



MEETING AGENDA - iLEAD CA/Hybrid

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

Meeting

Meeting Date	Tuesday, June 17, 2025
Start Time	5:00 PM
End Time	6:00 PM
Location	Address: 29477 The Old Rd, Castaic Address: 2850 Fairview Rd, Costa Mesa Address: 2110 W Ave K, Lancaster
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Due date: 6/17/2025

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Due date: 6/17/2025

Documents

- Minutes-2025-05-06-v1 (1).pdf
-

2. Public Comments

2.1. Public Comments

The public may address the iLEAD CA Charters 1 governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.



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.

Documents

- 25_26 Hybrid LCAP Draft Week 1.pdf
-

4. Discussion And Reports

4.1. 2024-2025 Estimated Actuals & 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.

Documents

- Board Meeting - Est. Actuals, Budget, MYP - 24.25, 25.26 - iCC1Hybrid (1).pdf
-

4.2. CEO Report

4.3. Community Communication

Discuss communication regarding community unrest.

5. Action Items

5.1. Revised 2024-2025 Budget

Discuss and take action regarding the revised 2024-2025 budget including discretionary bonuses and operation costs.

Due date: 6/17/2025

Documents

- Board Meeting - 24.25 - Revised Budget (Discretionary Funds) - iCC1 (1).pdf
-

5.2. Revised iCA Service Agreement

Discuss and take action regarding the revised iCA Service Agreement.

Due date: 6/17/2025

Documents

- SCVi Limited Resource Sharing Agreement - Google Docs.pdf
-

5.3. 2025 - 2026 Board Meeting Dates

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

Due date: 6/17/2025

Documents

- iLEAD Hybrid_CA 2025-2026_Board MeetingDates.pdf
-



5.4. Annual Request for Title Funding

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

Due date: 6/17/2025

Documents

- iLEAD Hybrid 25_26 Request For Annual Federal Title Funding.pdf
-

5.5. Revised Uniform Complaint Procedures (UCP) Policy

Discuss and take action regarding the revised UCP Policy.

Due date: 6/17/2025

Documents

- Updated -iLEAD_Hybrid_UCP_Policy_.pdf
-

5.6. Revised Holiday Policy

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

Due date: 6/17/2025

Documents

- Holiday Policy Hybrid 25-26 Redline for Board Approval.pdf
-

5.7. Revised Vacation Policy

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

Due date: 6/17/2025

Documents

- Vacation Policy Hybrid 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.

Due date: 6/17/2025

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.

Due date: 6/17/2025

Documents

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

6. Closed Session

6.1. Public Employee Performance Evaluation

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



7. Report of Closed Session

8. Board Comments

8.1. Board Comments

9. Closing Items

9.1. Next Meeting Date - June 24 @ 5:00

Board Members mark their calendars and confirm quorum.

9.2. Adjournment

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

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

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



MEETING MINUTES - iLEAD CA/Hybrid

Meeting

Date	Tuesday, May 6, 2025
Started	5:04 PM
Ended	4:41 PM
Location	Address: 29477 The Old Rd, Castaic Address: 2850 Fairview Rd, Costa Mesa Address: 2110 W Ave K, Lancaster
Purpose	Regular Scheduled Meeting
Chaired by	Kenneth Ragsdale
Recorder	Kim Lytle

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting was called to order at 5:04.

Status: Completed

1.2. Roll Call

Kenchy Ragsdale - Present

DJ Hamburger - Absent

Andy McCutcheon - Present

Dianne Avery - 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.

Motioned: Dianne

Seconded: Kenchy

Unanimously Approved

Due date:

Status: Completed

1.5. Board Meeting Minutes



Discuss and take action on the Board Meeting Minutes.

Motioned: Andy

Seconded: Dianne

Unanimously Approved

Due date:

Status: Completed

Documents

- Minutes-2025-04-08-v1.pdf

2. Curriculum Moment

2.1. Curriculum Moment

Julia Kim, School Director, presented the College Accepted list for the iLEAD Explorations seniors as well as Learner University where learners join, explore grade level topics, and create projects, and give a presentation of learning.

Status: Completed

2.2. Learner Board Ambassador Report

Three learners presented the report and answered questions of the Board.

Status: Completed

3. Public Comments

3.1. Public Comments

The public may address the iLEAD CA Charters 1 governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

No Public Comments were made.

Status: Completed

4. Action Items

4.1. Internet Use Policy

Discuss and take action regarding the Internet Use Policy.

Sean D'Auria, iLEAD support staff, presented the Internet Use Policy and answered questions of the Board.

Motioned: Dianne

Seconded: Kenchy

Unanimously Approved



Due date:

Status: Completed

Documents

- iLEAD Hybrid Internet Use Policy and Agreement.pdf
-

4.2. Revised Employee Guidebook

Discuss and take action regarding the revised Employee Guidebook.

Rick Crunelle, iLEAD support staff, presented the Employee Guidebook and answered questions of the Board.

Motioned: Andy

Seconded: Dianne

Unanimously Approved

Due date:

Status: Completed

Documents

- Hybrid Guidebook Redline for Board Approval 20250506.pdf
-

5. Discussion And Reports

5.1. CEO Report

Amanda Fischer presented the CEO Report including end of the year goals that have been met and planning for next year. She answered questions of the Board.

Status: Completed

6. Consent Items

6.1. Personnel Report

Motioned: Dianne

Seconded: Kenchy

Unanimously Approved

Status: Completed

Documents

- 5.6.25 iCA_PersonnelReport (1) (1).pdf
 - 5.6.25_Hybrid _PersonnelReport.pdf
-

6.2. Check Register

Motioned: Dianne

Seconded: Kenchy

Unanimously Approved

Status: Completed



Documents

- iCC1 Payment Register_20250430.pdf
- iCC1 Payment Register Summary_20250430.pdf

6.3. Obsolete Technology and Equipment

Motioned: Dianne

Seconded: Kench

Unanimously Approved

Status: Completed

Documents

- iLEAD Hybrid_CA Obsolete (May 2025).pdf

7. Closed Session

7.1. Public Employee Performance Evaluation

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

Status: Completed

8. Report of Closed Session

No action was taken. Nothing to report from Closed Session

Status: Completed

9. Board Comments

9.1. Board Comments

Kenchy reported that he enjoyed the Board Development Dinner and specifically the training and Charter School knowledge presented by CSDC, Eric Premack.

Status: Completed

10. Closing Items

10.1. Promotion and Graduation Dates

iLEAD Exploration 8th Grade Promotion May 30, 2025 10:00 AM and 1:30 PM at OC Learning Studio

iLEAD Exploration High School Graduation June 5, 2025 4:00 PM at The Fullerton Auditorium

iLEAD AV Studio June 6, 2025 TK @ 9:00, K @ 11:00 , 8th grade @ 2:00 at Empower Generations Charter School

iLEAD AV Exploration June 5, 2025 K @ 11:00, 8th grade @ 12:00 at the Quartz Hill Library

Status: Completed

10.2. Next Meeting Date

June 17th at 5:00



June 24th at 5:00

Board Members mark their calendars and confirm quorum.

Status: Completed

10.3. Adjournment

The meeting was adjourned at 5:41.

Status: Completed

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Hybrid	Amanda Fischer CEO	director@ileadhybrid.org 661-904-2481

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 Hybrid, located in southern California, is a nonclassroom-based, WASC-accredited, public charter school with 3,817 TK-12 learners enrolled during the 2024-25 school year. The school opened in 2015 and serves independent study learners in the counties of Los Angeles, Orange, Kern, San Bernardino, and Ventura.

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

iLEAD Hybrid’s School Programs

1) iLEAD Exploration

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

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

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

2) iLEAD Antelope Valley Studio

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

3) iLEAD Hybrid Antelope Valley Exploration

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

All three programs within iLEAD Hybrid utilize thoughtfully designed personal learning environments and have implemented professional learning on diversity, equity, and inclusion. It is iLEAD Hybrid's goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths to cultivate a love for learning. School staff works with each learner to develop an individualized learning plan with an emphasis on academic and SEL goals. The staff also incorporates a variety of methods and best practices including professional learning, implementation of intentional teaching strategies, analysis of learner performance data, Multi-Tiered Systems of Support (MTSS), and the revision of instruction as necessary to educate all learners and address the unique needs of English Learners, Students with Disabilities, Socioeconomically Disadvantaged, those experiencing Homelessness, and Foster Youth. At iLEAD Hybrid, personalized learning includes supporting English learners with integrated and designated language support during the school day and Students with Disabilities according to the needs of their individualized education plans providing them with the least restrictive environment possible.

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

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

Reflections: 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 Include:

- Facilities and Operational Stability: The school maintained a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC) for 2024-25, meeting its target.

- Educational Partner Engagement:

iLEAD Hybrid consistently provided 15 Annual Educational Partner Engagement Opportunities in 2024-2025, meeting its target.

The school successfully implemented 3 programs for parents of unduplicated pupils (UDPs) and individuals with exceptional needs in 2024-2025, meeting its target.

- The Annual Educational Partner Survey for 2024-2025 indicated that 96.3% of families felt the school provides adequate opportunities for involvement and values their input, maintaining the target above 90%.

- Curriculum and Instruction:

The Dashboard Local Indicator Survey Rubric Priority 2B for Access to standards-aligned instructional materials maintained "Target Met" status across ELA, ELD, Math, Next Generation Science Standards, and History-Social Science, with each subject increasing by 1 point.

- College Credit Course Completion: 32.2% of graduates completed at least one college credit course with a C or higher in 2024, representing a 4.4% increase.

- AP Exam Performance: 3.8% of graduates earned a 3 or higher on an AP exam in 2024, an increase of 0.8%.

- EAP Early Assessment Program: Ready learners increased by 2.8% and conditionally ready learners increased by 12.1% in 2024.
- CAASPP Score Growth: All Learners ELA scores increased 4.1 points , and Math scores increased 7.1 points. Specific subgroups also showed significant growth in points (e.g., SWD ELA increased 67.5 points , EL Math increased 42.9 points).
- NWEA MAP CGI Growth: Reading CGI improved 0.18 and Math CGI improved 0.24 in 2025.
- College and Career Readiness Pathways:
CTE Pathways Completion: 7.1% of graduates completed both a-g requirements and CTE pathways in 2024, a 5.2% increase.
- CTE Certificate: Increased by 3% to 0.5% in 2024.
- State Seal of Biliteracy: Increased by 3% to 7% in 2024.
- Broad Course of Study: Exploratories increased by 2, AP/IB Offerings increased by 2, CTE Offerings increased by 6, and College Credit Course Enrollment increased by 14.
- Student Well-being and Engagement:
-CALPADS Attendance Rates: Increased by 0.43% to 98.31% in 2023-2024, maintaining the target above 95%.
- CA School Dashboard: Chronic Absenteeism: Overall chronic absenteeism declined by 1.9% for all learners in 2024, meeting its target. Declines were also seen for Homeless (1%) and African American (3.5%) subgroups.
- Suspension and Expulsion Rates: Both remained at 0% in 2024, maintaining targets.
- SEL Individual Learning Plan (ILP) Goal: 99% of learners met their self-identified academic goal in 2025, a 9% increase.
- Extracurricular Opportunities Offered: Increased in 2025.
- "Good News" reflections by leadership frequently highlight positive communication, staff stability, and successful events.
- Targeted Academic Interventions: The LEA focused on "Building Literacy Skills" and "Promoting Personal Growth" , with "MTSS Tier1" identified for early reading intervention and progress monitoring.
- Staff Development and Support: "Training/PD: Student Support" and "PD and conference opportunities for leads to build capacity" are annual goals. Efforts include "Increase retention in SS staff" and "increase connection and accountability.

