform with the tools students need to develop their college and career plans, available at no cost to students, educators, and parents/guardians in public school districts.
- **College Board:** For college-bound learners, it is highly recommended they create an account on www.collegeboard.org early in their high school career. This keeps the learner informed of important testing dates and registration deadlines for college tests (including SAT/SAT Subject Tests, AP Exams, and CLEP). Learners can find free PSAT/SAT practice exams and AP practice questions on the College Board website.

HIGH SCHOOL POLICIES AND PROCEDURES

Transcripts

- **Requests:** Transcript requests (unofficial and official) can be made by contacting the school counselor Dan Swaney at dan.swaney@ileadaguadulce.org
- **College Credit Courses:** Learners must request official transcripts from the college for final grade

assignments when they participate in dual enrollment. High school credit will not be awarded for a community college course until an official transcript is received.

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

Course Load

Learners must be enrolled in at least four 5-credit courses per semester. In order to fulfill the credits necessary for graduation, it is recommended that learners take six to seven courses each semester. Any learner who wants to graduate early must submit a request to their counselor and director for review and approval.

Summer Course Load

Learners may be enrolled in up to three courses (15 credits) during the summer session. Courses should be approved by a High School counselor. This includes online, community college and in person courses.

IB Courses and Testing

LEAD Agua Dulce is officially accredited as an IB Career Program. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students. Click [HERE](#) for more information on the IB CP program.

Add/Drop Deadlines

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

DEADLINES		
	Fall 2025	Spring 2026
Add	Sept 8	Feb 2
Drop without a "W"	Sept 8	Feb 2
Drop with a "W"	Sept 10-19	Feb 4- Mar 13
Drop with a "WP" or "WF" (Withdrawal Pass, Withdrawal Fail)	Sept 22- Dec 18	Mar 16- June 5

Mid Year Transfers

If a learner transfers from another school to iLEAD Agua Dulce after the add deadlines as described above, the school will request a progress report from the prior school to determine placement in the class. If a progress report is not issued from the previous school then the facilitator will determine, to the best of their ability, the placement within the course and grade.

Incomplete Grade

A grade of "I" (Incomplete) is a temporary grade which may be assigned at the end of a term for learners who have requested and received approval for a course extension or reasons beyond a learner's control. A written agreement must be completed between learner and facilitator before the end of the term with administrative approval. This grade may be made up to a passing grade within the approved course extension time frame. The "I" (Incomplete) will be changed to an "F" (Failing) if work is not satisfactorily completed within the agreed upon time frame. A course extension must end no later than two weeks after the last day of school.

Course Extensions

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

Math Placement

In compliance with board policy, learners will be assessed within the first month of instruction and learners and/or parent/guardian may request a reassessment if questions the pupil's placement results. Learners and/or parents/guardians may request reassessment in writing. For more information, visit our [website](#) iLEAD Agua Dulce Mathematics Placement Policy.

Middle School Learners Seeking High School Credit

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

Academic Honesty

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

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

Grading Scale

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

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

Grade Appeals

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

Work Permits

Learners interested in employment under the age of 18 who have not passed the CHSPE are required to obtain a school issued work permit. Work permits are contingent upon good academic standing and attendance. Learners on academic probation are not eligible for a work permit (EC§49130). Download the B1-1 Form from the [CDE website](#) and have the employer complete the workplace information. Return the signed form to Gladys Ramirez, School Registrar. The [Labor Rights Pamphlet](#) details important information for young workers and is important to review before and after obtaining a work permit. Please note that

the school maintains the right to withdraw work permits based on academic standing or violation of school policy. A work permit must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor.

Entertainment Permit

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

High Schoolers Age 18+ College Credit Courses

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

High Schoolers Age 18+ Privacy Policy

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

Educational Rights for Adult Learners

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

Cal Grant Program - EC 69432.9

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

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that they do

not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent/guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents/guardians by January 1 of the students' 11th grade year.

Federal Student Aid - EC 51225.8

Under state law, schools are required to inform parents that learners prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application as well as the ability to opt out of these opportunities. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and learner personal information will be protected according to state and federal privacy laws and regulations. Learner lists will be matched to FAFSA applications for the purpose of ensuring that either the FAFSA is completed or an opt out form is completed to maintain the learners' ability to graduate. Parents/guardians must be notified if the student is exempted. Information will be communicated to families via email from the academic counselor.

Education of Homeless Youth: Right to Apply for Financial Aid

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

California High School Proficiency Exam

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

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

Educational Equity: Immigration and Citizenship Status

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other

specified characteristic such as hairstyles, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

California College Guidance Initiative - EC 60900.5

The California College Guidance Initiative (CCGI) is part of California's efforts to close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI provides a set of college and career planning tools designed to help students plan for and apply to California public colleges and universities. To support these efforts, CCGI receives enrollment data for all public-school students enrolled in grades six through twelve through California Pupil Achievement Data System (CALPADS). CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. The shared data will be used to provide students and families with direct access to online tools and resources and will enable the student to transmit information shared with the CCGI to both of the following:

1. Postsecondary educational institutions for the purpose of admissions and academic placement.
2. The Student Aid Commission for purposes of admissions and academic placement.

COLLEGE TESTING

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

College Entrance Examination Board (CEEB) Code: 055000

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

PSAT

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

SAT/ACT

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

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

CLEP

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

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

Services for Students with Disabilities (SSD)

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

COLLEGE CREDIT COURSES

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

Credit Evaluation

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

Grade Evaluations

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

Transcripts

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

- Please request e-transcripts to be sent directly to: gladys.ramirez@ileadaguadulce.org
- For paper transcripts, please have the college forward official sealed transcripts to iLEAD Agua

Dulce's address upon course completion each semester:

iLEAD Agua Dulce
11311 Frascati Street
Agua Dulce, CA 91390

CONCURRENT ENROLLMENT

Concurrent enrollment college credits are the learner/families responsibility for registering for, paying for, and completing college credit courses as a special admit student with the college. Approval is needed from the learner's counselor to count earned credits toward high school graduation.

Registering for Concurrent Enrollment College Courses

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

DUAL ENROLLMENT

Dual enrollment college credit courses may be offered by your school through the local community college your school is zoned for through a board approved CCAP agreement. Dual enrollment courses are offered on a limited basis and require counselor approval.

The school will work with learners and families to complete registration for courses. No material fees or supply fees will be charged to the family. Parents/Guardians must complete the approval form for registration. The California Department of Education limits the number of courses taken by a high school learner to 15 units during the regular fall/spring terms. Courses follow the college's policies on add/drop/withdrawal timelines, grading and communication policies, etc. Courses taken through college credit courses are listed on permanent college transcripts.

For more information about Dual and Concurrent enrollment opportunities, please contact your counselor.

HIGH SCHOOL ACTIVITIES

College/Career Exploration

iLEAD Agua Dulce periodically provides opportunities for learners to explore and plan for postsecondary opinions through virtual and in person events and activities. This includes but is not limited to: direct entry into the workforce, enterprise, apprenticeship, vocational school, community college, and four-year college. Information about programming can be obtained from the school counselor and will be



communicated to families throughout the year.

Service Projects

iLEAD Agua Dulce periodically provides service projects for learners to earn volunteer hours. To inquire about opportunities, please contact the school office.

Clubs

iLEAD Agua Dulce offers leadership opportunities through learner voice and choice and are learner led with an approval of a club advisor and approval by a school administrator. Club formation and information may be obtained at the start of each year. For more information, please contact the school office.

SECTION : 7

EXPLORATION (HOME STUDY)

PROGRAM DESCRIPTION

iLEAD Agua Dulce Exploration is passionate about personalized learning, providing opportunities for each child to thrive through their own individualized learning plan. Families are paired with a credentialed teacher who develops and oversees an individualized learning plan (ILP) based on grade-level standards and the learner's passions. Under the guidance of a credentialed educational facilitator, families can incorporate a variety of learning methods and educational activities to achieve educational goals. Instructional funds are allocated by facilitators to support and enhance each learner's individualized learning plan.

iLEAD Agua Dulce's dedicated staff partners with each family to plan, advise, and encourage the learner to reach their goals. Each month, the educational facilitator will work with the family to develop meaningful, standards-based assignments using the learner's passions/interests, curriculum, and educational activities. Families meet with their educational facilitator weekly to check in to share all learning activities and assignments from their individualized learning plans completed that week. Work samples are collected for every subject, and parents/guardians sign learning logs to verify daily engagement. At least one weekly meeting a month needs to be face to face (either in person or via zoom)

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

MASTER AGREEMENT, INDIVIDUALIZED LEARNING PLANS AND ASSIGNMENT WORK RECORD

The school's guidelines require a detailed agreement between the learner, parent/guardian, and the credentialed teacher. This agreement is called the Written Agreement, and it must be completed and signed by the learner, parent/guardian, and educational facilitator on or before the learner's start date. An acknowledgment of Responsibilities, signed by the learner, parent/guardian, and educational facilitator, emphasizes each person's responsibility in the learner's education.

In addition to the Master Agreement, learners and educational facilitators create Individualized Learning Plans (ILP) on their Assignment Work Records (AWR) to guide instruction. Learners complete the work and activities on their ILP/AWR as assigned by their facilitator each learning period. The primary goal of the ILP/AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to

evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time.

Attendance

As an independent study program of public charter school, iLEAD Agua Dulce has guidelines that govern how attendance is calculated. In independent study, attendance is granted by evaluating two components - the daily engagement (learning log) and completion of assigned work (time value).

1. **Engagement:** Learners must be engaged in assigned educational activities listed on the Assignment Work Record/individualized learning Plan (AWR/ILP) on every school day listed on the school calendar. If a learner does not engage in an assigned educational activity listed on the Assignment Work Record/Individualized Learning Plan (AWR/ILP) on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the activity log that the parent/guardian signs at the end of each learning period (LP). Engagement is based on daily activities for each school day.
2. **Time Value:** Learners must complete, show, and discuss the body of work with their facilitator in all academic subjects as assigned on the Assignment Work Record/Individualized Learning Plan (AWR/ILP). Generally, the Assignment Work Record/Individualized Learning Plan will reflect about an hour of work per subject per day (a little less for TK/K). If a learner does not complete the assigned work in a given subject for the learning period, they will not receive full time value for that subject.

When attendance is claimed at the end of a learning period, the EF takes into consideration both engagement and time value and must claim the lesser of the two.

Truancy and Compliance

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether independent study is an appropriate strategy/program. The process may include interventions, Inadequate Progress contracts, and student success team meetings. The school will contact learners and families by phone, email, or in-person meetings to determine interventions needed for success. Any violation of the Master Agreement could result in removal from iLEAD Agua Dulce Exploration's independent study program.

Per California Education Code Section 51747, the governing board of iLEAD Agua Dulce maintains this board policy establishing the criteria before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study.

Inadequate Progress

Inadequate Progress, established by this policy, occurs when the student fails to attend one learning period meeting, fails to complete at least 75% of work assigned for one learning period, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator. This is referred to as "Inadequate Progress." Learners making Inadequate Progress are

considered to be truant.

Evaluation After Truancy

Once the learner meets the criteria for truancy, an evaluation will be conducted by school administration including the learner's supervising teacher to determine whether it is in the best interest of the learner to remain enrolled in independent study (herein referred to as the "Evaluation"). The Evaluation may include items as outlined on the student's Master Agreement, but is not limited to the review of the following:

1. Attendance based on completion of assigned work and daily engagement as quantified by the supervising teacher
2. Learner's demonstration of adequate and appropriate progress toward Common Core State Standards due to lack of engagement or insufficient work completion
3. Attendance at scheduled school appointments
4. Appropriate learning environment
5. Parent/Guardian's ability to monitor student learning in the home

As part of the Evaluation process, the learner, parents/guardians, or the learner's educational rights holder (if the learner is a foster child or youth or a homeless child or youth), will be invited to present evidence to the individual(s) conducting the Evaluation. During the Evaluation, the School will determine whether it is in the best interest of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's mandatory interim record.

Additional Consideration for Students with a Section 504 Plan or IEP

If the school recommends removal from independent study as a result of the Evaluation and the learner has a Section 504 Plan or IEP, the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

1. Whether the Inadequate Progress (e.g. missed assignments) was caused by or had a direct and substantial relationship to the learner's disability.
2. Whether the Inadequate Progress (e.g. missed assignments) was the direct result of the school's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the Inadequate Progress is a manifestation of the learner's disability and the school will follow applicable state and federal laws to ensure that the learner is offered a free appropriate public education.