Challenges:

- College and Career Indicator (CCI) Performance:
All Learners who were "prepared" decreased by 1% in 2024, despite "approaching prepared" improving by 10.3%.
For Socioeconomically Disadvantaged Learners, "prepared" decreased by 16.5%.
- A-G Requirements Completion: The percentage of graduates completing a-g requirements decreased by 3.2% to 27.8% in 2024, not meeting the target to maintain above 50%.
- Golden State Seal Merit Diploma: Decreased by 1.8% to 57% in 2024.
- English Learner Progress (ELPAC): The percentage of English Learners "making progress" decreased by 1.9%.
- CAASPP Performance Relative to Standard: Despite points increases, scores generally remain below standard for all subgroups in both ELA and Math.
- High School Dropout Rate: Increased by 0.1% to 5% in 2024, not meeting the target to maintain below 5%.

As a single-school LEA, the following student groups were red on the 2023 Dashboard:

- Chronic Absenteeism: Homeless youth
- ELA: African American learners, students with disabilities
- Math: African American learners, socioeconomically disadvantaged learners, students with disabilities
- College/Career Readiness: students with disabilities

Other highlights from the 2024-2025 school year include:

iLEAD Exploration:

- A focus on Project Based Learning initiatives, trainings, and opportunities
- Expansion of the Live and Flex Engage programs with great success
- Outreach targeting geographic areas to create strong cohorts of close families to increase engagement and support in that area
- A focus on staff recruitment and retention to support learner growth
- A focus on Intervention and Live Synchronous Instruction to support learner achievement
- A focus on testing participation so that learner achievement is accurately reflected on the California School Dashboard
- A spotlight TK programming to support developmentally appropriate, evidence based education as a solid foundation for lifelong learning

-A focus on schoolwide MTSS intervention and resources for academic differentiation and support

iLEAD Antelope Valley Studio:

- Continued success with TK-8 Aerospace initiatives and schoolwide projects connected to academic standards (Dreamup, Glider, Aviation projects)
- Continued success with the ballroom competition team
- More sports teams to generate engagement and learner wellbeing
- Minecraft/Coding initiatives to integrate stem thinking and design thinking in new way
- Increased Field Studies to generate academic engagement and connect learning to the real world
- PBL Training for all staff to reaffirm commitment and best practices in alignment with the iLEAD Methodology
- Partnership with the LAIRP for Restorative Practices training and implementation

iLEAD Antelope Valley Exploration:

- PBL Training for all staff to reaffirm commitment and best practices in alignment with the iLEAD Methodology
- Partnership with the LAIRP for Restorative Practices training and implementation
- Increased field studies and in-person meetups with fantastic attendance rates and feedback
- Added TK/K in-person workshops for extra support
- Growing enrollment and strong learner enrollment retention rates
- Continued focus on refining curriculum options and intervention strategies for MTSS Tier 2/3 small group and individualized instruction
- Continued rollout of PBL in home study with grade level and school projects

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 2023 California Dashboard lowest performance ratings for:

Priority 4 Learning:

ELA: SWD/AA

Math: SWD/AA

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 will continue working with LACOE throughout the 2024-2025 school year to translate root cause analysis to implementation actions and action monitoring for identified areas of growth. As discussed in the section above, the school has included actions, metrics, and spending to begin addressing these performance areas in the 24-25 LCAP.

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)
Parent/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.

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.

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.

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, monthly 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. ELAC meetings were held in fall and spring to provide an open forum for questions and feedback on the EL program and allow the ELAC to review the school's Single Plan for Student Achievement. 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 the Panorama SEL Survey, a measure of learner growth in the Schoolwide Learner Outcomes and their progress toward academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent, staff, and learner surveys regarding aspects of the program were sent in the spring 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.

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:

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: Teachers without Credentials and Misassignments: 6.1 Misassignments for ELs: 7.2%	2022-2023: Teachers without Credentials and Misassignments: 0 Misassignments for ELs: 0%		Teachers without Credentials and Misassignments: 0 Misassignments for ELs: 0%	Teachers without Credentials and Misassignments: decreased .2 Misassignments for ELs: 0%
					Maintain 4's and 5's on Local	No Change

3	<p>Priority 3 Rubric Local Indicator Self-Reflection Tool (State Priority 3)</p>	<p>2024 Local Indicator Survey Rubric: LEA's progress in creating welcoming environments for all families in the community: 4 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 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: 4 R LEA's progress in providing families with information and resources to support student learning and development in the home: 4 LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision- making: 4 LEA's progress in providing all families with opportunities to provide input on policies and programs, and</p>	<p>"</p> <p>2025 Local Indicator Survey Rubric: Rate the LEA's progress in creating welcoming environments for all families in the community: 4 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: 4 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 4 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision- making: 4 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and</p>	<p>Indicator Survey Rubric Questions</p>	<p>Target Met</p>
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		implementing strategies to reach and seek input from any underrepresented groups in the school community: 4 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: 4	implementing strategies to reach and seek input from any underrepresented groups in the school community: 4 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: 4			
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 Occurred		Maintain or increase the number of engagement opportunities	Maintained 15 Educational Partner Engagement Opportunities 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: 10 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: 96.3% 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 will be established in the 2024/2025 school year	N/A
7	CA School Dashboard State Indicator: College and Career Indicator % graduating prepared and % approaching prepared (State Priority 4)	2023 CCI: 39% prepared (medium) 4% below state 9.1% approaching prepared	2024 CCI: 38.9% prepared (yellow) 6.4% below state Maintained -1% 19.4% approaching prepared Improved 10.3%		Increase to and maintain above 50% prepared (green)	Prepared: decreased 1% Approaching Prepared: Improved 10.3%

8	CA School Dashboard Additional Measures Report: Percentage of graduates who complete a-g requirements (State Priority 4)	2023: 18% of graduates who completed a-g requirements	2024: 27.8% of graduates who completed a-g requirements		Increase and Maintain percentage of graduates who complete a-g requirements to 50% or higher	Increased 9.8%
9	CA School Dashboard Additional Measures Report: Percentage of graduates who complete both a-g requirements and CTE pathways (State Priority 4)	2023 0% of graduates completed both a-g requirements and CTE pathways	2024 0% of graduates completed both a-g requirements and CTE pathways		Increase % of graduates completed both a-g requirements and CTE pathways to 3%	Maintained
10	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)	2023: 3% of graduates earned a 3 on an AP exam	2024: 3.8% of graduates earned a 3 on an AP exam		Maintain at or above 3% of graduates earned a 3 on an AP exam	Increased .8%

11	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)	2023 CTE Certificate: .7% State Seal of Biliteracy: 4% Golden State Seal Merit Diploma: 59.2%	2024 CTE Certificate: .5% State Seal of Biliteracy: 7% Golden State Seal Merit Diploma: 57%		CTE: increase to 3% or above State Seal of Biliteracy: Maintain Golden State Seal Merit Diploma: Maintain	CTE Certificate: decreased .2% State Seal of Biliteracy: increased 3% Golden State Seal Merit Diploma: decreased 1.8%
12	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)	2023 35% of graduates completed at least 1 college credit course with a C or higher	2024 32.2% of graduates completed at least 1 college credit course with a C or higher		Maintain above 30%	Decreased 2.8%
13	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)	2023: 50.9% Ready 69.2% Conditionally Ready	2024: 47.1% Ready 57.1% Conditionally Ready		Increase the number of ready learners by 5% Increase the number of conditionally ready learners by 5%	Ready: decreased 3.8% Conditionally Ready: decreased 12.1%

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 iLEAD Hybrid's Goal 1, "Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing gate engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors," was multifaceted, balancing foundational operational strengths with preparing all learners TK- 12 for postsecondary success. The LEA successfully maintained a "good" status on its SARC FIT Tool-Facilities in 2024-25, indicating a stable physical environment. Engagement with educational partners was consistently strong, with 15 Annual Educational Partner Engagement Opportunities and 3 programs for UDPs and individuals with exceptional needs occurring as planned, both meeting their targets. The Annual Educational Partner Survey further affirmed high family satisfaction, with 96.3% of families reporting positive perceptions of school involvement and value for their input, maintaining the target above 90%. "Good News" entries in the S10 documents often highlighted positive communication and proactive engagement efforts, reinforcing successful partnership cultivation.

The LEA demonstrated significant progress in preparing learners for postsecondary endeavors and supporting academic foundations. College Credit Course Completion increased by 4.4% to 32.2% in 2024, meeting its target. AP exam performance also improved by 0.8% , and EAP readiness saw increases in both "ready" (2.8%) and "conditionally ready" (12.1%) categories. CAASPP scores showed point increases across all student groups in both ELA and Math (e.g., All Learners ELA increased 4.1 points, Math increased 7.1 points). Efforts such as building literacy skills directly contributed to academic development. Staffing quality was prioritized, with consistent IEP compliance and an annual goal to increase retention in staff and increase connection and accountability within staff.

Despite these successes, data shows differences between planned actions and actual outcomes. The percentage of graduates completing a-g requirements decreased by 3.2% to 27.8% in 2024, falling short of the target to reach 50% or higher. Similarly, the College and Career Indicator (CCI) for "prepared" learners decreased by 1% for all students and by a significant 16.5% for Socioeconomically Disadvantaged Learners, not meeting the target to increase. While CTE pathways completion increased, the CTE Certificate rate slightly decreased by 0.2% , and the Golden State Seal Merit Diploma decreased by 1.8%. There was also a slight increase in SARC Misassignments for ELs (1.7%). The LEA is actively addressing these needs through initiatives, systems, and continued measurement of internal milestones, reflecting an ongoing commitment to overcoming challenges and ensuring comprehensive postsecondary readiness for all learners.

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

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

Effective Actions as Measured by Their Metrics for Goal 1:

- Action 1.1: SARC FIT Tool-Facilities The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC) for 2024-25, and this status was maintained.
- Action 1.4: Annual Educational Partner Engagement Opportunities 15 Educational Partner Engagement Opportunities occurred in 2024-2025, and the target was maintained.
- Action 1.5: Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs 3 programs for parents of UDPs and individuals with exceptional needs occurred in 2024-2025, and the target was maintained.
- Action 1.5: Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input 96.3% of families reported feeling adequately supported by the school in 2024-2025, and the target to maintain above 90% was met.
- Action 1.6: CA School Dashboard Additional Reports: Percentage of learners who earn a 3 on an AP exam or 4 on an IB exam 3.8% of graduates earned a 3 on an AP exam in 2024, representing an increase of 0.8%.
- Action 1.6: CA School Dashboard Additional Measures Report: College Credit Course Completion (successful completion of 1 or more college courses with a C or higher) 32.2% of graduates completed at least one college credit course in 2024, an increase of 4.4%.
- Action 1.6: CA School Dashboard: EAP Early Assessment Program In 2024, the percentage of ready learners increased by 2.8%, and conditionally ready learners increased by 12.1%.
- Action 1.6: CA School Dashboard Additional Measures Report: Percentage of graduates who complete both a-g requirements and CTE pathways 7.1% of graduates completed both a-g requirements and CTE pathways in 2024, an increase of 5.2%.
- Action 1.2, 1.3: SARC Misassignments of Teachers of English Learners Total Teacher Misassignments Teachers without Credentials and Misassignments decreased by 3.9.
- Action 1.7: DataQuest: State Seal of Biliteracy The State Seal of Biliteracy increased by 3% to 7% in 2024.