If the answer to either (1) and (2), above, is no, then the learner may be removed from independent study consistent with this policy.

This meeting may be combined with the Evaluation at the discretion of the school.

Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parents/guardians shall be notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the

parents/guardians and provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

1. The school's intent to remove the learner as it is not in their best interest to remain in independent study.
2. The opportunity of the parent/guardian to request a hearing that follows the same procedures as the school uses for expulsions. Parents/Guardians (or the learner if over 18) must submit the request for hearing in writing and the request must be received by the School within five (5) calendar days from the date of the Notice.
3. If parents/guardians or learner over 18 requests a hearing:
 - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved charter.
 - b. The learner shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the learner shall be removed from the charter school on the date listed on the Notice. The learner's district of residence will be notified of the removal.

The learner and/or parents/guardians will receive a copy of the Notice.

NON-TRUANT ABSENCES

Based on how attendance is granted in independent study, the school is required to report attendance based on daily engagement and work completion. If learners are unable to engage or complete work on a school day, they will be marked absent but not considered truant if any of the following circumstances apply.

- a) Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
 1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
 2. Due to quarantine under the direction of a county or city health officer.
 3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 4. For the purpose of attending the funeral services of a member of the immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 5. For the purpose of jury duty in the manner provided for by law.
 6. Due to the illness or medical appointment during school hours of a child of whom the learner is the custodial parent/guardian.
 7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
 8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

9. For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 10. For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.
 11. For the purpose of participating in a cultural ceremony or event.
 12. Authorized at the discretion of a school administrator, as described in subdivision (c) of section 48260.
- b) A learner absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a learner is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the learner missed during the absence.
 - c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - e) "Immediate family," as used in this section, means the parent/guardian, sibling, grandparent, or any other relative living in the household of the learner.

CHRONIC ABSENTEEISM

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

INSTRUCTIONAL FUNDS

Instructional funds are public dollars allocated to the school by the state. The educational facilitator, a credentialed teacher within the state of California, will guide families in the selection of academic materials and services from the approved vendor list that supports the educational goals of the learner. As the teacher of record, the facilitator is required to ensure all learners have access to grade-level, standards-based materials. The materials and services ordered will support the assignments, projects, and activities listed on the learner's Assignment

2025-2026 Instructional Funds	
Grades K	\$2,700/year
Grades 1-5	\$3,100/year
Grades 6-8	\$3,200/year
<i>Note: Once the school year begins, funds are depreciated based on the learner's start date.</i>	

Work Record (AWR)/Individualized Learning Plan (ILP).

The primary focus is the learner's adequate progress with instructional funds supporting core subjects and other academic areas of need based on internal benchmark testing, state testing, curriculum assessments, and academic progress on the AWR/ILP. The educational facilitators and the vendor department will use their professional judgment to evaluate the appropriateness of requested materials and services. The school makes the final determination on the use of funds to support the learner's academic progress.

Orders cannot be placed until the Master Agreement and Acknowledgement of Responsibilities are signed by the learner and parent/guardian. The learner's Assignment Work Record (AWR)/Individualized Learning Plan (ILP) must reflect the academic plan addressing the core curriculum needs. Core curriculum must be in place prior to requesting supplemental and/or extracurricular materials/courses.

LEARNING PERIOD EXPECTATIONS

Assignment Work Record/Individualized Learning Plan (ILP)

The Assignment Work Record/individualized learning plan lists assignments and activities that must be completed by the learner during each learning period. The EF ensures that the assignments and activities support grade-level content standards and social-emotional learning. The AWR/ILP also serves as a grade book and goal-setting tool for learners and families. As the credentialed teacher of record, the facilitator will review the assignments and activities listed from each learning period at the meeting, and provide feedback, suggestions, and grade determinations. Learners who are not meeting grade-level expectations are provided intervention support.

The AWR/ILP is maintained by the EF and incorporates assignments that will utilize a variety of materials, resources, and activities. The facilitator will guide the discussion at learning period meetings to plan, review and assign work on the AWR/ILP in collaboration with the learner and family. The unique learning styles and interests of each learner are considered in the development of assignments reflecting state standards. At monthly learning period meetings, the body of work, as listed on the AWR/ILP, is showcased by the learner. The EF will collect samples in each subject area as listed on the Master Agreement. Curriculum purchased with instructional funds and assigned by the teacher of record on the AWR/ILP must be accessible to the teacher for planning purposes and to monitor progress.

The AWR/ILP reflects the grade-level guidelines as defined by the state of California and include:

Instructional Time Requirements (CDE)		
Grade	Min/Year	Average Daily
TK/Kinder	36,000 min	205 min/day
1st - 3rd	50,400 min	288 min/day
4th - 8th	54,000 min	308 min/day
9th - 12th	64,800 min	370 min/day

- Assignments:** Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
- Time Value:** The EF's assignments must meet the instructional time requirements for charter schools as listed by the CDE. The assignments reflect time value for an average student to complete their work by grade-level guidelines. <https://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp>

Learning Period Meetings

Learners and parents/guardians must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 20 instructional days in addition to weekly check ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as needed to support learner progress. At these meetings, the educational facilitator will review the body of work and collect work samples for each subject as listed on the Master Agreement. The learner will showcase, discuss, and provide work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. Additionally, the facilitator will work in collaboration with the family to assign work for the next learning period meeting. Should an emergency arise, the parent/guardian should communicate with the educational facilitator to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed and/or missed learning period meetings may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Master Agreement could result in removal from iLEAD Agua Dulce Exploration's independent study program.

Monthly Work Samples

At the learning period meeting, learners will discuss and show the body of work assigned in the AWR/ILP by their facilitator. This includes all completed assignments from which the educational facilitator will collect work samples per subject listed on the Master Agreement each learning period. Work samples should:

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the AWR/ILP.
- Reflect original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
 - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.
- Not contain any religious materials or references unless the course on the Master Agreement

- requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the educational facilitator.

If the educational facilitator determines additional samples are needed to demonstrate progress and learning in specific areas, the educational facilitator may assign additional work or ask the learner to revise what they have already submitted.

Learning Log

Parents/Guardians must sign a monthly activity log confirming learner engagement in educational activities on school days. Parents/Guardians will be required to sign off on the learning log on the last day of each learning period. Attendance is determined based on the work assignments completed (time value) and the daily engagement (learning log).

Learning Period (LP) End Dates			
LP1	9/12/25	LP6	03/06/26
LP2	10/10/25	LP7	04/03/26
LP3	11/14/25	LP8	05/08/26
LP4	12/18/25	LP9	06/05/26
LP5	2/06/26		

Synchronous Instruction and Daily Live Interaction

Learners will be provided opportunities for daily synchronous instruction for grades TK through three, daily live interaction and at-least weekly synchronous instruction for grades four through eight, and at-least weekly synchronous instruction for grades nine through twelve. Participation in the synchronous instruction and daily live interaction are optional but highly encouraged for learners. If a learner does not participate in these optional offerings letters/emails will be sent encouraging learners to attend in order for the school to be in compliance with tiered reengagement.

ORDERING TECHNOLOGY WITH INSTRUCTIONAL FUNDS

Technology items can be purchased with instructional funds. Families should be aware of the potential benefits and risks that come with technology use. Please contact your Educational Facilitator for further information on purchasing electronics.

Device Usage

The right to use a school computer at home is a privilege. If learners do not adhere to the rules and guidelines in this Guidebook, the privilege to use their school computer/tablet/electronic device at home may be restricted or eliminated. An Equipment and Technology agreement form must be signed before the EF can place the technology order.

I. Hardware and Software

A. In the box

- Computer/Electronic Device
- Power supply

B. On the device

- Operating System software

C. Backup and file storage

- Files are not backed up.
- Computers: Learners need to keep 1/3 of the hard drive space free at all times for optimal operation.

D. Software support

- First avenue of support – Application's help system (online, email, in person)
- Second avenue of support – Google
- Third avenue of support – iLEAD Tech Support

II. Learner and Parent/Guardian Responsibilities

By allowing learners to use a school-owned electronic device at home, families assume some risk. Parents/Guardians will be responsible for making sure repairs are done and paid for (beyond warranty) or replacement is made in the event of theft, loss or damage due to intentional or unintentional abuse or misuse.

A. Handling and care of the device

- Keep the electronic device in a protective case.
- Use the electronic device on a flat, stable surface.
- Do not set books on top of the electronic device.
- Avoid carrying the electronic device with the screen open.
- Be careful not to leave pencils or pens or papers on the keyboard when closing the screen.
- Do not pick up the electronic device by the screen.
- Do not have food or drink around the electronic device.
- Cleaning – wipe surfaces with a clean, dry, and soft cloth.
- Avoid touching the screen with fingers, pens, or pencils.
- If hands are dirty, wash them before using the electronic device.
- Do not use the electronic device in a dusty or dirty environment.
- Do not leave the electronic device exposed to direct sunlight or near heat or moisture sources.
- Do not leave the electronic device in a car (heat, theft).

B. Power management

- It is the learner's responsibility to recharge the device's battery.

- Whenever the electronic device is not in use, close the screen to put it to sleep in order to extend battery life.

C. Transport

- Electronic devices should be transported closed and in their protective case.
- Do not leave the electronic device in a vehicle. Many devices are stolen this way plus heat can be very damaging.

D. Ethical and appropriate use

Technology is intended for instructional use and school-related business. It is not intended for commercial use. Users will not engage in unauthorized activities. Any unauthorized activities will result in immediate termination of use and the electronic device must be returned immediately.

These include, but are not limited to:

- Accessing data for which users do not have privilege.
- Knowingly deploying viruses.
- Violating copyright laws (music, photos, software) or the privacy rights of others.
- Plagiarism
- Learners will not create, access, download, view, store or print content that:
 - Depicts profanity, obscenity, use of weapons, or violence.
 - Promotes use of tobacco, drugs, alcohol, or other illegal or harmful products.
 - Contains sexually explicit or suggestive material.
 - Contains rude, disrespectful, or discourteous expressions inconsistent with civil discourse or behavior.

E. Financial responsibility

- Families are responsible for replacement and/or repair costs.

F. If electronic device is lost, stolen, or damaged:

- If lost, stolen, or damaged, please notify the school immediately.
- If the electronic device is lost or stolen, a police report is required for coverage.
- If damaged, submit a ticket through iLEAD Tech Support to use the school purchased warranty for damages or technical issues. For damage beyond the warranty, or if warranty has expired, the family is responsible for that cost. For damage beyond normal wear and tear, the family must pay to fix or replace the device. Any costs for repair that are not covered under warranty are the responsibility of the family. If the item is under warranty, the family is responsible for any copay. Failure to pay the repair in a timely manner may mean the learner loses the privilege to have the electronic device.

G. Monitoring and supervision

- The electronic device should be used in a location where use can be monitored and supervised by a parent/guardian. Unsupervised use is strongly discouraged (e.g. use in a child's bedroom).
- Use of the electronic device by other family members is not allowed unless listed on the agreement.
- Learners should not allow other learners to borrow their electronic device because they are ultimately responsible for that device.

H. Internet access at home

- Learners are allowed to access the internet using broadband or wireless connection.
- While internet filters provide an important level of protection, no filter program provides 100% protection. Monitoring and supervision are still very important.

HIGH SCHOOL POLICIES AND PROCEDURES

Master Agreement

The state requires independent study programs to create a detailed course agreement between the learner, parent/guardian, and the educational facilitator. This agreement is called the Master Agreement, and it must be completed and signed by the credentialed teacher, parent/guardian, and learner at the beginning of the year or on the learner's start date (if transferring to iLEAD after the school year has started). The Master Agreement will list all courses for the academic school year for each learner. All learners enrolled in grades 9th-12th must be enrolled in a minimum of four classes with the school to maintain full time enrollment. Instructional funds are only allocated for courses listed on the Master Agreement.

Master Agreement Addendum

In specific instances, such as a course change, a Master Agreement addendum must be signed by the educational facilitator, learner, and parent/guardian in order to reflect the change.

Learner Withdrawal/Graduation

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

Other High School Specifics

Please refer to the High School section of the Family Guidebook for additional information on High School.