Ineffective Actions as Measured by Their Metrics for Goal 1:

- Action 1.6: CA School Dashboard State Indicator: College and Career Indicator % graduating prepared and % approaching prepared For All Learners, the percentage prepared decreased by 1% in 2024, while for Socioeconomically Disadvantaged Learners, the percentage prepared decreased by 16.5%.
- Action 1.6: CA School Dashboard Additional Measures Report: Percentage of graduates who complete a-g requirements The percentage of graduates who completed a-g requirements decreased by 3.2% to 27.8% in 2024, not meeting the target to increase.
- Action 1.2, 1.3: SARC Misassignments of Teachers of English Learners Total Teacher Misassignments Misassignments for ELs increased by 1.7% in 2022-2023.
- Action 1.7: DataQuest: CTE Completer Certificate The CTE Certificate percentage decreased by 0.2% to 0.5% in 2024.
- Action 1.7: DataQuest: Golden State Seal Merit Diploma The Golden State Seal Merit Diploma percentage decreased by 1.8% to 57% in 2024.

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	1.1 Maintain Safe, Clean, Welcoming School Facilities	The facilities team will ensure all educational partners have clean, safe, innovative spaces that align with the school's vision, mission, learner outcomes, and methodology, which allow high-quality learning to take place.	\$0.00	No
2	1.2 Fund High-Quality Staff	Leadership and HR will recruit and retain fully credentialed and appropriately assigned staff to provide high-quality instruction and support for all learners.	\$0.00	No
3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Leadership and HR will recruit and retain qualified staff to provide support to English learners, homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals. LREBG: Action Tying LREBG funds to Action 1.3 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By recruiting and retaining high-quality staff, we are directly investing in the human capital necessary to deliver the targeted, differentiated instruction and comprehensive support services required for effective learning recovery. This action is a foundational investment that underpins the success of all other recovery efforts, ensuring that our English learners, homeless/foster youth, and socioeconomically disadvantaged students receive the dedicated, expert attention they need to thrive. NWEA MAP CGI will be utilized to monitor this action.	\$0.00	Yes
4	1.4 Inclusively Collaborate with Educational Partners	Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	\$0.00	No
5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	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.	\$0.00	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.	\$0.00	No
7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 6, Action 1)	Counselors and leadership will maximize opportunities for learners to be recognized for achievements that support scholarships, college admissions, and résumé building by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, CTE Certificate of Completion, Industry-Recognized Certifications, and the National Merit scholarship.	\$0.00	No

Goal

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

State priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

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

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

Actions in this goal will support success in:

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials (State Priority 2)	2024 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 4 ELD: 4 Math:4 Next Generation Science Standards: 4 History-Social Science: 4	2025 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 5 ELD: 5 Math:5 Next Generation Science Standards: 5 History-Social Science: 5		Maintain 4's and 5's in all content areas	Each instructional area increased by 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: 80.8% of staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	Same as Baseline		85% of staff have favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	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: 4 ELD: 4 Math: 4 Next Generation Science Standards: 4 History-Social Science: 4	2023 Local Indicator Survey Rubric Priority 2C: ELA: 4 ELD: 4 Math: 4 Next Generation Science Standards: 4 History-Social Science: 4		Maintain 4's and 5's in each content area	No Change Target Met
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5	CA Dashboard Indicator: CAASPP English Language Arts (State Priority 4)	<p>2023 Dashboard: 88% CAASPP Participation Rate - ELA ELA: 28.3 points below standard (orange) (14.7 points below state)</p> <p>African American 87% CAASPP Participation Rate - ELA ELA: 96.4 points below standard (red) (82.8 points below state)</p> <p>Students with Disabilities 77% CAASPP Participation Rate - ELA ELA: 115.9 points below standard (red) (142.3 points below state)</p> <p>EL 92% CAASPP Participation Rate - ELA ELA: 69.9 points below standard (orange) (56.3 points below state)</p>	<p>All Students 2024 Dashboard: 89% CAASPP Participation Rate - ELA ELA: 24.3 points below standard (yellow) (11.1 points below state) Increased 4.1 points</p> <p>African American 84% CAASPP Participation Rate - ELA ELA: 99.4 points below standard (red) (41.3 points below state) declined 3.1 points</p> <p>Students with Disabilities 78% CAASPP Participation Rate - ELA ELA: 116.3 points below standard (red) (20.7 points below state) Maintained -.3 points</p> <p>EL 86% CAASPP Participation Rate - ELA ELA: 86.9 points below standard (red) (19 points below state) Declined 17 points"</p>	15 points closer to standard	<p>All Learners Participation Rate: increased 1% Increased 4.1 points</p> <p>African American Learners Participation Rate: decreased 3% declined 3.1 points</p> <p>Students with Disabilities Participation Rate: increased 1% Maintained -.3 points</p> <p>EL Participation Rate: decreased 6% Declined 17 points</p>
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6	CA Dashboard Indicator: CAASPP Mathematics (State Priority 4)	<p>2023 Dashboard Math All Students 2023 Dashboard: 89% CAASPP Participation Rate - Math 73.2 points below standard (orange) (24.1 points below state)</p> <p>African American 86% CAASPP Participation Rate - Math 148.9 points below standard (red) (99.8 points below state)</p> <p>Students with Disabilities 72% CAASPP Participation Rate - Math 164.7 points below standard (red) (115.6 points below state)</p> <p>EL 92% CAASPP Participation Rate - Math 55.4 points below standard (orange) (115.6 points below state)</p>	<p>2024 Dashboard Math All Students 2023 Dashboard: 89% CAASPP Participation Rate - Math 66.1 points below standard (yellow) (18.5 points below state) Increased 7.1 points</p> <p>African American 85% CAASPP Participation Rate - Math 145.4 points below standard (yellow) 43.2 points below state</p> <p>Students with Disabilities 78% CAASPP Participation Rate - Math 152 points below standard (orange) (27.7 points below state) Increased 12.7 points</p> <p>EL 86% CAASPP Participation Rate - Math 138.6 points below standard (red) (45.2 points below state) Declined 34.1 points</p>		15 points closer to standard	<p>All: Participation Rate: maintained Increased 7.1 points</p> <p>African American Participation Rate: decreased 1% Increased 3.5 points</p> <p>Students with Disabilities Participation Rate: increased 6% Increased 12.7 points</p> <p>EL Participation Rate: decreased 8% Declined 34.1 points</p>
7	California Science Test: CAST (State Priority 4)	2023 42.14% met or exceeded	2024 40.03% met or exceeded		Maintain above 40%	Decreased 2.11%

8	NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math (State Priority 4)	NWEA MAP Spring 2024 All Students Reading CGI: -.28 NWEA MAP Spring 2024 All Students Math CGI: -.34	2025: NWEA MAP Spring 2025 All Students Reading CGI: -.01 NWEA MAP Spring 2025 All Students Math CGI: -.01		Increase to and maintain at or above -.2	Reading: Improved .18 Math: Improved .24
9	CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) (State Priority 4)	2023 Dashboard 45.7 making progress (green) 3% lower than state	2024 Dashboard 43.8 making progress (orange) 1.9% lower than state Maintained -1.9%		Increase 6%	Declined 1.9%
10	Internally Calculated English Learner Reclassification Rate As Outlined By State (State Priority 4)	2023 Internally Calculated 6%	2024 Internally Calculated: 16.67%		Increase to and maintain above 15%	Increased 10.67%

11	Academic Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP academic goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 4)	2024: 90% of learners met their self-identified academic goal	2025: 99% of learners met their self-identified academic goal		Maintain % of learners who met their self-identified academic goal	Increased 9%
12	Access to and enrollment in a broad course of study internally measured: AP/IB Offerings CTE Offerings VAPA Offerings World Language Offerings College Credit Course Enrollment TK-8 Exploratory Offerings (State Priority 7)	2024: Exploratories: 6 AP/IB Offerings 21 CTE Offerings 8 pathways VAPA Offerings: 35 World Language Offerings: 12 College Credit Course Enrollments: 425	TBD		Maintain or increase total number of offerings	TBD

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 iLEAD Hybrid's Goal 2, aimed at Building Lifelong Learners and Design Thinkers by maximizing academic achievement, demonstrated a robust commitment to providing a comprehensive and rigorous academic program. The LEA successfully maintained a broad course of study, with Exploratories, AP/IB Offerings, CTE Offerings, VAPA Offerings, World Language Offerings, and College Credit Course Enrollments all maintained at their 2024 levels. This reflects a deliberate effort to provide diverse learning pathways. Furthermore, the Dashboard Local Indicator Survey Rubric Priority 2B for Access to standards-aligned instructional materials maintained its "Target Met" status across ELA, ELD, Math, Next Generation Science Standards, and History-Social Science in 2024, with each instructional area showing an increase of 1 point for 2025. These efforts align with the school's annual goals to "Increase ELA met or exceeded" and "Increase Math % met or exceeded" through "Building Literacy Skills" and "Promoting Personal Growth".

The LEA achieved admirable academic progress in several key areas and sustained strong support for its staff development. The Dashboard Local Indicator Survey Rubric Priority 2B for Access to standards-aligned instructional materials maintained its "Target Met" status, with each instructional area showing an increase of 1 point for 2025. Learners showed substantial progress in meeting their personalized academic goals, with the Academic Individual Learning Plan (ILP) goal reaching 99% in 2025, a 9% increase from the prior year. The Internally Calculated English Learner Reclassification Rate significantly improved, increasing by 10.67% to 16.67% in 2024. NWEA MAP CGI also indicated positive growth, with Reading improving by 0.18 and Math by 0.24 in 2025. Dedicated staff professional development was maintained at 22 days annually, and initial Staff Survey exploration showed 80.5% of staff had favorable responses regarding professional development in 2025.

Some metrics indicate areas requiring strategic intervention. The CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) saw a decline of 1.9% in 2024, reaching 43.8% making progress. While CAASPP scores showed growth, they generally remained below state standards for all subgroups. Specific participation rate declines were also noted for African American ELA (-3%), EL ELA (-6%), and EL Math (-8%). The California Science Test (CAST) also saw a 2.11% decrease in learners meeting or exceeding standards. These challenges are actively being addressed through ongoing initiatives such as MTSS Tier 2 and 3 intervention and budget allocation for new positions, curriculum, and offerings to support identified needs.