SECTION 8: POLICIES AND PROCEDURES

ACCELERATION AND RETENTION PROCEDURES

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

ATTIRE

We do lots of walking, running, sitting on the carpet, art, etc. Therefore, our parents/guardians and learners have found that loose-fitting, comfortable clothing and closed-toed sneakers or comfortable walking shoes work best at our school. Distracting clothing is discouraged and although we do not wish to limit our learners' freedoms by imposing guidelines we will contact the parents/guardians to inform them about the inappropriate choice of clothing when necessary.

COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a parent/guardian has a classroom concern, it is expected that they will try to resolve the concern with the classroom facilitator. If the concern is not resolved, please bring your concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

EMERGENCY AND HEALTH PROCEDURES

Emergency Medical Authorization

Each parent/guardian is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms will include the necessary information the school must have should an emergency arise. It is extremely important that the authorization and Emergency Contact Information be fully completed. If there are any updates to the Emergency Medical Authorization during the year, email gladys.ramirez@ileadaguadulce.org

Learner Medications Assistance

If your learner requires emergency or other medications (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the front office. A parent/guardian or guardian must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending classes at iLEAD Agua Dulce. This form is available in the front office or on the iLEAD Agua Dulce website at: ileadaguadulce.org

Confidentiality of Medical Information Act

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

Emergency Treatment for Anaphylaxis

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to learners who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history.

Emergency Medical Care: Epinephrine Auto-Injectors

EC 49414 requires schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted.

Entrance Health Screening

State law requires that the parent/guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible learners through the Child Health Disabilities Prevention Program.

Oral Health Assessment

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

Health Care Coverage:

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, go to www.CoveredCA.com.

Diabetes Type 1:

Our school is committed to the health of our learners. Diabetes is a health condition characterized by elevated levels of blood glucose. Over time glucose can reach dangerously high levels in the blood, which is called hyperglycemia. Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes. Diabetes Type 1 results when the pancreas produces little to no insulin. The exact cause is unknown, but thought to be autoimmune in nature. The condition typically appears in childhood however, it can develop at any age. To find out more information please contact amy.silva@ileadcalifornia.org or can be found here: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>

Immunizations

Learners must be immunized against certain communicable diseases. Learners are prohibited from attending school unless immunization requirements are met for age and grade. The school shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any learner whose parents/guardians have consented in writing. Beginning January 1, 2016, parents/guardians of learners in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the learner enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Learners are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunizations records for these learners to their schools. The immunization requirements do not prohibit learners from accessing special education and related services required by their individualized education programs.

A learner not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Immunizations: HPV: Cancer Prevention

iLEAD Agua Dulce believes in the health and safety of every learner. Pupils in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, "HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks."

Menstrual Products

iLEAD Agua Dulce supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone of the person responsible for maintaining this supply at this school site.

Physical Examination

A parent/guardian may file annually with the school director a written statement, signed by the parent/guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Disease Prevention Strategies

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (<https://www.ed.gov/coronavirus>):

- If you are sick or feeling unwell, stay home.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

Pupil Safety: Parental Notification: Synthetic Drugs

Our school is committed to the safety of all our learners. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a learner's education, family, and life could be long-lasting. A synthetic drug is a drug not prescribed by a physician. They have properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances.

These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and often fentanyl. Illicit fentanyl is 50 times more potent than heroin. It is now commonly found in counterfeit prescription pills sold on the internet, including social media platforms, making them available to anyone including minors. The Drug Enforcement Agency reports that 50% of pills confiscated contain enough fentanyl to be lethal. Fentanyl is odorless, tasteless and colorless making it difficult to determine if pills or other substances have been altered with it. Avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that are prescribed from licensed and accredited medical professionals.

For more information check out:

CDPH's Substance and Addiction Prevention Branch

<https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx>

Opioid Overdose Prevention

The current opioid crisis continues to take and threaten lives daily. In an effort to combat a possible opioid overdose during school hours or activities, iLEAD Agua Dulce will now allow learners in grades 7-12 to carry fentanyl test strips and federally approved opioid antagonists, such as naloxone (Narcan), while on school premises. (SB 997). Please reach out to the school office with any questions.

Sudden Cardiac Arrest

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until they are evaluated by, and receive written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent/guardian or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

Medical or Hospital Service

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

EMERGENCY PROCEDURES

Drills

Emergency drills, such as earthquake and fire drills are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners.

If an emergency occurs during regular school hours, learners will be directed by their facilitator to follow emergency procedures for the specific event. If an emergency occurs when the learners are not on-site, learners will be directed to the supervising aid, parent/guardian volunteer or other school staff member. These supervisors will call iLEAD Agua Dulce to provide an update and next steps.

Actual Emergency

If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents/guardians or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only.

When you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child. Please do not leave the school.

School Safety Plan

A Comprehensive School Site Safety Plan has been adopted at iLEAD Agua Dulce Charter School, which includes a plan for disaster preparedness, emergency procedures and assessment and response to reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, a school activity or on a school bus. Fire and emergency and active shooter drills are held periodically at each school. This plan is available upon request from the school office. This plan is available upon request from the school office.

FACILITATOR QUALIFICATIONS

Parents/Guardians may request the following regarding their child's facilitator(s):

- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

STUDENT RECORDS

A cumulative record, whether recorded by handwriting, print, or other means, must be maintained on the history of a pupil's development and educational progress. The School will protect the privacy of such records. Parents/Guardians have the right to 1) inspect and review the pupil's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access pupil records without parental/guardian consent as long as the official needs to review the records in order to fulfill their professional responsibility. Upon request from officials of another school district in which a pupil seeks or intends to enroll, the school shall disclose educational records without parental/guardian consent.

A parent/guardian's request to access their pupil's educational records must be submitted in a written form to and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of pupil records are available to parents/guardians for a fee of per page.

Any challenge to school records must be submitted in writing to gladys.ramirez@ileadaguadulce.org. A parent/guardian challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the pupil.

FERPA: The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records.

For more information on FERPA, visit the U.S. Department of Education's website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

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

Directory Information: The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. "Directory Information" includes one or more of the following items: learner's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. The Family Educational Rights and Privacy Act (FERPA) and Education Code 49073 permits schools to disclose appropriately designated "directory information" without written consent, unless you have advised the school that you do not want your student's directory information disclosed without your prior written consent. If you do not wish to have any directory information released to any individual or organization please contact Gladys Ramirez at gladys.ramirez@ileadaguadulce.org.

No information may be released to private profit-making entities, other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Unless the school is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the school shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information. The school will not release information to third parties for immigration enforcement purposes, except as required by law or court order.

The deadline to opt out of directory information sharing is 09/01/2025. Directory information regarding a pupil identified as experiencing homelessness shall not be released, unless a parent, or eligible pupil, has provided written consent that directory information may be released.

Note: A school, district, the CDE, or any party that is authorized to receive personally identifiable information from education records may release the records or information without the required written consent if all personally identifiable information has been removed. Authorized parties must make a reasonable determination that a student's identity is not personally identifiable, considering single or multiple releases and taking into account other reasonably available information. This determination must be made before releasing individual or summary student information.

Pupil Records Obtained from Social Media: The school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and learner safety. All social media information gathered will be destroyed within one year after the learner turns 18 years or older one year after the learner is no longer enrolled, whichever comes first.

SERVICES TO DISABLED PUPILS

If a parent/guardian has reason to believe their learner has a disability requiring special services or accommodations, contact the learner's facilitator. The learner will be evaluated to determine whether they are eligible for free special or modified instruction or services. The school has policies guiding procedures for identification and referral. Learners identified with special needs will receive a Free Appropriate Public Education (FAPE) in the least restrictive environment. Certain special education services can only be provided while the learner is in the state of California. Please contact the case manager or school office if you will be out of state.

Child Find System

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent/guardian in the least restrictive environment.

Instruction for Pupils with Temporary Disabilities

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

A learner with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the responsibility of the parent/guardian to notify the school district in which the hospital or other residential health facility is located of the presence

of a learner with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the learner will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A learner with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program. An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a learner who is terminally ill, from the resident governing school board, a county office of education or a charter school.

PUPIL FEES

iLEAD Agua Dulce is a tuition-free public school and does not have any mandated fees.

SEXUAL HARASSMENT

iLEAD Agua Dulce is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that they are being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another learner or adult to immediately contact their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: (661) 268-6386.

NON DISCRIMINATION

iLEAD Agua Dulce is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental/guardian status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners

shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The School assures that lack of English language skills will not be a barrier to admission or participation in School programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process.

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, guidebook will be updated. Please contact the school director, Wendy Maxwell at wendy.maxwell@ileadaguadulce.org, if you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION WITH THE SAFE PLACE TO LEARN ACT

iLEAD Agua Dulce is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at (661) 268-6386.

BULLYING

iLEAD Agua Dulce is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact the school director, Wendy Maxwell at wendy.maxwell@ileadaguadulce.org to assist you in identifying and stopping this behavior.

FOSTER AND HOMELESS YOUTH

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state

minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact Gladys Ramirez at gladys.ramirez@ileadaguadulce.org for more information on services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

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

LCFF and LCAP

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

SCHOOL ACCOUNTABILITY REPORT CARD

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

DRUG AND ALCOHOL/TOBACCO PREVENTION

iLEAD Agua Dulce functions as a drug, alcohol, and tobacco free workplace.

PESTICIDE USE

iLEAD Agua Dulce may utilize outside companies to control pests. If, in any given situation, non-chemical methods of pest management are ineffective and it is deemed necessary to use a pesticide during the school year, the area of application will be placarded in advance, as required by law. Parents/Guardians who wish to be personally notified of any pesticide applied at an iLEAD location, please contact the office.

ASBESTOS MANAGEMENT PLAN

The School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact Laura K. Jaeggi at laura.jaeggi@ileadaguadulce.org.

MENTAL HEALTH AND SUICIDE PREVENTION POLICY

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or

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

In order to initiate access to available pupil mental health services, you may contact the following mental health provider: Dan Swaney at dan.swaney@ileadaguadulce.org. Our school will notify parents/guardians at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year, by the following means: we will also notify you again a second time each school year via email. .

A minor who is 12 years of age or older may consent to mental health treatment or counseling services if the minor is mature enough to participate intelligently in the outpatient services or counseling services. The professional person treating or counseling the minor is required to consult with the minor before determining whether involvement of the minor's parent or guardian would be inappropriate. These service providers can bill Medi-Cal as appropriate.

FIELD STUDIES

Throughout the school year, learners will take many trips, often planned through facilitator and parent/guardian collaboration. These trips are a part of iLEAD Agua Dulce's project-based curriculum and may include walking trips, trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged.

A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in iLEAD Agua Dulce's ongoing walking field trip program throughout the school year. Facilitators will not send home trip slips for each individual walking field trip.

Field Trip Permission Slips will be required for all non-walking field trips. Learners must have a permission slip on file in order to participate in a field trip.

Approved volunteers* are encouraged to accompany your child's class on a field trip, please let the facilitator know in advance. We appreciate all volunteers for trips. *See Family Expectations for information on the volunteer process.

MISCELLANEOUS POLICIES

Harm or Destruction of Animals

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

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the facilitator believes that an adequate alternative education project is possible. The facilitator may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Surveys

Our school will not use tests, questionnaires, surveys or examinations containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, unless the parent/guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent/guardian consents in writing.

Civility on School Grounds

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

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

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).

It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Child Abuse and Neglect Reporting

iLEAD Agua Dulce is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent/guardian access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any learner release situation which leaves the learner's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents/Guardians are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent/guardian when a parent/guardian or any other person not listed on the emergency card attempts to pick up a child.

Electronic Listening or Recording Device

The use by any person, including a learner of any electronic listening or recording device in any classroom without the prior consent of the facilitator and the school director is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the learner willfully in violation shall be guilty of a misdemeanor. Any learner in violation shall be subject to appropriate disciplinary action.

Gun-Free School Zone Act

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the School Director, Wendy Maxwell at wendy.maxwell@ileadaguadulce.org. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

Gun Safety

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death, following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

Title IX

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental/guardian, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact the School Director, Wendy Maxwell at wendy.maxwell@ileadaguadulce.org

Property Damage

Parents/Guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

Williams Complaint Policy & Procedure

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no facilitator vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then the Charter School Complaint Form may be obtained on our school [website](#). Parents/Guardians, learners, facilitators or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.

SECTION 9:

COMMUNICATION

COMMUNICATION METHODS

WEBSITE

The best way to keep updated with current events and activities at iLEAD Agua Dulce is via the website: ileadaguadulce.org

MONDAY MESSAGE

Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the iLEAD Agua Dulce website homepage ileadaguadulce.org.

SOCIAL MEDIA

You can follow our journey through our school [website](#), our [Facebook page](#) and our [Instagram page](#).

CLASS NEWSLETTERS/WEBSITE

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

PHONE/TEXT

You will receive periodic phone calls and/or text from our automated calling system. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times. To update your contact information, please email our School Registrar at gladys.ramirez@ileadaguadulce.org.

SECTION 10:

FAMILIES AND iLEAD Agua Dulce WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

iLEAD Agua Dulce seeks to make education a community passion. To this end, parent/guardian participation is essential to the success of the education process. Parents/Guardians are strongly encouraged to participate in the operation of the school as an integral part of the staffing and support team and with the charter staff in the development and successful completion of the individual learning plan for your child. The school encourages the participation of parents/guardians for increased parental involvement, but it is not a requirement for acceptance to, or continued enrollment at, school.

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

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

VISITORS/OBSERVATION PROCEDURES

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

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

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

LEARNER BIRTHDAYS

While iLEAD Agua Dulce wants to ensure that every child feels celebrated on their birthday, we cannot take instructional minutes out of the day for birthday parties. Families may leave a healthy treat or an alternate party favor such as pencils, stickers, etc to be passed out at the end of the day by the facilitator.

TRADITIONS

At iLEAD Agua Dulce we have several traditions in place. These are the traditions which we consider our cornerstone events:

- Celebration of Gratitude
- Winter Production
- Play Day
- Jamboree

You will be notified of the exact dates for these events, as well as other learning displays and community building events in the Monday Message or via the Events Calendar on the iLEAD Agua Dulce website. ileadaguadulce.org.

SECTION 11: GOVERNANCE

HISTORY

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

SCHOOL GOVERNANCE

iLEAD Agua Dulce is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. While iLEAD Agua Dulce's charter authorizing agency is the Acton-Agua Dulce Unified School District, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current iLEAD Agua Dulce Board of Directors can be found on the iLEAD Agua Dulce website: ileadaguadulce.org.

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD Agua Dulce's policies and operations, and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and generally regularly on the campus of iLEAD Agua Dulce. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office. As a parent, you have a right to participate in open meetings with the school. If you require a translator, one will be provided to you with the time allotment doubled to allow for both English and primary language translation.

SECTION 12: NOTIFICATIONS

TITLE I

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

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

iLEAD Agua Dulce is an innovative public charter school organization that works closely with our learners, families and communities to develop leaders for the 21st century. We do so through a rigorous, project-based curriculum, which gives a great deal of voice and choice to our learners. We feel that our schools are on the forefront of project-based learning which is giving our children the skills to thrive, not only in the future, but to be active members of their community today. We thank you for joining us on this journey.



~~Learner-Classroom-Based~~ Attendance Policy

Board Approved: ~~September 10, 2020~~ June 24, 2025

Believing that children benefit from regular attendance in school, ~~our school~~ iLEAD Agua Dulce expects each child to attend school every day. If a child cannot attend school, the office staff should be notified of all absences by a telephone call, email or other digital notification, visit to the office, or written note from the parent/guardian, ~~parent representative~~, or learner (if 18 or older) on the day that the learner is absent for the required attendance tracking by the State of California.

Definitions

- “*Tardy*”: Learners shall be classified as tardy if the learner arrives after the school’s daily start time.
- “*Unexcused Absence*”: A learner shall have an unexcused absence if the learner is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- “*Truant*”: A learner shall be classified as a truant if the learner is absent from school without a valid excuse three (3) full days in one school year, or if the learner is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any learner who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such learners shall be reported to the School Director or designee.
- “*Habitual Truant*”: A learner shall be classified as a habitual truant if the learner is reported for truancy three (3) or more times within the same school year. This generally occurs when the learner is absent from school without a valid excuse for five (5) full days in one school year or if the learner is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or

any combination thereof.

- “*Chronic Truant*”: A learner shall be classified as a chronic truant if the learner is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused ~~only for health reasons, family emergencies and justifiable personal reasons~~, as permitted by law or this Board policy.

A learner's absence shall be excused for the following reasons:

1. Personal illness, ~~including an absence for the benefit of the learner's mental or behavioral health;~~
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, ophthalmologic, or chiropractic appointments;
4. ~~Attendance at funeral services for a member of the immediate family:~~
 - ~~a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.~~
 - ~~b. “Immediate family” shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the learner's immediate household.~~

For the purpose of attending the funeral services or grieving the death of either a member of the learner's immediate family, or of a person that is determined by the learner's parent or guardian to be in such close association with the learner to be considered the learner's immediate family, so long as the absence is not more than five (5) days per incident. “Immediate family” means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the learner.

5. For any of the following reasons, if an immediate family member of the learner, or a person that is determined by the learner's parent or guardian to be in such close association with the learner to be considered the learner's immediate family, has died:
 - a. To access services from a victim services organization or agency.
 - b. To access grief support services.
 - c. To participate in safety planning or to take other actions to increase the safety of the learner or an immediate family member of the learner, or a person that is determined by the learner's parent or guardian to be in such close association with the learner to be considered the learner's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the School Director. “Immediate family” means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the learner.

~~5-6.~~ Jury duty in the manner provided by law;

7. Participation in religious instruction or exercises. The learner shall be excused for this purpose on no more than four (4) school days per month.

8. Authorized parental leave for a pregnant or parenting learner for up to eight (8) weeks, which may be extended if deemed medically necessary by the learner's physician.

9. Due to the learner's participation in military entrance processing.

10. Authorized at the discretion of the School Director or designee, based on the facts of the learner's circumstances, are deemed to constitute a valid excuse.

11. A learner who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the learner is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

12. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the learner's parent or guardian provides a written note to the school authorities explaining the reason for the learner's absence.

13. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

14. For the purpose of a middle or high school learner engaging in a civic or political event as indicated below, provided that the learner notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

a. A middle school or high school learner who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.

b. A middle school or high school learner who is absent pursuant to this provision may be permitted additional excused absences in the discretion of the School Director or designee.

~~6-15. —6.— Justifiable personal reasons, when accompanied by a written request by the parent or guardian and approved by the School Director or his/her designee, including, but not limited to:~~

For the following justifiable personal reasons, for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the learner's parent or guardian and approval by the School Director or designee pursuant to uniform standards:

a. Appearance in court.

b. ~~Attendance at a funeral service~~ Observance of a holiday or ceremony of their religion.

c. ~~Observance of a holiday or ceremony of his/her religion~~ Attendance at religious retreats - Attendance at religious retreats shall not exceed one school day per semester.

d. ~~Attendance at religious retreats~~ Attendance at an employment conference.

e. ~~Attendance at an employment conference~~ Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

~~f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization~~

- ~~7.~~ 16. Serving as a member of a precinct board for an election pursuant to Elections Code § 12302.
- ~~8.~~ 17. Spending time with a member of the learner's immediate family, who is in active duty of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this section shall be granted for a period of time to be determined at the discretion of the School Director ~~or designee.~~
- ~~9.~~ 18. If a learner is the custodial parent of a child, ~~his/her~~ **their** absence shall be excused when the child is ill or has a medical appointment during school hours.
- ~~10.~~ 19. For the purpose of attending the learner's naturalization ceremony to become a United States citizen.

Learners absent for the reasons deemed "excused" shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The facilitator of the class from which a learner is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the learner missed during the absence.

~~In the case of a State declared emergency which requires distance learning attendance will be as follows:~~

~~Excused Absence~~

~~Excused absences in distance learning will follow the attendance guidelines outlined above and may also include reasons that are deemed by the school administrator, based on the learner's circumstances, as constituting a valid excuse such as the absence was due to lack of connectivity or equipment over which the learner does not have control or any other reason outside of the learner's control.~~

Method of Verification

When learners who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify learner absences:

1. Written note or email from parent/guardian, parent representative, or learner if 18 or older;
2. Conversation, in person or by telephone, between the verifying employee and the learner's parent/guardian, parent representative **or learner if 18 or older**. The employee shall subsequently record the following:
 - a. Name of learner;

- b. Name of parent/guardian, parent representative, or learner if 18 or older;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the learner's home by the verifying employee, or any other reasonable method, which establishes the fact that the learner was absent for the reasons stated. A written recording shall be made, including information outlined above.
 4. Physician's verification
 - a. When excusing learners for confidential medical services or verifying such appointments, school staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. When a learner has had 14 absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician.

Insofar as class participation is an integral part of the learner's educational experiences, parents/guardians and learners shall be encouraged to schedule medical appointments during non-school hours.

In grades 7 through 12, school authorities may excuse any learner from school to obtain confidential medical services without the consent of the learner's parent/guardian.

~~Learners in grades K-6 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Learners in grades 7-12 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointments.~~

Unexcused Absences/Truancy for Classroom Based Attendance

The School Director or designee shall implement positive steps to reduce truancy and unexcused absences, as a learner's grades may be affected by excessive unexcused absences, as a learner's grades may be affected by excessive unexcused absences.

~~A maximum of fourteen excused absences are allowed per year. After the 14th excused absence, an illness will be considered excused only if it is documented by a licensed medical physician. Absences beyond the 14th that are not excused by a physician's note will be considered unexcused absences.~~

~~When the learner's attendance problems cannot be resolved or is habitual, a learner, parent and/or guardian may:~~

- ~~• receive formal written notice of truancy;~~
- ~~• be compelled to require the learner to attend school as mandated by public schools and laws;~~

- ~~• meet with appropriate school personnel to discuss solutions to the learner's truancy;~~
- ~~• meet with appropriate school personnel to discuss social emotional or academic support for the learner in regards to school;~~
- ~~• look to develop a joint plan to improve the learner's attendance;~~
- ~~• look to seek alternative educational programs may be available through the school;~~
- ~~• be recommended that the parent/guardian accompany the learner to school and attend classes with the learner for one day.~~

~~In the case of a State declared emergency which requires distance learning attendance will be as follows:~~

~~Unexcused Absence~~

~~An unexcused absence under distance learning would be when no excuse is provided, or when the excuse that is provided is determined not to be valid based on the policy listed above or based on the discretion of a school administrator.~~

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian or learner if 18 or older by the School Director or designee. The learner's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the School Director or designee. In addition, the learner's facilitator may also call home and/or iLEAD Agua Dulce may send the parent/guardian an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1" from iLEAD Agua Dulce notifying the parent/guardian of the learner's "Truant" status. This letter must be signed by the parent/guardian and returned to iLEAD Agua Dulce. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by email and certified mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2," notifying the parent/guardian of the learner's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the learner's records and develop an intervention plan/contract. In addition, iLEAD Agua Dulce will consult with a school counselor regarding the appropriateness of a home visitation and/or case management for ongoing support.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "Truancy Letter #3" and the learner will be referred to the

School Attendance Review Team (SART) and may be referred to a Student Success Team (SST), as described below.

5. If the conditions of the SART plan are not met, the learner may incur additional administrative action up to and including disenrollment from iLEAD Agua Dulce, consistent with the Involuntary Removal Process described below.
6. If a learner is absent ten (10) or more consecutive school days without valid excuse and the learner's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to iLEAD Agua Dulce's communication attempts as set forth above, the learner will be in violation of this Policy and the SART plan (if any) and may be subject to disenrollment in compliance with the Involuntary Removal Process described below. If the learner is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the learner's last known school district of residence.
7. Any documentation received by iLEAD Agua Dulce regarding a learner's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a **voluntary** disenrollment and shall not trigger the Involuntary Removal Process below.
8. For all communications set forth in this process, iLEAD Agua Dulce will use the contact information provided by the parent/guardian in the registration packet. It is the parent/guardian's responsibility to update iLEAD Agua Dulce with any new contact information.

School Attendance Review Team Process

The School Attendance Review Team ("SART") panel will, at a minimum, be composed of a school administrator or designee, teacher of record, and a counselor. The SART panel will discuss the absence problem with the learner's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the learner and learner's family, and establish a plan to resolve the attendance issue.