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

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

Effective Actions as Measured by Their Metrics for Goal 2:

- Action 2.1, 2.2: Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials Maintained "Target Met" status in ELA, ELD, Math, Next Generation Science Standards, and History-Social Science. Each instructional area increased by 1 point for 2025.
- Action 2.1: Access to and enrollment in a broad course of study internally measured: Exploratories Exploratories increased by 2.
- Action 2.1: Access to and enrollment in a broad course of study internally measured: AP/IB Offerings AP/IB Offerings maintained 21.
- Action 2.1: Access to and enrollment in a broad course of study internally measured: CTE Offerings CTE Offerings maintained 8 pathways.
- Action 2.1: Access to and enrollment in a broad course of study internally measured: VAPA Offerings VAPA Offerings maintained 35.
- Action 2.1: Access to and enrollment in a broad course of study internally measured: World Language Offerings World Language Offerings maintained 12.
- Action 2.1: Access to and enrollment in a broad course of study internally measured: College Credit Course Enrollments College Credit Course Enrollments maintained 425.
- Action 2.3: Internally Calculated English Learner Reclassification Rate As Outlined By State Increased by 10.67%, reaching 16.67% in 2024.
- Action 2.4: Academic Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified academic goal 99% of learners met their self-identified academic goal in 2025 , an increase of 9%.
- Action 2.5: NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math Reading CGI improved 0.18 (to -.01). Math CGI improved 0.24 (to -.01).
- Action 2.5: Implementation of state standards through Professional Development and coaching 22 dedicated staff professional development/work days annually were maintained.
- Action 2.5: Annual Panorama Staff Survey: Professional Development 80.5% of staff had favorable responses regarding professional development in 2025.

Ineffective Actions as Measured by Their Metrics for Goal 2:

- Action 2.3: CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) The percentage of English Learners making progress declined by 1.9%, reaching 43.8% in 2024.
- Action 2.4: CA Dashboard Indicator: CAASPP English Language Arts Participation rate for African American ELA decreased 3%. Participation rate for EL ELA decreased 6%. Scores for EL ELA declined 17 points.
- Action 2.5: CA Dashboard Indicator: CAASPP Mathematics Participation rate for African American Math decreased 1%. Participation rate for EL Math decreased 8%. Scores for EL Math declined 34.1 points.
- Action 2.5: California Science Test: CAST The percentage of learners meeting or exceeding the standard decreased by 2.11%, reaching 40.03% in 2024.

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	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	\$0.00	No

	Instructional Materials	curriculum as appropriate, and other instructional materials as needed to support academic achievement.		
2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	\$0.00	Yes
3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 3, Action 1)	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.	\$0.00	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 evidence-based instruction, intervention, and support to increase achievement in ELA and Math as measured by CAASPP scores with a particular focus on students with disabilities and African American learners in both ELA and Math.</p> <p>LREBG Action:</p> <p>Tying LREBG funds to Action 2.4 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By investing in the fidelity of MTSS and PBL implementation, we are empowering certificated staff with the instructional frameworks and methodologies proven to maximize academic achievement across all student groups. This action is a comprehensive strategy for creating a dynamic, responsive, and engaging learning environment that effectively addresses post-COVID academic and socio-emotional recovery, ensuring all students can reach their full potential through integrated academic/SEL systems. NWEA MAP CGI will be utilized to monitor this action.</p>	\$0.00	No
5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners.	\$0.00	No

Goal

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

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

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

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

Actions in this goal will support success in:

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CALPADS Attendance Rates (State Priority 5)	2022-2023 Attendance: 97.88%	2023-2024 Attendance: 98.31%		Maintain above 95%	Increased .43% Target Met

2	CA School Dashboard: Chronic Absenteeism (State Priority 5)	2023 Dashboard: 6.8% chronically Absent (orange) 17.5% below state Homeless: 31.9% chronically Absent (red) 6.8% below state African American: 19.4% (yellow)	2024 Dashboard: 4.9% chronically absent (green) 13.7% below state Declined 1.9% Homeless: 30.0% chronically absent (orange) 1.8% below state Declined 1% African American: 15.9% (yellow) 15.4% below state Declined 3.5%		Decrease 1.5%	All: Declined 1.9% Homeless: Declined 1% African American: Declined 3.5% Target Met
3	CALPADS: Middle and High School Dropout Rate (State Priority 5)	2023: Middle School: 0% High School: 4.9%	2024: Middle School: 0% High School: 5%		Maintain below 5%	High School Increase .1%
4	DataQuest Graduation Rate (State Priority 5)	2023: 88%	2024: 83%		Increase 3%	Decreased 5%
5	CA School Dashboard: Suspension Rate (State Priority 6)	2023 Dashboard 0% suspension rate (blue)	2024 Dashboard 0% suspension rate (blue)		Maintain below 1%	Maintained Target Met
6	CA School Dashboard: Expulsion Rate (State Priority 6)	2023: 0% Expelled	2024: 0% Expelled		Maintain below 1%	Maintained Target Met
7	Annual Educational Partner Survey: Student Perception of School Safety and Connectedness (State Priority 6)	2024-2025: 91.6% of learners reported that they "feel safe" and "who to talk to and/or what to do if I feel unsafe".	Same as Baseline		Target: Maintain at or above 90%	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 iLEAD Hybrid's Goal 3, which aims to Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community, demonstrated a robust commitment to fostering a secure, healthy, and nurturing environment. The LEA successfully maintained foundational safety indicators, with the CA School Dashboard: Suspension Rate remaining at 0% in 2024, and the Expulsion Rate also at 0%, both consistently meeting the target to stay below 1%. The Annual Educational Partner Survey: Student Perception of School Safety and Connectedness further affirmed these efforts, with 95.7% of learners in 2024-2025 reporting they felt "safe" and knew "who to talk to and/or what to do if they felt unsafe," maintaining the target above 90%. These foundational successes are supported by School Annual Goals focused on "Nurture a safe and engaging school environment" , and efforts in staff training and retention, such as increasing "retention in SS staff" and "increase connection and accountability within SS".

iLEAD Hybrid achieved significant successes in fostering student well-being and engagement, directly contributing to a thriving school community. The CALPADS Attendance Rates increased by 0.43% to 98.31% in 2023-2024, maintaining the target above 95%. The Social-Emotional Individual (SEL) Learning Plan (ILP) Goal showed substantial growth, with 99% of learners meeting their self-identified academic goal in 2025, a 9% increase from the 2024 baseline. The provision of Extracurricular Opportunities also increased in 2025, demonstrating an expanded array of activities for learners. "Good News" entries from leadership frequently highlighted overall positive communication and focus on school community health and wellbeing through events, appreciation days, parent supports, and professional development, indicating a proactive approach to well-being. Expanded counseling, lunch bunch, Restorative Practices training, and a focus on classroom management for new teachers also enabled thriving school learning environments.

Specific challenges require ongoing attention to ensure all students consistently thrive. The CALPADS: Middle and High School Dropout Rate remains an area of concern, as the High School dropout rate increased by 0.1% to 5% in 2024, not meeting the target to maintain below 5%. While CA School Dashboard: Chronic Absenteeism for All Learners declined by 1.9% in 2024, meeting its target, and similar declines were seen for Homeless and African American subgroups, the persistent nature of chronic absenteeism for specific groups necessitates continued strategic focus. These areas suggest that while iLEAD Hybrid is successful in creating a positive environment, targeted interventions remain crucial to ensure consistent attendance and retention, particularly for at-risk student populations, thereby strengthening the school's commitment to supporting every student's ability to "feel safe, supported, and encouraged".

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

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

Effective Actions as Measured by Their Metrics for Goal 3:

-Action 3.1: CA School Dashboard: Suspension Rate 0% suspended in 2024 , maintained target below 1%.

-Action 3.1: CA School Dashboard: Expulsion Rate 0% expelled in 2024 , maintained target below 1%.

-Action 3.1: Annual Educational Partner Survey: Student Perception of School Safety and Connectedness 95.7% of learners felt "safe" and knew "who to talk to" in 2024-2025 , maintaining target above 90%.

-Action 3.5: CALPADS Attendance Rates 98.31% attendance in 2023-2024 , increased 0.43% , and maintained target above 95%.

-Action 3.5: Extracurricular Opportunities Offered Increased opportunities in 2025.

-Action 3.5: Social-Emotional Individual (SEL) Learning Plan (ILP) Goal: % of learners who meet their self-identified academic goal 99% of learners met their self-identified academic goal in 2025 , representing a 9% increase.

-Action 3.5: CA School Dashboard: Chronic Absenteeism Overall chronic absenteeism for all learners declined by 1.9% to 4.9% in 2024 , meeting its target to decrease by 1.5%. For Homeless learners, chronic absenteeism declined by 1% to 30.0% in 2024 , meeting its target. For African American learners, chronic absenteeism declined by 3.5% to 15.9% in 2024 , meeting its target.

-Ineffective Actions as Measured by Their Metrics for Goal 3:

-Action 3.3: CALPADS: Middle and High School Dropout Rate The High School dropout rate was 5% in 2024 , an increase of 0.1% , not meeting the target to maintain below 5%.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Commit to Proactive and Restorative Discipline Practices	Leadership and Learning Support will provide training, resources, and support for all staff to utilize Love and Logic, 7 Habits, and Restorative Practices through a trauma-informed lens to support a safe, positive, and restorative learning environment where discipline is used as an effective tool in developing self-efficacy and resilience in all learners.	\$0.00	No
2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 1, Action 3)	Using MTSS, the school will provide training, resources, and supports to counselors, 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 and suspension rates, with a particular focus on chronic absenteeism rates for homeless learners. All learners will have access to high-quality counseling and resources to enforce a high standard of excellence. All learners will have access to high-quality counseling and resources to enforce a high standard of excellence.	\$0.00	No
3	3.3 Provide Access to High-Quality Counseling (repeated expenditure,	School staff will provide academic counseling and resources to promote a high four-year graduation rate while also lowering the school's dropout rate.	\$0.00	No

	Goal 2, Action 1)			
4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Leadership will ensure increased access and improved services for English learners, homeless youth, foster youth, and socioeconomically disadvantaged youth to increase SEL, graduation rates, and access to additional services needed that remove barriers to learning.	\$0.00	Yes
5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	All staff will personalize learning and ensure that all learners have opportunities to feel engaged in whole-child education. The school will provide events, extracurricular offerings, leadership opportunities, and meet the community needs as indicated through educational partner feedback to support engagement. Re-engagement and support systems will be implemented to support families in meeting high attendance expectations.	\$0.00	No

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	<p>In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners.</p> <p>It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. Socioeconomically disadvantaged learners were 20 points lower in ELA on the 2023 California Dashboard than the all-student group and 22 points lower in Math on the 2023 California Dashboard than the all-student group. English Learners were 42 points lower in ELA on the 2023 California Dashboard than the all-student group and 31 points lower in Math on the 2023 California Dashboard than the all-student group. Homeless youth were 65 points lower in ELA on the 2023 California Dashboard than the all-student group and 45 points lower in Math on the 2023 California Dashboard than the all-student group.</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>	Success will be tracked through SARC teacher assignment data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 1.1)

Goal 1, Action 5	<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>While overall survey data indicated that family connection is high with a near 97% satisfaction rate with family engagement, families of English learners reported a 2% lower engagement rate with the school than the all-family survey results. State-wide data also shows a higher instance of adverse childhood experiences for socioeconomically disadvantaged, homeless, and foster youth. 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. iLEAD Hybrid showed as orange for Math and ELA on the 2023 California Dashboard. Socioeconomically disadvantaged learners were 20 points lower in ELA on the 2023 California Dashboard than the all-student group and 22 points lower in Math on the 2023 California Dashboard than the all-student group. English Learners were 42 points lower in ELA on the 2023 California Dashboard than the all-student group and 31 points lower in Math on the 2023 California Dashboard than the all-student group. Homeless youth were 65 points lower in ELA on the 2023 California Dashboard than the all-student group and 45 points lower in Math on the 2023 California Dashboard 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 SCVi 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. Chronic Absenteeism rates for homeless learners were 25% higher than the all-student group, for socioeconomically disadvantaged learners 4% higher than the all-student group, and 1% higher for English Learners than the all-student group on the 2023 California Dashboard.</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. While the percentage of English Learners making progress toward English proficiency on the California Dashboard is green (45.7% making progress), the percentage of learners reclassified in 2023 is was lower than desired, at 6% reclassified, demonstrating that planned supplemental and concentration grant funding in the past has shown some results but needs to be continued. Survey response data for academic engagement for English Learners was 17% lower than the all-student group. There is a strong need to continue delivering ongoing, effective ELD programming and instruction with an emphasis on learner buy-in and engagement.</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 engagement with ELD programming.	Success will be tracked through California Dashboard data, reclassification data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 2.9, 2.10)

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

N/A

Additional Concentration Grant Funding

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

N/A

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

Action Tables

2025-2026 Total Planned Expenditures Table

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

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

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

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

2025-2026 Contributing Actions Table

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

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	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	\$0.00	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 3, Action 1)	Yes	Limited	English learner (EL)	All Schools	\$0.00	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$33,038,108.00	

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	\$1,084,828.00	\$0.00
1	2	1.2 Fund High-Quality Staff	No	\$11,956,952.00	\$0.00
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	\$2,097,991.00	\$0.00

1	4	1.4 Inclusively Collaborate with Educational Partners	No	\$189,296.00	\$0.00
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	\$5,500.00	\$0.00
1	6	1.6 Promote College and Career Readiness through Individualized Learning	No	\$78,260.00	\$0.00
1	7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 6, Action 1)	No	\$0.00	\$0.00
2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	No	\$8,898,764.00	\$0.00
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$408,349.00	\$0.00
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 3, Action 1)	Yes	\$0.00	\$0.00
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	No	\$110,837.00	\$0.00
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	No	\$106,032.00	\$0.00
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	No	\$407,689.00	\$0.00
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 1, Action 3)	No	\$0.00	\$0.00
3	3	3.3 Provide Access to High-Quality Counseling (repeated expenditure, Goal 2, Action 1)	No	\$0.00	\$0.00
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$996,622.00	\$0.00

3	5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	No	\$6,696,988.00	\$0.00
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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)
	\$3,508,462.00		\$3,508,462.00	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	\$2,097,991.00	\$0.00	0.00%	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	\$5,500.00	\$0.00	0.00%	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$408,349.00	\$0.00	0.00%	0.00%
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 3, Action 1)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$996,622.00	\$0.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

Complete the table as follows:

Metric #

- 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).

iCC1	FY24/25	FY25/26							FY26/27	FY27/28
	Estimated	Preliminary	iCA-50							
	Actuals	Budget All iCC1/Hybrid	Shared Service	iCA - 60 (SpEd)	Operations	Exploration	AV Studio	AV Exploration	MYP	MYP
	Enrollment	3817/3737	3861/3755			3,378	305	178	3861/3755	3861/3755
	Supplemental LCFF:	3,761,898	3,823,511			3,116,161	630,879	76,470	3,889,398	4,007,040
REVENUE										
Principal Apportionment										
8011 - State Funding - Current Year LCFF	42,685,566	43,904,860	6,655,568	4,646,641	2,355,570	25,354,098	3,563,351	1,329,632	45,260,631	46,882,279
8012 - State Funding - EPA	747,448	751,108	0	0	0	657,147	59,334	34,628	751,108	751,108
8019 - State Funding - Prior Years			0	0	0	0	0	0	0	0
8096 - State Funding - Property Taxes	1,872,806	1,881,976	0	0	0	1,646,546	148,667	86,763	1,881,976	1,881,976
Total Principal Apportionment	45,305,820	46,537,944	6,655,568	4,646,641	2,355,570	27,657,791	3,771,352	1,451,023	47,893,715	49,515,363
Federal Revenue										
8181 - Federal Special Education - Entitlement	577,653	608,273	0	0	0	532,180	48,051	28,043	620,439	632,847
8182-MHADA IDEA	0	0	0	0	0	0	0	0	0	0
8220 - Federal Child Nutrition Programs	0	0	0	0	0	0	0	0	0	0
8290 - Federal Revenue - All Other Federal Revenue	968,184	662,548	0	0	0	539,977	109,320	13,251	675,799	689,315
8291 - Federal Revenue - Other Revenue	0	0	0	0	0	0	0	0	0	0
Total Federal Revenue	1,545,837	1,270,821	0	0	0	1,072,157	157,371	41,294	1,296,238	1,322,162
Other State Revenue										
8311 - Other State Apportionments - Special Education	3,246,778	3,321,495	0	0	0	2,905,986	262,382	153,128	3,421,804	3,490,241
8312 - Other State Apportionments - Special Education Mental Health	0	0	0	0	0	0	0	0	0	0
8313 - Other State Apportionments - Facilities Reimbursement	0	0	0	0	0	0	0	0	0	0
8319 - Other State Apportionments - Prior Year	0	0	0	0	0	0	0	0	0	0
8520 - State Child Nutrition	0	0	0	0	0	0	0	0	0	0
8530 - State Child Development Program	0	0	0	0	0	0	0	0		0
8550 - State Mandated Costs	94,702	96,596	0	0	0	84,512	7,631	4,453	98,528	98,528
8560 - State Lottery	1,015,104	1,015,104	0	0	0	888,117	80,188	46,798	1,035,406	1,056,114
8590 - All Other State Revenues	3,303,777	3,579,484	0	0	0	3,131,619	282,276	165,589	2,026,435	1,181,762
Total Other State Revenue	7,660,361	8,012,679	0	0	0	7,010,234	632,477	369,968	6,582,173	5,826,645
Other Revenue										
8631 - Sale of Equipment and Supplies	0	0	0	0	0	0	0	0	0	0
8632 - Sale of Publications	0	0	0	0	0	0	0	0	0	0
8634 - Food Service Sales	0	0	0	0	0	0	0	0	0	0
8639 - All Other Sales	0	0	0	0	0	0	0	0	0	0
8640 - After School Care	0	72	0	0	0	66	6	0	73	75
8645 - Student Activities	41,585	13,216	0	0	0	11,743	1,077	396	13,480	13,750
8650 - Leases and Rentals	10,562	11,868	0	0	11,868	0	0	0	12,105	12,347
8655 - Facilities Use	2,128	250	0	0	250	0	0	0	255	260
8660 - Interest	0	0	0	0	0	0	0	0	0	0

8672 - Nonresident Student (Exchange, etc)	0	0	0	0	0	0	0	0	0	0
8680 - Service Fees	4,848,172	4,913,275	2,908,502	2,004,773	0	0	0	0	5,011,541	5,111,771
8682 - Start-Up Reimbursements	0	0	0	0	0	0	0	0	0	0
8689 - Fees & Contracts - Coaching/Training/Devl	6,199	20,747	0	0	0	18,436	1,690	621	21,162	21,585
8690 - Misc Local Income	57,781	58,876	0	0	58,026	756	69	25	60,054	61,255
8699 - All Other Local Revenue	42,976	47,010	0	0		41,772	3,830	1,408	47,950	48,909
8705 - Camp Income	0	0	0	0	0	0	0	0	0	0
8710 - Vendor Program & Online Classes	0	0	0	0	0	0	0	0	0	0
8715 - PreSchool Tuition	0	0	0	0	0	0	0	0	0	0
8721 - Special Education SELPA Transfers	0	0	0	0	0	0	0	0	0	0
8810 - Family Giving Donations	0	0	0	0	0	0	0	0	0	0
8820 - Private & Corporate Donations	9,212	5,677	0	0	0	5,045	462	170	5,791	5,906
8830 - Fundraising	7,589	4,988	0	0	0	4,433	406	149	5,088	5,190
8840 - Grants	138,000	276,256	276,256	0	0	0	0	0	0	0
8999 - Unallocated Income	0	0	0	0	0	0	0	0	0	0
Total Other Revenue	5,164,204	5,352,235	3,184,758	2,004,773	70,144	82,251	7,540	2,769	5,177,499	5,281,048
Total Revenue	59,676,222	61,173,679	9,840,326	6,651,414	2,425,714	35,822,433	4,568,740	1,865,054	60,949,625	61,945,218
Expenditures										
Certificated Salaries										
1110 - Credentialed Teacher Salaries	822,779	1,064,508	0	220,663	0	0	828,005	15,840	1,075,153	1,085,905
1120 - Credentialed Home Study Teacher Salaries	13,663,484	13,658,449	0	657,998	0	12,346,032	0	654,419	13,795,033	13,932,984
1130 - Credentialed Education Specialist Salaries (SpEd)	2,709,967	3,042,369	0	294,493	0	2,344,882	250,494	152,500	3,072,793	3,103,521
1140 - Credentialed Elective Teacher Salaries	0	0	0	0	0	0	0	0	0	0
1150 - Credentialed Substitute Teacher Salaries	272,742	396,214	0	0	0	386,326	5,760	4,128	400,176	404,178
1190 - Credentialed After School/Extra Duty Salaries	0	0	0	0	0	0	0	0	0	0
1210 - Credentialed Psychologist & Counseling Services (SpEd)	1,347,340	1,246,609	0	770,710	0	441,012	34,887	0	1,259,075	1,271,666
1220 - Credentialed Speech Therapy & Other Services (SpEd)	1,667,268	1,704,455	0	1,704,455	0	0	0	0	1,721,500	1,738,715
1230 - Credentialed Academic Counseling Salaries	381,137	369,062	72,000	0	0	262,175	34,887	0	372,753	376,480
1310 - Credentialed Directors	3,126,521	2,644,669	2,093,630	153,000	0	141,093	141,946	115,000	2,671,116	2,697,827
1320 - Credentialed Student Support Coordinators (SpEd)	262,900	234,300	234,300	0	0	0	0	0	236,643	239,009
1910 - Credentialed Coaching & Curriculum Salaries	230,000	215,242	183,600	0	0	0	31,642	0	217,394	219,568
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	0	0	0	0	0	0	0	0	0	0
1930 - Credentialed Other Support	258,450	424,220	221,640	0	0	202,580	0	0	428,462	432,747
Total Certificated Salaries	24,742,588	25,000,097	2,805,170	3,801,319	0	16,124,100	1,327,621	941,887	25,250,098	25,502,600
Classified Salaries										
2110 - Classified Elective Salaries	122,683	144,960	0	0	0	0	144,960	0	146,410	147,874
2120 - Classified Classroom Aide Salaries	549,013	450,720	0	0	0	0	450,720	0	455,227	459,779
2130 - Classified Substitutes	0	0	0	0	0	0	0	0	0	0
2140 - Classified Intern Teacher Salaries	0	0	0	0	0	0	0	0	0	0
2150 - Classified Online Teacher	0	0	0	0	0	0	0	0	0	0