1. The SART panel shall inform the parent/guardian that no further unexcused absences or tardies can be tolerated.
2. The parent/guardian shall be required to sign the plan formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The plan will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the plan:
 - a. Parent/guardian to attend school with the child for one day
 - b. Learner retention
 - c. Required school counseling
 - d. Loss of field trip privileges
 - e. Loss of school event privileges
 - f. Required remediation plan as set by the SART
 - g. Notification to the County District Attorney

3. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Process for Learners Who Are Not in Attendance at the Beginning of the School Year

When a learner is not in attendance on the first five (5) days of the school year, iLEAD Agua Dulce will attempt to reach the learner's parent/guardian on a daily basis for each of the first five (5) days to determine whether the learner has an excused absence, consistent with the process outlined in this policy. If the learner has a basis for an excused absence, the learner's parent/guardian must notify iLEAD Agua Dulce of the absence and provide documentation consistent with this policy. However, consistent with process below, learners who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from iLEAD Agua Dulce after following the Involuntary Removal Process described below, as it will be assumed that the learner has chosen another school option.

1. Learners who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in iLEAD Agua Dulce.
2. Learners who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive an email and/or letter indicating the learner's risk of disenrollment.
3. Learners who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Learners who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. iLEAD Agua Dulce will follow the Involuntary Removal Process described below, which includes an additional five (5) school days for the parent/guardian to respond to iLEAD Agua Dulce and request a hearing before disenrollment.
5. iLEAD Agua Dulce will use the contact information provided by the parent/guardian in the registration packet.
6. Within thirty (30) calendar days of disenrollment, iLEAD Agua Dulce will send the learner's last known school district of residence a letter notifying it of the learner's failure to attend iLEAD Agua Dulce.
7. Any documentation received by iLEAD Agua Dulce regarding a learner's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process

No learner shall be involuntarily removed by iLEAD Agua Dulce for any reason unless the parent or guardian of the learner has been provided written notice of iLEAD Agua Dulce's

intent to remove the learner (“Involuntary Removal Notice”). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the learner or the learner’s parent or guardian or, if the learner is a foster child or youth or a homeless child or youth, the learner’s educational rights holder or parent representative. The Involuntary Removal Notice shall include:

1. The charges against the learner.
2. An explanation of the learner’s basic rights including the right to request a hearing before the effective date of the action.
3. The CDE Enrollment Complaint Notice and Form.

The hearing shall be consistent with iLEAD Agua Dulce’s expulsion procedures. If the learner’s parent, guardian, or educational rights holder requests a hearing, the learner shall remain enrolled and shall not be removed until iLEAD Agua Dulce issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to iLEAD Agua Dulce’s suspension and expulsion policy.

Upon a parent’s or guardian’s request for a hearing, iLEAD Agua Dulce will provide notice of hearing consistent with its expulsion hearing process, through which the learner has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the learner has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the learner or the learner’s parent or guardian or, if the learner is a foster child or youth or a homeless child or youth, the learner’s educational rights holder or parent representative and shall include a copy of iLEAD Agua Dulce’s expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the learner will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the learner will be disenrolled effective the date of the hearing.

If, as a result of the hearing the learner is disenrolled, notice will be sent to the learner’s last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the learner does not prevent iLEAD Agua Dulce from making a similar recommendation in the future should learner truancy continue or reoccur.

Referral to Appropriate Agencies or County District Attorney

It is iLEAD Agua Dulce’s intent to identify and remove all barriers to the learner’s success, and iLEAD Agua Dulce will explore every possible option to address learner attendance issues with the family. For any unexcused absence, iLEAD Agua Dulce may refer the family to appropriate school-based and/or social service agencies.

If a learner's attendance does not improve after a SART plan has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, iLEAD Agua Dulce shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Learners twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The School Director or designee shall gather and report to the Board the number of absences both excused and unexcused as well as learners who are truant, and the steps taken to remedy the problem.

Date: June 2025

iLEAD AGUA DULCE BOARD OF DIRECTORS

Topic: APPROVAL OF AMIRA AS THE SCHOOL'S K-2 SCREENER FOR READING DIFFICULTIES

RECOMMENDATION: It is recommended that the board approve the selection of Amira as the screener for K-2 to identify students at risk for reading difficulties.

I. BACKGROUND

In accordance with California Education Code Section 56335, the California Department of Education has mandated that all school districts implement universal screening for risk of dyslexia beginning in the 2025-2026 school year. This legislation requires schools to screen all students in kindergarten through second grade, and selectively screen students in grades three and above who show signs of reading difficulties.

II. STAFF ANALYSIS

The California Department of Education has approved four evidence-based screening tools that meet the state's rigorous criteria for identifying students at risk of dyslexia and other reading difficulties. After careful consideration, Amira was selected for the following reasons: 1) It provides screening in both English and Spanish; 2) It can be administered whole class instead of one-on-one assessments; 3) It provides in-depth data analysis with results; and 4) can be administered multiple times in one year to track growth. Therefore, it is recommended that the Board approve the adoption of Amira for implementation in the 2025-2026 school year.

III. FISCAL IMPACT

Cost for professional development and learner and facilitators licenses for the 2025-26 school year is \$2,400. This will be a yearly fee connected to enrollment in K-2nd. The State has provided one-time funds in the amount of \$2,329 for the 2025-2026 school year and is working on passing legislation to support this continued requirement. This cost has been included in our budget for next year.



iLEAD Agua Dulce Instructional Continuity Plan Board Approved:

The purpose of the Instructional Continuity Plan (ICP) is to ensure that iLEAD Agua Dulce can continue to provide high-quality education for all learners with minimal disruption in the event of an emergency or natural disaster.

Guiding Principles

- Maintain the safety and well-being of learners, staff and families.
- Provide clear communication to all community partners regarding expectations and resources during an emergency.
- Ensure continuity of instruction through independent study and/or hybrid frameworks.

Communication Plan

In the event of an emergency, iLEAD Agua Dulce will establish two-way communication with staff, learners, and families as soon as practicable and no later than 5 calendar days following the emergency. This will be established via email communication through Mail Chimp and/or a platform such as Parent Square, with phone calls or home visits to families or staff who are not reachable. These efforts to establish communication with staff and learners will be tracked via a survey, response form, and/or a communication log. The communication would also include information on how to obtain technology, such as laptops or hotspots, if a learner's technology was damaged, destroyed or inaccessible during the emergency.

Ongoing communication and support throughout the emergency would be maintained as follows, with translation and interpretation services available as needed.

Learners and Families

- **General Communication:** Maintain regular updates via current modes of communication, such as email, weekly Monday Messages, a platform such as ParentSquare, SMS, online learning platforms, Zoom and/or the school's website.

- **Academics:** Using communication tools such as the ones listed in the general communication section above, iLEAD Agua Dulce facilitators and staff will connect with learners daily in the virtual and/or Hybrid learning environment. This includes continuing to reach out to learners not consistently checking in and/or completing work.
- **Social Emotional/Mental Health:** Facilitators, counselors, psychologists and/or school social workers will connect with families in need of additional support via phone, email, Zoom and/or in-person.

Staff

Maintain internal communications via current modes of communication, such as email, phone, SMS, staff newsletters/meetings, operations updates, director updates, Zoom and/or Google meets.

Community Partners

Inform relevant agencies and partners of the school's operational status and any needed support through virtual meetings, surveys and/or online feedback. Links to meetings such as SSC, parent groups, and/or board meetings are placed on the website and/or sent using the parent communication platform.

Contingency Plan

Should a catastrophic event occur impacting all school operations, the school will provide information on other options for enrollment.

Emergency Home and/or Hybrid Learning Plan

iLEAD Agua Dulce's plan to provide access to in-person or remote instruction via independent study, as soon as practicable, but no later than 10 instructional days following the emergency is as follows:

Technology and Access

- **Device Availability:** Using a technology survey or a similar means for gathering information, iLEAD Agua Dulce would ensure all learners continue to have access to necessary technology including Chromebooks or other similar devices. Wi-Fi hotspots will be provided to any learner who has limited connectivity due to housing status, financial need or immediate need based on the emergency. In cases where a family still might not have internet access, distance learning packets and instructional materials will be supplied as needed.
- **Technical Support:**
 - In the event of an emergency, all iLEAD Agua Dulce facilitators will be trained on the distance learning platform(s). All Student Support staff will be trained in conducting IEP meetings and providing services, both Specialized Academic Instruction (SAI) and Designated Instructional Services (DIS) for learners with special needs, via Zoom.

- Tech support would be provided by the school during school hours, and families would have the capability to complete technology tickets so that technical support is provided in a timely manner.
- To utilize online platforms and resources, professional learning opportunities for families on how to use the digital tools and best support their children in on-site and distance learning would be provided by the school. Special consideration is given to understanding the “on-site” and “off-site” schedules, as well as how to best support their children in a distance learning environment. Links to training would be shared by facilitators, in parent newsletters, and/or on iLEAD Agua Dulce’s website.

Instructional Strategies

- **Schedule:** iLEAD Agua Dulce will make every effort to maintain a consistent schedule, similar to the regular onsite schedule, in the event of an emergency requiring a transition to hybrid or distance learning. Facilitators would provide instructional blocks, whether on-site or through distance learning, and remain available to families for instructional and social emotional support during school hours. If a child missed a check in, the facilitator would reach out directly to the family.

The daily schedule, with links, would be communicated to learners. During the period of independent study, each day of assigned work, as well as synchronous and asynchronous instruction learning opportunities, would be equivalent to that of classroom instructional time as follows:

Instructional Time Requirements : 175 Days		
Grade: Kinder	36,000	206 minutes: 3 hrs 36 minutes
Grades: 1st -3rd	50,400	288 minutes: 4 hrs 48 minutes
Grades: 4th-8th	54,000	309 minutes: 5 hrs 9 minutes
Grades: 9th-12th	64,800	370 minutes: 6 hrs 10 minutes

- **Hybrid Learning:** If possible, iLEAD Agua Dulce would offer an on-site Hybrid academic schedule. This schedule would include live instructional and SEL times, as well as advisory. On the days of home instruction, learners would access their academic content asynchronously with facilitator support available during school hours.
- **Online Learning:** Should an emergency necessitate a move to part- or full-time independent study, facilitators’ courses would be set up in the online platform. Blocks of time would continue to be set aside for individualized, targeted intervention, as well as direct instruction in ELA and mathematics.
- **Synchronous and Asynchronous Learning:** Whether or not learners participate in a hybrid or virtual setting, all learners would have

opportunities for daily live interaction, per EC 43503, with their facilitators and peers, in morning meeting/advisory and live lessons. The purpose of daily live interaction is to provide instruction, monitor progress, and maintain school/social connectedness. iLEAD Agua Dulce would provide synchronous and asynchronous learning opportunities following its [Curriculum and Instruction Independent Study Board Policy](#) and procedures.

- **Curriculum and Instruction:** Depending upon the emergency, instruction would be delivered virtually and/or through a hybrid model using the existing curriculum so that the continuity of instruction would continue. This would include curriculum such as EL Education, Bridges Math, UFLY, Bright Thinker, Fountas and Pinnell, Daily 5, guided math and number exploration, science and history workshops and humanities, as well as other online programs provided through Clever.

Each learner would continue to develop their individualized learning plan with their facilitator, and they would work together on any changes needed as learners adjust to a new learning environment. Intervention blocks would also be in place to provide small groups and 1:1 intervention and instruction. As part of a continuous cycle of inquiry and assessment, facilitators would periodically meet with the school director to review learning goals for the curricular areas they teach.

- **Learning Loss Strategies:** iLEAD Agua Dulce would establish a schedule for individualized instruction and intervention to help mitigate learning loss during the emergency. These times would also be used to address the individual needs of English Learners, low income, foster, or learners facing homelessness. Intervention programs would be utilized by facilitators to further personalize instruction in ELA and Mathematics. The learner's individualized learning plan, along with NWEA MAP and formative assessment data, would be utilized to identify and target areas of need.

In the event a learner is absent from distance and/or hybrid learning, the following steps will be taken (and interpreted or translated into other home languages, as needed):

1. The facilitator will reach out to families the same day via telephone, SMS or email.
2. An absence verification will go out via Parent Square or Pathways notifying families that the learner was marked absent in class for that day.
3. Office staff will follow up with families on Mondays for absences recorded the previous week in order to verify attendance and mark excused or unexcused absences.
4. Other school personnel, such as school counselors, the care team, the homeless/foster liaison, the school social worker, and/or student support, may also be involved in contacting families and reengaging the learner as needed.
5. School personnel may conduct home visits as needed.

6. During reengagement activities, staff will verify that the learner has access to technology and internet services, as well as check on health and wellness.
- **Independent Study Attendance:** If the emergency requires a hybrid or independent study setting for 16 days or longer, the school would follow policies and procedures as outlined in its [Curriculum and Instruction Independent Study Board Policy](#) and [Independent Study Truancy Policy](#).