2160 - Classified Learner Services	73,385	74,222	74,222	0	0	0	0	0	74,964	75,714
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	504,445	727,688	0	90,780	0	357,548	279,360	0	734,965	742,315
2220 - Classified Speech Therapy & Other Services (SpEd)	660,511	630,554	0	630,554	0	0	0	0	636,860	643,228
2230 - Classified Academic Counseling Salaries	91,180	81,159	0	0	0	81,159	0	0	81,971	82,790
2310 - Classified Directors	1,010,053	1,145,454	1,145,454	0	0	0	0	0	1,156,909	1,168,478
2410 - Classified Clerical, Technical, and Office Staff Salaries	3,751,999	3,554,522	2,013,803	41,932	0	1,251,534	158,333	88,920	3,590,067	3,625,968
2910 - Classified CARE Team Yard Duty Salaries	0	0	0	0	0	0	0	0	0	0
2920 - Classified After School Misc Salaries	0	0	0	0	0	0	0	0	0	0
2930 - Classified After School Care Salaries	0	0	0	0	0	0	0	0	0	0
2940 - Classified Food Services Salaries	0	0	0	0	0	0	0	0	0	0
2950 - Classified Facilities/Maintenance Salaries	240,960	245,315	114,275	0	0	0	131,040	0	247,768	250,246
2960 - Classified Preschool Aide Floater	0	0	0	0	0	0	0	0	0	0
2985 - Classified Educational Coaches	0	0	0	0	0	0	0	0	0	0
2990 - Classified Health Office Support (Nurse)	49,557	139,140	96,900	0	0	0	42,240	0	140,531	141,937
Total Classified Salaries	7,053,786	7,193,734	3,444,654	763,266	0	1,690,241	1,206,653	88,920	7,265,672	7,338,329
Employee Benefits										
3101 - State Teachers' Retirement System - Credentialed positions	4,346,675	4,775,019	535,788	726,052	0	3,079,703	253,576	179,900	4,822,769	4,919,224
3102 - State Teachers' Retirement System - Classified positions	30,562	15,593	15,593	0	0	0	0	0	15,749	16,064
3201 - Public Employees' Retirement System - Credentialed positions	0	0	0	0	0	0	0	0	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0	0	0	0	0	0	0	0	0
3301 - OASDI (Social Security) - Credentialed positions	28,461	5,872	5,872	0	0	0	0	0	5,931	6,049
3302 - OASDI (Social Security) - Classified positions	407,051	446,012	213,569	47,323	0	104,795	74,812	5,513	450,472	459,481
3311 - Medicare - Credentialed	343,512	362,500	40,675	55,119	0	233,799	19,250	13,657	366,126	373,449
3312 - Medicare - Classified	98,042	93,926	49,947	686	0	24,508	17,496	1,289	105,352	107,459
3401 - Health & Welfare Benefits - Credentialed positions	1,988,802	2,193,934	158,810	381,600	0	1,496,890	116,690	39,944	2,303,631	2,349,703
3402 - Health & Welfare Benefits - Classified positions	784,360	855,068	380,742	82,680	0	196,017	195,177	452	897,821	915,778
3501 - State Unemployment Insurance - Credentialed positions	86,655	99,954	14,026	19,007	0	61,105	3,950	1,866	101,953	103,992
3502 - State Unemployment Insurance - Classified positions	44,090	41,301	17,223	3,816	0	11,082	8,996	184	42,127	42,970
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	0	0	0	0	0	0	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0	0	0	0	0	0	0	0	0
3601 - Worker Compensation Insurance - Credentialed positions	282,284	258,537	30,857	41,815	0	168,560	14,186	3,119	263,708	268,982
3602 - Worker Compensation Insurance - Classified positions	73,257	73,239	37,891	8,396	0	14,068	12,777	107	74,704	76,198
3701 - Retiree Benefits - Credentialed positions	1,138	0	0	0	0	0	0	0	0	0
3702 - Retiree Benefits - Classified positions	71,713	82,313	61,361	2,400	0	18,552	0	0	83,959	85,638
3801 - PERS Reduction - Credentialed positions	0	0	0	0	0	0	0	0	0	0
3802 - PERS Reduction - Classified positions	0	0	0	0	0	0	0	0	0	0
3901 - Other Benefits - Credentialed positions	0	0	0	0	0	0	0	0	0	0
3902 - Other Benefits - Classified positions	0	0	0	0	0	0	0	0	0	0
Total Employee Benefits	8,586,602	9,303,268	1,562,354	1,368,894	0	5,409,079	716,910	246,031	9,534,302	9,724,987
Books and Supplies										

4110 - Core Curriculum - Texts, Workbooks, etc	116,686	273,724	4,108	0	0	25,538	14,955	229,123	279,198	284,782
4120 - Core Curriculum - Software & Programs	111,463	222,956	10,118	394	0	172,370	10,704	29,370	225,186	229,689
4130 - Other Curriculum	198,586	61,778	33,854	926	0	0	26,498	500	62,396	63,644
4210 - Professional Development References	6,727	4,983	4,983	0	0	0	0	0	5,033	5,133
4220 - Other Books & References	13,947	15,550	0	0	15,550	0	0	0	15,706	16,020
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	18,206	24,616	0	48	0	1,000	21,568	2,000	24,862	25,359
4310 - Science Supplies	2,652	19,500	0	0	0	0	19,500	0	19,695	20,089
4315 - Art Supplies	18,065	6,000	0	0	0	0	4,000	2,000	6,060	6,181
4317 - Assessment Supplies	39,283	61,477	0	40,069	0	17,408	4,000	0	62,092	63,334
4320 - PE Supplies	2,255	3,400	0	0	0	0	3,000	400	3,434	3,503
4325 - Custodial Supplies	30,033	31,550	15,550	2,500	0	1,000	12,000	500	31,866	32,503
4330 - Health & Safety	1,836	3,700	0	0	2,000	100	1,500	100	3,737	3,812
4335 - Home Study Stipend	8,033,889	8,614,979	0	0	-21	8,500,000	0	115,000	8,701,129	8,875,151
4340 - Office Supplies	29,730	32,505	7,802	13	0	4,065	19,500	1,125	32,830	33,487
4345 - Printing & Reproduction Supplies	26,127	27,661	4,290	0	12,000	2,000	7,371	2,000	27,938	28,496
4350 - Spiritwear	6,727	7,500	0	0	0	0	7,500	0	7,575	7,727
4355 - Facilities Supplies	12,653	20,289	4,438	0	51	800	15,000	0	20,492	20,902
4410 - Classroom Furniture & Equipment	358,349	136,828	0	10,828	100,000	5,000	20,000	1,000	138,196	140,960
4420 - NonClassroom Furniture & Equipment	76,133	93,494	3,122	2,372	75,000	7,500	5,000	500	94,429	96,318
4430 - IT Equipment & Supplies	697,627	708,535	19,004	14	215,000	352,675	93,158	28,684	715,620	729,933
4710 - Vended Food Service	0	0	0	0	0	0	0	0	0	0
4720 - Food Supplies	745	1,000	0	0	1,000	0	0	0	1,010	1,030
4730 - Catering Supplies	0	0	0	0	0	0	0	0	0	0
4740 - Cafe Other Supplies	154	0	0	0	0	0	0	0	0	0
Total Books and Supplies	9,801,873	10,372,025	107,269	57,164	420,580	9,089,456	285,254	412,302	10,478,484	10,688,053
Services and Operating Expenditures										
5210 - Travel for PD, Conferences, & School Development	142,236	225,257	125,000	11,737	0	62,750	16,770	9,000	127,510	130,060
5220 - Travel for Intersite Business - Mileage*	37,599	40,972	23,612	12,030	0	3,000	1,000	1,330	41,382	42,209
5230 - Conference & Workshop Registration Fees	87,021	114,912	31,742	2,652	0	71,038	7,430	2,050	116,061	118,382
5240 - Professional Development - Meetings & Collaborations	326,317	310,162	164,687	0	130,626	8,500	4,000	2,349	313,264	319,529
5310 - Professional Dues, Memberships, and Subscriptions	143,222	157,982	47,779	964	0	98,828	8,068	2,343	159,562	162,753
5410 - Liability Insurance	334,833	377,385	75,447	0	0	235,988	54,172	11,778	381,159	388,782
5420 - Other Insurance	1,505	1,535	1,535	0	0	0	0	0	1,550	1,581
5510 - Utilities - Electricity	72,605	94,110	14,367	0	0	12,600	63,762	3,381	95,051	96,952
5520 - Utilities - Gas	12,570	15,736	1,407	0	0	1,365	12,287	677	15,893	16,211
5530 - Utilities - Water	7,816	1,330	0	0	0	0	736	594	1,343	1,370
5540 - Utilities - Trash	7,117	13,709	0	0	0	0	13,254	455	13,846	14,123
5550 - Operations - Janitorial Services	48,545	52,309	45,644	0	0	6,665	0	0	52,832	53,889
5560 - Operations - Security	57,834	67,557	8,947	0	0	1,590	56,737	283	68,233	69,597
5570 - Utilities - Other	0	0	0	0	0	0	0	0	0	0

5610 - Rent - Facilities Rent and CAM Charges	1,121,359	1,174,284	1,611	0	691,463	240,688	226,000	14,522	1,186,027	1,209,747
5620 - Leases	2,830	4,937	0	0	0	4,937	0	0	4,986	5,086
5630 - Repairs & Maintenance - Facilities	95,997	146,915	12,863	0	29	605	132,698	720	148,384	151,352
5640 - Repairs & Maintenance - Elevator Service	0	0	0	0	0	0	0	0	0	0
5650 - Repairs & Maintenance - Auto	1,286	1,225	1,225	0	0	0	0	0	1,237	1,262
5660 - Repairs & Maintenance - Other Equipment	17,636	60,156	0	0	156	25,000	35,000	0	60,758	61,973
5710 - Transfers of Direct Costs	0	0	0	0	0		0	0	0	0
5750 - Transfers of Direct Costs - Interfund	0	0	0	0	0		0	0	0	0
5801 - Professional Services - Service Fees	0	0	0	0	0	0	0	0	0	0
5802 - Professional Services - District Oversight Fees	455,267	465,379	0	0	126,140	287,015	37,714	14,510	478,937	488,516
5803 - Professional Services - Business Services	68,393	102,047	27,654	0	18,639	35,000	19,387	1,367	103,067	105,129
5804 - Professional Services - Auditing & Tax Preparation	27,397	50,932	2,369	0	0	43,000	3,663	1,900	51,441	52,470
5805 - Professional Services - Payroll Fees	345,063	331,883	183,297	10,844	0	110,160	20,382	7,200	335,202	341,906
5806 - Professional Services - Consultant Fees	56,852	37,332	27,242	840	0	6,120	3,130	0	37,705	38,459
5807 - Professional Services - BTSA	21,200	50,148	0	2,448	0	37,700	7,500	2,500	50,649	51,662
5808 - Professional Services - Legal Fees	999,349	289,178	162,703	0	0	109,000	12,475	5,000	292,070	297,911
5809 - Professional Services - Shared/Leased Employees	101,794	1,830	1,830	0	0	0	0	0	1,848	1,885
5810 - Contra Account - Shared Employees Reimbursement	-31,076	-101,393	-53,553	0	0	-47,840	0	0	-102,407	-104,455
5811 - Professional Services - Course Development	0	0	0	0	0	0	0	0	0	0
5820 - Professional Services - Contributions/Donations	3,983	3,983	0	0	3,983	0	0	0	4,023	4,103
5822 - Operating Expenditures - Licenses & Other Fees	5,925	14,381	0	0	2,754	11,000	195	432	14,525	14,815
5823 - Operating Expenditures - Fingerprinting Fees	0	0	0	0	0	0	0	0	0	0
5824 - Operating Expenditures - Fundraising & Grantwriting	2,944	3,000	0	0	0	0	3,000	0	3,030	3,091
5825 - Operating Expenditures - Banking Charges & Fees	9,703	10,726	252	0	5,224	5,000	250	0	10,833	11,050
5826 - Operating Expenditures - Interest	54	55	55	0	0	0	0	0	56	57
5827 - Operating Expenditures - Other Benefit Fees	168,961	217,710	29,523	21,242	0	137,520	23,925	5,500	219,887	224,285
5828 - Operating Expenditures - Staff Recruitment	1,975	7,412	2,412	0	0	5,000	0	0	7,486	7,636
5829 - Operating Expenditures - Events	161,882	195,880	154,380	0	0	39,000	0	2,500	197,839	201,796
5830 - Operating Expenditures - Marketing & Advertising	357,399	457,141	353,566	0	0	58,990	29,585	15,000	461,712	470,947
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	946	8,802	602	0	0	8,200	0	0	8,890	9,068
5840 - Operating Expenditures - Software Licenses	452,893	605,509	385,000	10,921	0	184,657	18,629	6,302	611,564	623,795
5850 - Student Services Expenditures - Student Information System	272,665	224,888	0	245	0	188,553	22,881	13,209	227,137	231,680
5851 - Student Services Expenditures - Student Assessment Services	33,436	23,897	0	13,897	0	10,000	0	0	24,136	24,619
5852 - Student Services Expenditures - Special Education Contracted Services	844,397	871,512	-51	571,563	150,000	150,000	0	0	880,227	897,832
5853 - Student Services Expenditures - Student & Group Activities	221,680	202,477	51,127	0	0	24,000	124,850	2,500	204,502	208,592
5854 - Student Services Expenditures - Electives & Enrichment	495,438	295,715	40	0	0	267,675	3,000	25,000	298,672	304,646
5855 - Student Services Expenditures - Substitutes	32,242	31,365	0	0	0	0	31,365	0	31,679	32,312
5856 - Student Services Expenditures - Student Transportation	19,313	15,000	0	0	0	0	15,000		15,150	15,453
5910 - Telephone & Fax	8,153	9,241	3,403	0	0	0	5,838	0	9,333	9,520
5915 - Cell Phones	0	0	0	0	0	0	0	0	0	0

5920 - Internet Services	28,975	32,310	18,825	188	-281	10,000	1,568	2,010	32,633	33,286
5925 - Website/Communication Fees	16,486	20,334	13,137	0	0	3,240	3,957	0	20,537	20,948
5930 - Freight Expense	17	0	0	0	0	0	0	0	0	0
5940 - Postage Expense	20,897	23,700	1,200	1,200	0	20,000	500	800	23,937	24,416
Total Services and Operating Expenditures	7,722,931	7,362,847	1,920,879	660,771	1,128,733	2,476,544	1,020,708	155,212	7,345,378	7,492,288
Total Expenditures	57,907,780	59,231,971	9,840,326	6,651,414	1,549,313	34,789,420	4,557,146	1,844,352	59,873,934	60,746,257
Depreciation	300,173	300,173			300,000				300,173	300,173
Net Income	1,468,269	1,641,535	0	0	576,401	1,033,013	11,594	20,702	775,519	898,792
% Reserve	2.54%	2.22%							1.30%	1.48%
>40% of expense = certificated Salaries	54.95%	54.90%							55.31%	55.19%

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	FY24/25 Preliminary Budget	FY24/26 2nd Interim Budget	FY24/25 Revised Budget
Enrollment/ADA	3690/3541	3827/3716.32	3817/3737
<u>REVENUE</u>			
<u>Principal Apportionment</u>			
8011 - State Funding - Current Year LCFF	40,248,854	42,382,149	42,685,566
8012 - State Funding - EPA	708,140	743,264	747,448
8019 - State Funding - Prior Years			
8096 - State Funding - Property Taxes	1,798,428	1,862,322	1,872,806
Total Principal Apportionment	42,755,422	44,987,735	45,305,820
<u>Federal Revenue</u>			
8181 - Federal Special Education - Entitlement	497,140	497,140	577,653
8182-MHADA IDEA	44,753	0	0
8220 - Federal Child Nutrition Programs	0	0	0
8290 - Federal Revenue - All Other Federal Revenue	625,077	625,077	968,184
8291 - Federal Revenue - Other Revenue	0	318,627	0
Total Federal Revenue	1,166,970	1,440,844	1,545,837
<u>Other State Revenue</u>			
8311 - Other State Apportionments - Special Education	3,065,461	3,234,007	3,246,778
8312 - Other State Apportionments - Special Education Mental Health	0	0	0
8313 - Other State Apportionments - Facilities Reimbursement	0	0	0
8319 - Other State Apportionments - Prior Year	0	0	0
8520 - State Child Nutrition	0	0	0
8530 - State Child Development Program	0	0	0
8550 - State Mandated Costs	90,096	94,702	94,702
8560 - State Lottery	866,879	1,025,262	1,015,104
8590 - All Other State Revenues	3,291,074	2,539,990	3,303,777
Total Other State Revenue	7,313,510	6,893,961	7,660,361
<u>Other Revenue</u>			
8631 - Sale of Equipment and Supplies	0	0	0
8632 - Sale of Publications	0	0	0
8634 - Food Service Sales	0	0	0
8639 - All Other Sales	0	0	0
8640 - After School Care	0	0	0
8645 - Student Activities	13,194	20,481	41,585
8650 - Leases and Rentals	11,246	11,246	10,562
8655 - Facilities Use	1,938	1,938	2,128
8660 - Interest	0	0	0
8672 - Nonresident Student (Exchange, etc)	0	0	0
8680 - Service Fees	5,244,824	5,244,824	4,848,172
8682 - Start-Up Reimbursements	0	0	0

8689 - Fees & Contracts - Coaching/Training/Devl	20,715	20,715	6,199
8690 - Misc Local Income	849	57,781	57,781
8699 - All Other Local Revenue	46,935	46,935	42,976
8705 - Camp Income	0	0	0
8710 - Vendor Program & Online Classes	0	0	0
8715 - PreSchool Tuition	0	0	0
8721 - Special Education SELPA Transfers	0	0	0
8810 - Family Giving Donations	0	0	0
8820 - Private & Corporate Donations	5,668	8,746	9,212
8830 - Fundraising	4,980	5,439	7,589
8840 - Grants	51,885	91,000	138,000
8999 - Unallocated Income	0	0	0
Total Other Revenue	5,402,234	5,509,105	5,164,204
Total Revenue	56,638,136	58,831,646	59,676,222
Expenditures			
Certificated Salaries			
1110 - Credentialed Teacher Salaries	763,688	763,688	822,779
1120 - Credentialed Home Study Teacher Salaries	11,151,965	11,151,965	13,663,484
1130 - Credentialed Education Specialist Salaries (SpEd)	2,712,652	2,712,652	2,709,967
1140 - Credentialed Elective Teacher Salaries	0	0	0
1150 - Credentialed Substitute Teacher Salaries	417,610	417,610	272,742
1190 - Credentialed After School/Extra Duty Salaries	0	0	0
1210 - Credentialed Psychologist & Counseling Services (SpEd)	1,190,897	1,190,897	1,347,340
1220 - Credentialed Speech Therapy & Other Services (SpEd)	2,094,211	2,094,211	1,667,268
1230 - Credentialed Academic Counseling Salaries	384,735	384,735	381,137
1310 - Credentialed Directors	2,521,154	2,521,154	3,126,521
1320 - Credentialed Student Support Coordinators (SpEd)	120,000	236,633	262,900
1910 - Credentialed Coaching & Curriculum Salaries	115,720	215,742	230,000
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	0	0	0
1930 - Credentialed Other Support	851,000	451,000	258,450
Total Certificated Salaries	22,323,632	22,140,287	24,742,588
Classified Salaries			
2110 - Classified Elective Salaries	94,560	94,560	122,683
2120 - Classified Classroom Aide Salaries	561,440	561,440	549,013
2130 - Classified Substitutes	0	0	0
2140 - Classified Intern Teacher Salaries	0	0	0
2150 - Classified Online Teacher	0	0	0
2160 - Classified Learner Services	76,500	76,500	73,385
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	574,097	574,097	504,445
2220 - Classified Speech Therapy & Other Services (SpEd)	700,720	700,720	660,511
2230 - Classified Academic Counseling Salaries	78,795	78,795	91,180
2310 - Classified Directors	1,080,967	1,080,967	1,010,053

2410 - Classified Clerical, Technical, and Office Staff Salaries	3,428,733	3,428,733	3,751,999
2910 - Classified CARE Team Yard Duty Salaries	0	0	0
2920 - Classified After School Misc Salaries	0	0	0
2930 - Classified After School Care Salaries	0	0	0
2940 - Classified Food Services Salaries	0	0	0
2950 - Classified Facilities/Maintenance Salaries	236,320	236,320	240,960
2960 - Classified Preschool Aide Floater	0	0	0
2985 - Classified Educational Coaches	0	0	0
2990 - Classified Health Office Support (Nurse)	118,600	118,600	49,557
Total Classified Salaries	6,950,732	6,950,732	7,053,786
<u>Employee Benefits</u>			
3101 - State Teachers' Retirement System - Credentialed positions	4,263,813	4,263,813	4,346,675
3102 - State Teachers' Retirement System - Classified positions	26,971	26,971	30,562
3201 - Public Employees' Retirement System - Credentialed positions	0	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0	0
3301 - OASDI (Social Security) - Credentialed positions	17,739	17,739	28,461
3302 - OASDI (Social Security) - Classified positions	430,945	430,945	407,051
3311 - Medicare - Credentialed	323,694	323,694	343,512
3312 - Medicare - Classified	100,786	100,786	98,042
3401 - Health & Welfare Benefits - Credentialed positions	1,449,318	1,449,318	1,988,802
3402 - Health & Welfare Benefits - Classified positions	597,371	597,371	784,360
3501 - State Unemployment Insurance - Credentialed positions	71,282	71,282	86,655
3502 - State Unemployment Insurance - Classified positions	23,144	23,144	44,090
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0	0
3601 - Worker Compensation Insurance - Credentialed positions	258,639	258,639	282,284
3602 - Worker Compensation Insurance - Classified positions	85,798	85,798	73,257
3701 - Retiree Benefits - Credentialed positions	0	0	1,138
3702 - Retiree Benefits - Classified positions	61,322	61,322	71,713
3801 - PERS Reduction - Credentialed positions	0	0	0
3802 - PERS Reduction - Classified positions	0	0	0
3901 - Other Benefits - Credentialed positions	0	0	0
3902 - Other Benefits - Classified positions	0	0	0
Total Employee Benefits	7,710,822	7,710,822	8,586,602
<u>Books and Supplies</u>			
4110 - Core Curriculum - Texts, Workbooks, etc	121,560	121,560	116,686
4120 - Core Curriculum - Software & Programs	74,075	91,053	111,463
4130 - Other Curriculum	151,522	171,611	198,586
4210 - Professional Development References	4,755	5,755	6,727
4220 - Other Books & References	23,835	13,947	13,947
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	9,900	27,835	18,206
4310 - Science Supplies	25,085	25,085	2,652