Assessment and Accountability

- Whether formative or summative, continue administering assessments such as NWEA MAP, CAASPP, ELPAC, and other school and/or statewide assessments. All facilitators and families would be trained on how to complete the assessment from home.
- Monitor adequate progress for learner success following iLEAD Agua Dulce's [Curriculum and Instruction Independent Study Board Policy](#), [Independent Study Truancy Policy](#) and procedures.

Support Services

- **Counseling and Mental Health Services:** Each day, during morning meetings/advisory, facilitators would allow space for learners to practice stress management or mindfulness practices. To meet the specific needs of a learner or family, the school counselor and psychologist would be available to provide ongoing support. This might include virtual social interaction opportunities such as “lunch bunch” opportunities for learners to have interactions with their friends and classmates. iLEAD California and iLEAD Agua Dulce staff collaborate to present workshops and webinars on adult and learner mental health, trauma responsiveness, suicide prevention, intervention, and postvention, and resilience that could be provided virtually as needed. Mental health resources are available on [iLEAD Agua Dulce's website](#), and the school would make additional resources available as needed based on the emergency situation.
- **Special Education Services:** iLEAD Agua Dulce would maintain compliance with IEPs through virtual support and accommodations/modifications.
- **English Learners:** Access to a full curriculum in all content areas would still be provided, whether in a virtual or hybrid setting. This includes integrated and designated ELD and interventions.
- **Meal Program:** iLEAD Agua Dulce's food service operations will continue to follow national, state, and local health and safety guidelines during an emergency. All learners will be able to pick up free or reduced-price meals from iLEAD Agua Dulce daily, regardless of whether they are attending on-site or distance learning, and the schedule would be communicated to all families. Additionally, resources for additional food support would be provided to families within the affected community.

Professional Development

iLEAD Agua Dulce facilitators participate in professional development through both asynchronous and synchronous platforms throughout the school year. Live Zoom office hours would be provided so that facilitators could receive individualized support on all distance learning issues. Technology support is also available by completing a technology ticket.

Return to Campus

In cases where learning was solely virtual, the following action steps will be executed prior to returning to campus:

- Review and implement processes and procedures from the school's safety plan that are specific to the particular emergency.
- Conduct an internal assessment of site needs, such as safety and repairs, instructional materials, and/or food services.
- Ensure staff are trained and prepared to return to in-person instruction.
- Notify families and staff of the return date and any pertinent information.
- Identify any ongoing needs specific to the emergency and staff, families, and/or learners.

Review and Adaptation

iLEAD Agua Dulce will annually review its Instructional Continuity Plan to adapt to new circumstances or feedback from community partners as applicable.



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name *Signature* *Title*

Fax Number *Telephone Number* *Date*

Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
----------------------	---------------------------	-----------------------

_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
----------------------------	----------------------------------	----------------------

Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



iLEAD Agua Dulce School Plan for Student Achievement



TITLE FUNDING: I, II, IV

- \$62,696 for the 24/25 school year

Title I

Targeted Academic
Intervention
(people)
\$44,952

Title II

Staff Training and Support
(training)
\$7,643

Title IV

Well-Rounded Education
(technology, SEL, etc)
\$10,000

25/26 funding should be approximately the same

24/25 Goals and Actions



Goal 1: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in ELA.

Goal 2: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in Mathematics.

Goal 3: Increase learner engagement and social-emotional well-being.

Title Funds were expended as follows:

Title I - Care team support/intervention (People)

Title II - Induction program for new facilitators (Training)

Title IV - Educational supplies as well as health and safety supplies (Materials)

This Past Year's Program (24/25)



Successes

- Continued Intervention Programs and building of community
- Increased mentoring and new facilitator support

Areas for Growth

- Goal measurement and SPSA analysis
- Increase engagement to meet SEL Goal

25/26 Goals



Goal 1: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in ELA.

Goal 2: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in Mathematics.

Goal 3: Increase learner engagement and social-emotional well-being.



Prop 28

Annual Review of Plan and Fiscal Update

Free To Think. Inspired To Lead.



Free To Think. Inspired To Lead.

Prop 28 Overview

In November, Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act was successfully passed by California voters. This measure mandates the establishment of ongoing support for arts instruction in schools starting from the academic year 2023-2024. Specifically, one percent of the K-12 portion of the Proposition 98 funding guarantee from the previous fiscal year, excluding funding allocated for the Arts and Music in Schools (AMS) program, will be earmarked for this initiative.

Funding Allocation

The California Department of Education (CDE) will determine the allocation of grants to individual school sites on an annual basis. Subsequently, each school will have the autonomy to decide which arts education programs they wish to offer. In this decision-making process, school leaders will collaborate with teachers, families, and students, ensuring that the choices made best serve the unique needs of their local school community.



Purpose of These Funds

The funds from Proposition 28 can be utilized for a wide range of arts education purposes. These include, but are not limited to, providing instruction and training, acquiring necessary supplies and materials, and establishing partnerships with arts organizations for enhanced educational programs. The supported art forms include dance, media arts, music, theater, and visual arts, which may involve folk art, painting, sculpture, photography, craft arts, creative expression (such as graphic arts and design), computer coding, animation, music composition, ensembles, script writing, costume design, film, and video. Prop 28 funding is intended to expand existing arts education at all school sites.



Use of these funds 24/25

Allocation:

23/24 remaining funds: \$4,796

24/25 allocation: \$ 46,514

Planned expenditures for
24/25:

~\$35,000

Each years allocated funds
can be rolled over for 3 years

Program and Personnel Funded:

ILEAD Agua Dulces used prop 28 funds to pay for one full time Instructional Specialist to teach Music Exploration, an inspiring environment where learners engage in a variety of facets of music. In the class, we touched upon various recording techniques and sifted through dozens of tracks for their harmonic logic and other compositional tapestry. The learners took a deep dive into music theory, ear training, sight singing, reading, music history, and experimented with a variety of instruments and band performance.

LEA: iLEAD Agua Dulce 2024-2025

Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (2024-2025 School Year)

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

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

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

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

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

Priority 2C - Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher planning, etc.)

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

Priority 2D - Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students:

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Career Technical Education			X		
Health Education			X		
Physical Education				X	
Visual and Performing Arts				X	
World Language				X	

Priority 2E - Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Identifying the professional learning needs of groups of teachers or staff as in a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

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

Section 1: Building Relationships between School Staff and Families					
Content Area	1	2	3	4	5
	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				X	
Rate the LEA's progress in creating welcoming environments for all families in the community.					X
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				X	
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					X
Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)					
<p><i>Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.</i></p> <p>iAD demonstrates significant strengths in building relationships between school staff and families, as evidenced by high satisfaction rates in the Family Survey. A remarkable 90.9% of families reported favorable views on Parent/Guardian Involvement, and 91.7% expressed satisfaction with overall communication, averaging 3.4 out of 4.0 in both areas. Families particularly appreciate the responsiveness of staff to questions and concerns, and the effective communication about school policies, events, and learner progress. This is further supported by the 50% of families who strongly agree that the school values and incorporates their input. Open-ended feedback consistently highlights the supportive and caring nature of the staff, describing the school environment as having a "village/family feel" and fostering a "warm and inviting community". iAD's progress is also marked by its commitment to accessible and individualized educational programs that cater to diverse learning needs. This focus on individualization, coupled with effective communication and a strong sense of community, reinforces positive relationships. Furthermore, initiatives to empower student leaders to conduct their own focus groups underscore an ongoing effort to gather diverse input and enhance the overall learning experience for all.</p>					
<p><i>Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.</i></p> <p>iAD is committed to continuously strengthening relationships between school staff and families by focusing on enhancing communication and leadership development. Future efforts will prioritize fostering even more consistent and transparent communication channels with families, ensuring timely and constructive feedback on student progress and academic goals. This proactive approach aims to address past concerns regarding clarity and timeliness in information sharing. Furthermore, iAD will invest in leadership training and support to cultivate a more unified and communicative administrative team, recognizing that strong internal communication positively impacts the broader school community and family engagement.</p> <p>A key future focus area will also involve refining individualized learning experiences and demonstrably acting on educational partner feedback. iAD plans to build upon existing strengths in personalized education by exploring new strategies to consistently challenge and support every student, ensuring no child feels overlooked or underserved. By actively soliciting and visibly responding to input from families and staff, the school aims to reinforce a culture of trust and shared ownership in improving the learning environment.</p>					
<p><i>Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.</i></p> <p>iAD will proactively enhance the engagement of underrepresented families by focusing on improving communication and fostering a more inclusive school environment. Recognizing that strong relationships are built on clear and consistent dialogue, iAD plans to implement new strategies to ensure all families, particularly those who may have felt unheard, receive timely and constructive feedback regarding student progress and school activities. This will involve exploring diverse communication methods that are accessible and tailored to the specific needs of these families, moving beyond previous inconsistencies and ensuring that all voices are valued and integrated into the school community.</p> <p>Furthermore, the LEA is committed to fostering a school culture that actively seeks and incorporates input from all family groups. This will involve creating more structured opportunities for underrepresented families to provide feedback and participate in school improvement initiatives. iAD will also ensure that any feedback received, especially concerns related to individualized support or specific program offerings, is visibly addressed with transparent follow-through. By actively demonstrating that their input leads to tangible improvements, iAD aims to build greater trust and a stronger sense of belonging for all families within the school community.</p>					
Section 2: Building Partnerships for Student Outcomes					
Content Area	1	2	3	4	5
	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			X		

Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					X
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					X
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					X
Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)					
<i>Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.</i>					
<p>iAD demonstrates considerable strengths in fostering partnerships for student outcomes, as evidenced by high levels of satisfaction and positive feedback across various educational partners. Families express a high degree of satisfaction with the overall educational program and its ability to meet their child's learning style and academic goals, with 92.6% favorable responses for overall program satisfaction in the Agua Dulce Classroom Based program. This positive sentiment extends to the learning environment, where 86.1% of families reported favorable responses, noting that their child feels engaged and motivated to learn, and that the academic program meets their expectations. Furthermore, 93.8% of families favorably view the school environment, highlighting a positive and inclusive culture where their children feel safe. Staff also report positive working environments (73.1% favorable) and strong community support.</p> <p>iAD has made significant progress by focusing on individualized learning and robust communication, key elements in building strong partnerships. Families appreciate the school's ability to individualize their child's learning experience, along with the range of courses and resources available. The emphasis on hands-on learning and project-based learning is frequently cited as a strength by both families and learners. Staff responses highlight their dedication to students, their collaborative spirit, and the positive bond they share with learners. These efforts collectively contribute to a supportive ecosystem that empowers students to grow as learners and leaders.</p>					
<i>Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.</i>					
<p>The LEA is proactively focusing its efforts on strengthening partnerships for student outcomes by enhancing academic rigor and individualized support. Feedback indicates a desire for more consistent and challenging academic experiences across all grade levels. This includes a commitment to ensuring that all students, regardless of their current proficiency, are adequately challenged to reach their full potential and are not simply "waiting for others to catch up". The LEA will prioritize refining curriculum and instructional strategies to provide more enrichment opportunities and advanced coursework, while also reinforcing foundational skills to address any learning gaps.</p> <p>Furthermore, the LEA will concentrate on broadening access to career-connected learning and improving overall resource utilization to directly impact student outcomes. While some opportunities exist, there's a recognized need to expand awareness and participation in career and college readiness programs, including internships and CTE pathways. The LEA will also review and optimize the allocation of resources, such as technology and materials, to ensure they effectively support student learning and staff efforts. By actively engaging both students and families in these expanded opportunities and by strategically deploying resources, the LEA aims to cultivate a more robust and supportive learning community that propels all students toward successful futures.</p>					
<i>Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.</i>					
<p>The LEA is dedicated to improving the engagement of underrepresented families in building partnerships for student outcomes by actively soliciting and integrating their perspectives into academic programming and school-wide initiatives. This involves a proactive approach to ensure that the educational experiences provided resonate with the diverse needs and aspirations of all student groups, particularly those identified as underrepresented during self-reflection. By fostering a more inclusive dialogue, the LEA aims to tailor learning opportunities that genuinely excite and challenge every student, while also ensuring that families feel their input directly contributes to the academic growth and success of their children.</p> <p>To achieve this, the LEA will develop targeted outreach and feedback mechanisms designed to engage underrepresented families in conversations about curriculum, learning experiences, and career pathways. This may include culturally responsive workshops, focus groups, or direct communication channels that address specific concerns and suggestions. By fostering stronger connections with these families, the LEA seeks to collaboratively identify and remove barriers to participation in career-connected learning opportunities, such as internships and CTE pathways. The ultimate goal is to create equitable access to resources and opportunities, empowering all families to actively co-create a supportive learning environment that maximizes student outcomes.</p>					
Section 3: Seeking Input for Decision-Making					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			X		
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				X	

Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					X
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					X
Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)					
<i>Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.</i>					
iLEAD Agua Dulce is committed to the meaningful engagement of its educational partners and regularly seeks input in the decision-making process. For example, we cultivate their feedback in the development of the LCAP. For the annual update, feedback from families, learners, community members, board members, learners, and iLEAD Agua Dulce staff and leadership was utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received, action steps under iLEAD Agua Dulce's three existing goals were maintained, expanded or modified to further learner achievement and continue the development of program offerings modified to further learner achievement and continue the development of program offerings.					
<i>Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.</i>					
During the 2024-25 school year, monthly iSUPPORT meetings were held to allow opportunity for school staff and families to connect regarding the school program. Informal feedback was also received by families through family involvement at school wide events. Additionally, monthly EL collaborations with the EL coordinators within the school and across iLEAD Schools provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program. Twice a year, iLEAD Agua Dulce learners and staff completed the iLEAD Comprehensive Growth Card, a measure of learner growth in the Schoolwide Learner Outcomes, as well as their progress towards academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent and learner surveys regarding aspects of the program were sent in the spring of 2025 to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps).					
<i>Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.</i>					
When developing each action for iLEAD Agua Dulce, the needs of all learners were considered by looking at the NWEA MAP results, SST, and attendance data by sub-populations. Stakeholder feedback regarding safety, school events, diversity, equity and inclusion (DEI) were also considered to develop a well-rounded plan that ensured the needs of all learners were being met. The actions developed are important for all learners, especially foster youth, English learners and low-income students. The action steps include growth for educators (professional development in MTSS, best practices and all students to monitor academic, social-emotional and school offerings for all sub-populations. It is a comprehensive plan that considers the data from many angles including educational partner feedback, parent meetings, academic, SST, and social-emotional data. iLEAD Agua Dulce assigned a family liaison to support foster youth, English learners and low-income students with community resources, school-wide resources and regular check-ins for any specific social-emotional or academic needs. Additionally, the school operates a Wellness Center and utilizes MTSS to support learners. Academic provisions such as additional tutoring and after school workshops was provided to support academic growth in English Learners, Foster Youth and Low Income Learners.					
Priority 6: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12)					
<i>Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.</i>					
<p>At iLEAD Agua Dulce, we believe that fostering both academic and social-emotional development is essential for learner success. To support this whole-child approach, we administered a revised Learner Educational Partner Survey through Qualtrics in Spring 2025. This tool gathered input from learners in both site-based and non-classroom-based programs and focused on four key dimensions: school safety, school connectedness, academic engagement, and college and career readiness (grades 7–12 only).</p> <p>A total of 144 learners completed the survey. Of these, 126 were site-based learners and 18 were non-classroom-based. The survey results were disaggregated by grade level, race/ethnicity, and learner groups including English Learners, students with disabilities, and socio-economically disadvantaged students.</p> <p>While overall responses were positive, with high marks from younger learners in particular, the data also revealed areas where older learners and specific subgroups reported lower levels of connectedness and engagement. These insights will guide our 2025–26 Local Control and Accountability Plan (LCAP) and help us tailor strategies to ensure a safe, inclusive, and empowering learning environment for all.</p> <p>In order to best review the data from this survey the following presentation was put together to summarize the data:</p> <p>24-25 iLEAD Agua Dulce Disaggregated Learner Educational Partner Survey</p>					
<i>Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.</i>					

The 2025 school climate survey provides a valuable snapshot of learner experience and informs areas for continued growth.

School Safety

Overall, learners reported high levels of physical and emotional safety, especially in younger grades. Grades 3–4 had the strongest results (82%–89% favorable), while middle school responses dipped slightly, with 64.6% favorable in grade 7. Among student groups, socio-economically disadvantaged learners (80%) and English Learners (76.2%) reported positive experiences, while students with disabilities (71.4%) indicated some additional support may be needed.

School Connectedness

Learners' sense of connection to peers and adults declined in older grades. Grades 3–4 reported 80%–86% favorable responses, compared to 68% in grade 6 and just 53.1% in grade 7. Subgroup data showed that English Learners, students with disabilities, and socio-economically disadvantaged students all reported lower connectedness (62%–63%), emphasizing a need to strengthen school culture and community supports for these learners.

Academic Engagement

Younger learners again reported high engagement (72%–82% favorable in grades 3–4), while responses dropped in middle school (54%–59% in grades 6–7). Engagement was also lower among English Learners (57.1%) and socio-economically disadvantaged learners (59.3%), though students with disabilities (67.9%) reported higher-than-expected levels of engagement.

Career Connected Learning

Among learners in grades 7–12, the data indicates room for growth in career exploration and future readiness. A smaller percentage of students indicated they have explored future career interests or used available resources. These responses are guiding our efforts to expand advisory, mentorship, and college/career pathway exposure beginning in middle school.

These findings highlight the importance of maintaining strong community, academic relevance, and personalized support as learners progress through the upper grades. The data directly informs our LCAP goals and continuous improvement efforts.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Our 2025 school climate survey provides a well-rounded view of our learning environment, affirming areas of strength while identifying opportunities for improvement. The insights gained from this year's updated survey instrument are serving as a foundational component in shaping our 2025–26 Local Control and Accountability Plan (LCAP), with an emphasis on strengthening belonging, engagement, relationships, and school safety.

We are committed to providing an educational experience where all learners feel supported, inspired, and connected. Using the survey data as a guide, we will refine our practices, programs, and supports to ensure every learner feels valued and empowered both academically and emotionally.

This continuous improvement process includes engaging the entire school community—learners, families, facilitators, and school leaders—in collaborative conversations that turn data into action. By addressing areas of need and deepening areas of success, we will continue to cultivate a thriving school climate where every learner can grow, lead, and succeed.

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

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

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

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

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

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

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

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

To ensure access to a broad course of study for all learners, there will be continued support to ensure all learners complete courses successfully. iAD will implement the following new programs in 25-26:

- Math Dreambox for grades 6-8
- UFLI for grades TK-2
- BrightThinker for 9-12
- Reading Dreambox (grant)

Governing Board of iLEAD Agua Dulce
Summary of Compensation and Benefits Survey Data for
School Director

June 2025

IRS rules require fair and reasonable compensation for nonprofit executives. In reviewing the reasonableness of compensation for nonprofit executives, the IRS considers “compensation” broadly and will look at the value of salary, as well as non-fixed compensation (incentive compensation/bonuses), and benefits.

Below is a summary of findings following review and comparison of a sampling of total compensation levels received by educational leaders in California. Compensation figures are from the State Controller’s Office or from the Internal Revenue Service (Form 990) for the 2022 or 2023 calendar or fiscal years (the most recent available). Student enrollment figures are from the California School Dashboard for the 2024 calendar year. The School Director of iLEAD Agua Dulce assists with the oversight of one charter school in Los Angeles County with a total population of approximately 333 students. Based on these facts, this study compared salary packages of similarly situated public school leaders. The seven charter schools surveyed in this summary have an average population of approximately 416 students.

Of the educational leaders sampled, the average total compensation package (base salary plus other compensation) is approximately \$163,057. The average base salary is approximately \$140,046. The range of base salary is \$107,384 to \$171,713. Salaries can range based on many factors such as experience, tenure at the school, student populations, staff size, and location of the charter school.

The compensation information below is from the 2022 and 2023 calendar or fiscal years. As a result, conservatively adding 3% for each year to reach updated figures for the 2025-2026 school year would provide an average total compensation of \$174,471, and an average base salary of \$149,849.

Los Angeles Leadership Academy (Los Angeles County)	349 Students
Middle School Principal	
Total Compensation Package	\$141,128
Base Salary	\$107,384
Other Compensation (Benefits and Retirement)	\$33,744
Los Angeles Leadership Academy (Los Angeles County)	262 Students
K-8 Principal	
Total Compensation Package	\$177,653
Base Salary	\$141,953
Other Compensation (Benefits and Retirement)	\$35,700
New Heights Charter (Los Angeles County)	406 Students
Executive Director	
Total Compensation Package	\$189,913
Base Salary	\$171,713
Other Compensation (Benefits and Retirement)	\$18,200
CHIME Institute's Schwarzenegger Community (Los Angeles County)	761 Students
Executive Director	

Total Compensation Package	\$166,751
Base Salary	\$148,057
Other Compensation (Benefits and Retirement)	\$18,694
Extera Public Schools (Los Angeles County)	482 Students
Principal	
Total Compensation Package	\$137,981
Base Salary	\$128,653
Other Compensation (Benefits and Retirement)	\$9,328
Girls Athletic Leadership School (Los Angeles County)	150 Students
Executive Director	
Total Compensation Package	\$172,212
Base Salary	\$160,470
Other Compensation (Benefits and Retirement)	\$11,742
James Jordan Middle School (Los Angeles County)	454 Students
Executive Director	
Total Compensation Package	\$187,231
Base Salary	\$150,623
Other Compensation (Benefits and Retirement)	\$36,608
Odyssey Charter Schools (Los Angeles County)	466 Students
Principal	
Total Compensation Package	\$131,587
Base Salary	\$111,514
Other Compensation (Benefits and Retirement)	\$20,073

EMPLOYMENT - NEW HIRES

Tristan, Alexis (Backfill)	Instructional Specialist	05.27.25
Yanez, Erika (Backfill)	Care Team - Student Support	05.30.25

RESIGNATIONS/TERMINATIONS

Havalias, Elias	Instructional Specialist	05.30.25
Rubalcaba, Dolores	Instructional Specialist	05.16.25

STATUS CHANGE

N/A

Company Name: iLEAD Agua Dulce
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 05/08/2025-06/18/2025

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	11,218.64
3402	Health & Welfare Benefits - Classified positions	5,947.33
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	5,337.13
4310	Science Supplies	34.65
4320	PE Supplies	1,395.08
4325	Custodial Supplies	1,658.03
4330	Health & Safety	291.80
4335	Home Study Stipend	15,107.85
4340	Office Supplies	646.08
4345	Printing & Reproduction Supplies	2,081.43
4355	Facilities Supplies	779.94
4430	IT Equipment & Supplies	11,484.99
5230	Conference & Workshop Registration Fees	590.61
5240	Professional Development - Meetings & Collaborations	748.77
5510	Utilities - Electricity	4,323.72
5540	Utilities - Trash	2,475.41
5560	Operations - Security	6,817.73
5630	Repairs & Maintenance - Facilities	4,630.20
5660	Repairs & Maintenance - Other Equipment	490.00
5803	Professional Services - Business Services	5.00
5804	Professional Services - Auditing & Tax Preparation	1,600.00
5808	Professional Services - Legal Fees	686.50
5824	Operating Expenditures - Fundraising & Grantwriting	1,539.67
5827	Operating Expenditures - Other Benefit Fees	1,429.10
5830	Operating Expenditures - Marketing & Advertising	810.00
5852	Student Services Expenditures - Special Education Contracted Services	15,365.54
5853	Student Services Expenditures - Student & Group Activities	7,416.15
5855	Student Services Expenditures - Substitutes	15,144.00
5910	Telephone & Fax	972.83
5920	Internet Services	1,396.43
5930	Freight Expense	48.60
5940	Postage Expense	54.00
9310	Prepaid Expenditures (Expenses)	35,340.87
9535	Retirement Liability	42,848.30
9544	Credit Card Payable - iAD	1,971.65
Grand Total		\$202,688.03

Company name: iLEAD Agua Dulce
Report name: Payment Register
Report title 2: 05/08/2025-06/18/2025
Created on: 6/19/25
Location: 118--iLEAD Agua Dulce

Date	Vendor	Amount
5/8/25	AMAZ100--Amazon Capital Services (iCA)	774.14
5/8/25	HEAL005--Healthcare Staffing Professional, Inc	7,440.00
5/8/25	SCOO000--Scoot Education	1,316.00
5/8/25	STEE000--Steers AAC Language & Speech, Inc	1,250.00
5/9/25	AMAZ100--Amazon Capital Services (iCA)	92.70
5/9/25	CORD000--Cordero, Efrain	250.00
5/9/25	DANC007--Dancin' In Acton, Inc.	580.00
5/9/25	HORS000--Kim Wineland (Horse ETC)	665.00
5/9/25	LAWO000--Law Offices of Young, Minney & Corr, LLP	463.50
5/9/25	MOVI000--Epiphany Curriculum LLC	155.78
5/9/25	PAND000--Pandia Press Inc [P]	111.86
5/9/25	SCOO000--Scoot Education	1,196.00
5/11/25	RAMP118--Ramp	1,758.30
5/13/25	ACSU000--AC Supply	86.94
5/13/25	AGUA001--Agua Dulce Hardware	61.29
5/13/25	AMAZ100--Amazon Capital Services (iCA)	71.28
5/13/25	BRIG000--Bright Thinker Inc.	32,700.00
5/13/25	ILEA300--iLEAD California	5.00
5/13/25	JACQ000--Jacqueline So	79.84
5/13/25	SANC003--Miranda Sanchez	182.24
5/13/25	SCOO000--Scoot Education	658.00
5/14/25	AGUA001--Agua Dulce Hardware	393.55
5/14/25	CIGN000--Cigna Healthcare	1,140.79
5/14/25	JAEG000--Laura Kampmeyer Jaeggi	12.08
5/14/25	STEE000--Steers AAC Language & Speech, Inc	-1,250.00
5/16/25	AMAZ100--Amazon Capital Services (iCA)	100.55
5/16/25	ASUP000--A+ Superior Sanitation, Inc	3,330.00
5/16/25	GRAB000--Kara and Nick Grable	1,250.00
5/16/25	KIMS001--Superior Plumbing Services Inc	145.00
5/16/25	PANT000--Panther Pest Control	225.00
5/16/25	RAMI000--Gladys Ramirez	34.78
5/16/25	SCOO000--Scoot Education	1,196.00
5/16/25	STEE000--Steers AAC Language & Speech, Inc	1,250.00
5/16/25	THED003--The Dance School LA, LLC	432.00
5/16/25	TOPO000--Top Out Climbing. LLC [S]	150.00
5/16/25	UEAI000--Universal Electronic Alarms Inc.	54.95
5/16/25	WILE000--Wileman, Gina M.	750.00
5/16/25	WIPE000--WipebookCorp	740.30
5/19/25	AMAZ100--Amazon Capital Services (iCA)	1,855.36
5/19/25	UEAI000--Universal Electronic Alarms Inc.	900.00

Date	Vendor	Amount
5/20/25	AMAZ100--Amazon Capital Services (iCA)	710.01
5/20/25	EDI118A--Southern California Edison 9069	4,323.72
5/20/25	NAST000--Angie Nastovska	590.61
5/20/25	PANT000--Panther Pest Control	525.00
5/20/25	PURE000--Pure Oasis Water	221.65
5/22/25	AMAZ100--Amazon Capital Services (iCA)	87.91
5/22/25	JAEG000--Laura Kampmeyer Jaeggi	144.32
5/22/25	NOAH000--Noah's Ark Animal Workshop, Inc	1,079.20
5/22/25	SANT003--Santa Clarita Athletic Independent League	780.00
5/22/25	WEXH000--WEX Health Inc.	12.00
5/22/25	WEXH000--WEX Health Inc.	12.50
5/22/25	WEXH000--WEX Health Inc.	11.00
5/22/25	WEXH000--WEX Health Inc.	6.80
5/22/25	WEXH000--WEX Health Inc.	6.80
5/23/25	AMAZ100--Amazon Capital Services (iCA)	291.52
5/23/25	JACQ000--Jacqueline So	154.66
5/23/25	MCCA000--McCalla Company	1,658.03
5/23/25	NONS000--Nonstop Administration & Insurance Services, Inc.	6,119.76
5/28/25	ACRI000--ACR III LSC Holdings, LLC	83.17
5/28/25	AMAZ100--Amazon Capital Services (iCA)	569.25
5/28/25	CLAS005--Lantz Security	3,150.00
5/30/25	AMAZ100--Amazon Capital Services (iCA)	750.52
5/30/25	AMER008--Ameritex Office Solutions	240.00
5/30/25	BAY118A--Bay Alarm Company 3872*	714.45
5/30/25	BYRN000--Byrne, Stephanie	575.51
5/30/25	CHRI007--Christine Johnson	53.64
5/30/25	HEAL005--Healthcare Staffing Professional, Inc	6,675.54
5/30/25	HORN000--Rhonna Horney	61.74
5/30/25	LEGA003--Legal Shield	28.90
5/30/25	SCOO000--Scoot Education	897.00
5/30/25	SUNL000--Sun Life Assurance Company of Canada	301.08
5/30/25	VALE006--Valencia Fulfillment Inc	210.00
5/30/25	WAS118A--WM Corporate Services, Inc 3008.	2,475.41
6/2/25	AMAZ100--Amazon Capital Services (iCA)	358.56
6/2/25	AMER008--Ameritex Office Solutions	498.23
6/2/25	BAY118A--Bay Alarm Company 3872*	223.20
6/2/25	EDTE000--EdTech 101	662.85
6/2/25	JONE002--Alicia Jones	540.00
6/2/25	LOSA001--Los Angeles County Office of Education (LACOE)	42,848.30
6/2/25	SCOO000--Scoot Education	4,049.00
6/2/25	STEE000--Steers AAC Language & Speech, Inc	-1,250.00
6/3/25	AMAZ100--Amazon Capital Services (iCA)	32.91
6/3/25	EDTE000--EdTech 101	1,024.88
6/6/25	AMAZ100--Amazon Capital Services (iCA)	1,231.21
6/6/25	AMIR000--Amira Learning, Inc	2,400.00

Date	Vendor	Amount
6/6/25	CIGN000--Cigna Healthcare	1,140.79
6/6/25	HORS000--Kim Wineland (Horse ETC)	720.00
6/6/25	HUGO000--Hugo's Gymfitness [S]	2,444.19
6/6/25	JACQ000--Jacqueline So	36.09
6/6/25	KAIS000--Kaiser Foundation Health Plan	9,814.65
6/6/25	KUCK000--Heather Kuck	1,599.00
6/6/25	LAVI000--LaVine, Lauren	300.00
6/6/25	PATE000--Keshav Education Inc.	760.00
6/6/25	TMO011--T-Mobile 4407	250.32
6/6/25	TMO011--T-Mobile 4407	88.11
6/6/25	WILE000--Wileman, Gina M.	800.00
6/11/25	AGUA001--Agua Dulce Hardware	70.57
6/11/25	AMAZ100--Amazon Capital Services (iCA)	1,878.69
6/11/25	ATT118A--AT&T 9839.	972.83
6/11/25	BROW010--Jennifer Brownlee	150.65
6/11/25	BYRN000--Byrne, Stephanie	182.43
6/11/25	CHAR118B--Charter Communications 3501	172.00
6/11/25	CHRI006--Christy White, Inc,	1,600.00
6/11/25	CLAS005--Lantz Security	2,016.00
6/11/25	CORD000--Cordero, Efrain	250.00
6/11/25	DANC007--Dancin' In Acton, Inc.	683.00
6/11/25	EMP2154--Miranda Sanchez	70.45
6/11/25	KIDS017--Drawn2Art - Encino	220.00
6/11/25	LAWO000--Law Offices of Young, Minney & Corr, LLP	223.00
6/11/25	LECL000--West Gymnastics Center LTD	317.30
6/11/25	PIPP000--Pippin, Chris	70.00
6/11/25	RAMP118--Ramp	213.35
6/11/25	SCOO000--Scoot Education	3,529.00
6/11/25	THES000--The Signal- Santa Clarita Valley	600.00
6/11/25	TMO011--T-Mobile 4407	443.00
6/11/25	TMO011--T-Mobile 4407	443.00
6/11/25	TOPO000--Top Out Climbing. LLC [S]	300.00
6/11/25	WEST000--West Coast Music Academy [S]	735.72
6/12/25	AMAZ100--Amazon Capital Services (iCA)	50.25
6/12/25	BYRN000--Byrne, Stephanie	310.15
6/12/25	EMP2238--Shana Knox	93.68
6/12/25	MELL000--Mellady Direct Marketing	97.68
6/12/25	PATE000--Keshav Education Inc.	760.00
6/12/25	SCHO028--School Mate	247.60
6/12/25	SCOO000--Scoot Education	1,316.00
6/12/25	TIME001--Time4Learning [S]	998.50
6/12/25	WEST000--West Coast Music Academy [S]	286.00
6/12/25	WILE000--Wileman, Gina M.	29.50
6/17/25	AMAZ100--Amazon Capital Services (iCA)	1,763.83
6/17/25	AMER008--Ameritex Office Solutions	240.00

Date	Vendor	Amount
6/17/25	FUNA001--Funatic Events & Entertainment LLC	500.00
6/17/25	JACQ000--Jacqueline So	101.75
6/17/25	JAEG000--Laura Kampmeyer Jaeggi	128.72
6/17/25	MAXW000--Wendy Maxwell	519.90
6/17/25	POWE010--Power Communications LLC	10,000.00
6/17/25	RAMI000--Gladys Ramirez	1,267.11
6/17/25	SCHO028--School Mate	499.37
6/17/25	SCOO000--Scoot Education	987.00
6/17/25	SUPE007--Superior Service Corp	377.78
6/17/25	THED003--The Dance School LA, LLC	270.00
		\$ 202,688.03

AGREEMENT

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

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

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

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

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

WITNESSETH:

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

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

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

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

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

Section 2. Scope of Services.

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

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

financial responsibility of Lancaster. Equipment will be provided if the National School Lunch Program budget or grants can sustain the cost of the need. Otherwise, the school is responsible for the purchase.

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

This Participation Percentage for each school was determined by an estimate of projected student participation at each school site for the 2025-26 school year. On or before October 30, 2025 the Participation Percentage for each school will be adjusted based on the actual percentage of students served at each school site compared to the total number of students served at all five school sites. If this adjustment results in a deficiency for any school, such school shall pay the deficiency to Lancaster within thirty (30) days of receipt of the invoice. If this adjustment results in surplus owed to any school, Lancaster will pay such school the surplus amount within thirty (30) days of receipt of the invoice.

The initial Participation Percentage for the 2024-2025 School Year will be as follows:

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

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

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

Section 4. Terms and Termination. This Agreement shall become effective upon execution by the last party, as indicated by the date stated under each party's signature and shall remain in effect until June 30, 2028. Any of the parties to this Agreement may terminate this Agreement by providing at least 90 days' written notice to the other parties. This Agreement may be extended upon the mutual written consent of all parties.

Section 5. Force Majeure. The parties will exercise every reasonable effort to meet their respective obligations under this Agreement, but will not be responsible or liable for any failure or delay in the performance of their obligations hereunder arising out of or caused by, directly or indirectly, forces

beyond its control, including, without limitation, strikes, work stoppages, accidents, acts of war or terrorism, civil or military disturbances, nuclear or natural catastrophes or acts of God, pandemics, epidemics, and interruptions, loss or malfunctions of utilities.

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

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

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

iLEAD LANCASTER CHARTER SCHOOL:

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

iLEAD AGUA DULCE:

School Director
11311 Frascati Street, Agua Dulce CA 91390

iLEAD HYBRID ANTELOPE VALLEY:

School Director
2110 W. Avenue K, Lancaster CA 93536

SANTA CLARITA VALLEY INTERNATIONAL:

School Directors
28060 Halsey Canyon Road, Castaic CA 91384

EMPOWER GENERATIONS:

School Director
44236 10th Street West, Lancaster 93534

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

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

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

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

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

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

[SIGNATURE PAGE
FOLLOWS]

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

iLEAD LANCASTER CHARTER SCHOOL:

Deborah Autrey, School Director

This ____ day of _____ 2025

iLEAD AGUA DULCE:

Wendy Maxwell, School Director

This ____ day of _____ 2025

iLEAD HYBRID ANTELOPE VALLEY:

Amanda Fischer, CEO

This ____ day of _____ 2025

SANTA CLARITA VALLEY INTERNATIONAL:

Martha Spansel, School Director

This ____ day of _____ 2025

EMPOWER GENERATIONS:

Sajae Davison, School Director

This ____ day of _____ 2025

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

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

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

Lancaster will be responsible for the following:

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

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

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

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

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

Lancaster employees will be responsible for the following:

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

Empower Generations will be responsible for:

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