4315 - Art Supplies	23,000	23,000	18,065
4317 - Assessment Supplies	29,844	36,460	39,283
4320 - PE Supplies	978	2,131	2,255
4325 - Custodial Supplies	28,600	28,600	30,033
4330 - Health & Safety	5,000	5,000	1,836
4335 - Home Study Stipend	8,607,250	8,607,250	8,033,889
4340 - Office Supplies	37,730	37,730	29,730
4345 - Printing & Reproduction Supplies	16,621	32,214	26,127
4350 - Spiritwear	23,000	23,000	6,727
4355 - Facilities Supplies	37,800	37,800	12,653
4410 - Classroom Furniture & Equipment	17,000	37,130	358,349
4420 - NonClassroom Furniture & Equipment	20,500	129,555	76,133
4430 - IT Equipment & Supplies	367,597	367,597	697,627
4710 - Vended Food Service	0	0	0
4720 - Food Supplies	0	0	745
4730 - Catering Supplies	0	0	0
4740 - Cafe Other Supplies	0	154	154
Total Books and Supplies	9,625,652	9,824,467	9,801,873
<u>Services and Operating Expenditures</u>			
5210 - Travel for PD, Conferences, & School Development	183,397	183,397	142,236
5220 - Travel for Intersite Business - Mileage*	18,339	32,873	37,599
5230 - Conference & Workshop Registration Fees	67,751	67,751	87,021
5240 - Professional Development - Meetings & Collaborations	74,308	331,522	326,317
5310 - Professional Dues, Memberships, and Subscriptions	115,082	212,393	143,222
5410 - Liability Insurance	276,380	334,833	334,833
5420 - Other Insurance	0	1,505	1,505
5510 - Utilities - Electricity	67,364	67,364	72,605
5520 - Utilities - Gas	12,218	12,218	12,570
5530 - Utilities - Water	5,894	12,235	7,816
5540 - Utilities - Trash	7,955	7,955	7,117
5550 - Operations - Janitorial Services	55,556	55,556	48,545
5560 - Operations - Security	16,300	58,959	57,834
5570 - Utilities - Other	1,020	1,020	0
5610 - Rent - Facilities Rent and CAM Charges	796,957	796,957	1,121,359
5620 - Leases	4,800	4,800	2,830
5630 - Repairs & Maintenance - Facilities	146,640	146,640	95,997
5640 - Repairs & Maintenance - Elevator Service	0	0	0
5650 - Repairs & Maintenance - Auto	3,500	3,500	1,286
5660 - Repairs & Maintenance - Other Equipment	0	17,636	17,636
5710 - Transfers of Direct Costs	0	0	0
5750 - Transfers of Direct Costs - Interfund	0	0	0
5801 - Professional Services - Service Fees	0	0	0

5802 - Professional Services - District Oversight Fees	427,554	428,006	455,267
5803 - Professional Services - Business Services	42,900	57,746	68,393
5804 - Professional Services - Auditing & Tax Preparation	42,750	42,750	27,397
5805 - Professional Services - Payroll Fees	147,340	454,603	345,063
5806 - Professional Services - Consultant Fees	26,040	59,875	56,852
5807 - Professional Services - BTSA	17,500	17,500	21,200
5808 - Professional Services - Legal Fees	170,163	170,163	999,349
5809 - Professional Services - Shared/Leased Employees	0	1,794	101,794
5810 - Contra Account - Shared Employees Reimbursement	-50,000	-50,000	-31,076
5811 - Professional Services - Course Development	42,000	42,000	0
5820 - Professional Services - Contributions/Donations	0	3,983	3,983
5822 - Operating Expenditures - Licenses & Other Fees	16,047	16,047	5,925
5823 - Operating Expenditures - Fingerprinting Fees	225	225	0
5824 - Operating Expenditures - Fundraising & Grantwriting	3,500	3,500	2,944
5825 - Operating Expenditures - Banking Charges & Fees	6,250	9,615	9,703
5826 - Operating Expenditures - Interest	493	493	54
5827 - Operating Expenditures - Other Benefit Fees	1,641	190,795	168,961
5828 - Operating Expenditures - Staff Recruitment	1,000	1,000	1,975
5829 - Operating Expenditures - Events	236,137	236,137	161,882
5830 - Operating Expenditures - Marketing & Advertising	352,554	352,554	357,399
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	2,000	2,000	946
5840 - Operating Expenditures - Software Licenses	417,978	417,978	452,893
5850 - Student Services Expenditures - Student Information System	231,584	231,584	272,665
5851 - Student Services Expenditures - Student Assessment Services	61,041	61,041	33,436
5852 - Student Services Expenditures - Special Education Contracted Services	411,929	411,929	844,397
5853 - Student Services Expenditures - Student & Group Activities	35,835	177,183	221,680
5854 - Student Services Expenditures - Electives & Enrichment	505,790	505,790	495,438
5855 - Student Services Expenditures - Substitutes	12,000	15,792	32,242
5856 - Student Services Expenditures - Student Transportation	0	1,100	19,313
5910 - Telephone & Fax	11,340	11,340	8,153
5915 - Cell Phones	5,940	5,940	0
5920 - Internet Services	35,700	35,700	28,975
5925 - Website/Communication Fees	7,640	24,023	16,486
5930 - Freight Expense	0	0	17
5940 - Postage Expense	21,620	21,620	20,897
Total Services and Operating Expenditures	5,097,952	6,310,921	7,722,931
Total Expenditures	51,708,789	52,937,228	57,907,780
Depreciation/ROU	300,173	300,173	300,173
Net Income	5,618,307	5,918,480	1,468,269

SCVi Limited Resource Sharing Agreement

This Limited Resource Sharing Agreement ("Agreement") is entered into as of July 1, 2024, by and between iLEAD California Charters 1 ("iCA") and Santa Clarita Valley International ("SCVi"), a California nonprofit public benefit corporation.

WHEREAS, iCA operates centralized support services and staff that perform various administrative, instructional, financial, and operational functions in support of charter schools using the iLEAD model;

WHEREAS, SCVi has determined that, due to financial distress, it is unable to participate in the full Shared Resource Agreement effective July 1, 2024;

WHEREAS, SCVi desires to continue receiving a limited scope of services from iCA during the 2024–25 and 2025–26 school years;

NOW, THEREFORE, the Parties agree as follows:

1. Term. This Agreement shall commence July 1, 2024, and continue through June 30, 2026, unless otherwise extended in writing by mutual agreement.
2. Scope of Services. iCA shall provide SCVi with a limited scope of services, as mutually determined, consistent with Attachment A. Services may be prioritized based on SCVi's highest needs and iCA's capacity.
3. Payment. SCVi shall pay to iCA an amount not to exceed six percent (6%) of its Local Control Funding Formula (LCFF) revenue for each fiscal year of this Agreement. This amount shall be calculated based on SCVi's P-2 apportionment report for the respective year.
4. Invoicing and Payment Terms. iCA shall invoice SCVi on a monthly basis. SCVi shall remit payment within 30 days of receipt of the invoice.
5. Termination. Either party may terminate this Agreement with 60 days' written notice. Upon termination, SCVi shall pay for all services rendered through the date of termination.
6. Limitation. SCVi understands and agrees that participation under this Agreement does not entitle it to full access to services under the general Shared Resource Agreement. This Agreement does not modify or supersede any other agreements.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date.

iLEAD California Charters 1:

By: _____

Name: Amanda Fischer

Title: CEO

Santa Clarita Valley International:

By: _____

Name: Martha Spansel

Title: Director

ATTACHMENT A

LEARNING SUPPORT TEAM SERVICES:

Curriculum, Instruction, and Engagement (Tier 1)

- Provide training, coaching, and support of the iLEAD methodology (as requested).
 - Project-Based Learning (PBL)
 - Social-Emotional Learning (SEL)
 - 7 Habits
 - Love and Logic
 - Restorative Practices
 - Individualized Learning
 - Learner Outcomes
 - Individualized Learning Plans
 - Learner-Led Conferences
 - Learning Showcases
 - Portfolios/Leadership Notebook
 - Reports of Progress
- Provide new facilitator training.
- Provide curriculum training, coaching, and support of specific content-based programs (iCA approved) focusing on rigorous TK-12 literacy, English Language Development (ELD), math, science, humanities/social studies, and educational technology.
- Provide training, coaching, and support (as requested) in creating and sustaining a positive learning environment (e.g. instructional practices, procedures, engagement).
- Support family engagement by providing training for families to better understand aspects of iLEAD methodology (as requested).
- Provide access to the Learning Support Team dashboard of institutional resources and training.

Measuring Effectiveness

- Provide training, coaching, and support (as requested) for formative benchmark assessments in core subject areas, NWEA MAP, and state-mandated assessments.
- Provide training, coaching, and support (as requested) in the use of data to drive academic and

school improvement.

- Design, coordinate, and collect survey data to inform continuous improvement.

Learner Support Services

- Provide training, coaching, and support, as requested, in monitoring and operating programs for English Learners.
- Provide training, coaching, and support, as requested, in monitoring and operating programs for Foster, Homeless, and Migrant Youth.
- Provide representation at required Special Education Local Plan Areas (SELPA) meetings (such as CEO Council, Executive Council, PLC, etc.).
- Assist with SELPA communications.
- Assist through due process and mediation when necessary, including communications with legal counsel.
- Support ongoing efforts in equitable and inclusive practices for learners and educational partners, as requested.
- Develop and/or assist with implementing Multi-Tiered Systems of Support (MTSS) as requested.
- Partner to support the development and implementation of mutually agreed upon school initiatives (e.g. dual language immersion and play-based learning).

College and Career Readiness

- Support Career Technical Education (CTE) and college/career indicators as requested (University of California A-G approval, college credit courses, CTE, International Baccalaureate accreditation support, graduation rates, etc.).
- Train, coach, and support academic counselors as requested.
- Support accreditation partnerships and approvals, which may include NCAA accreditation, Workforce Innovation and Opportunity Act (WIOA) partnerships, work-based learning, and college credit courses, as requested.

COMPLIANCE AND REPORTING:

- Assist with the development of internal attendance recording procedures, monthly attendance review and data analysis, and provision of the attendance reports to the authorizing agency, as applicable.
- Maintain, prepare, and file state reporting through the CALPADS system for Fall 1, Fall 2, and End of Year Reporting. In addition, prepare and file CBEDS reporting and Civil Rights Reporting.
- Train, coach, and support with the requirements of learners' records and data. Prepare and file

learners' records and data for the annual audit.

- Train, coach, and support on how to use the Student Information System.
- Support and guide the development of the School Accountability Report Card (SARC).
- Support and guide the development of the LCAP.
- Support WASC accreditation and renewal.
- Support preparing all federal, state, and local required plans and reports.
- Support School Site Council and develop the School Plan for Student Achievement as needed
- Support in state and federal-mandated assistance programs.
- Liaison between contracted service and school to ensure compliance with the National School Lunch Program (NSLP).

TECHNOLOGY FUNCTIONS:

Network & Communication Infrastructure & Security

- Develop, design, and maintain the organization's network infrastructure and Voice Over Internet Phone (VoIP) solution. Oversee all aspects of network security, procurement, troubleshooting, and infrastructure updates.
- Serve as the primary liaison for network, infrastructure, and equipment vendors, including the school's internet service provider and web security software providers.

Policy Development

- Assist with the development of technology policies, e.g. "Bring Your Own Device" and "Internet Use Policy."

Platform and Systems Administration

- Implement and administer Google Workspace, student information systems, learning management systems, and user account monitoring, including platform setup and maintenance.
- Act as the primary contact for vendor relations on required platforms and systems, offering guidance to ensure compliance with all relevant standards.

Technical Support

- Provide technical support through a ticketing system, coordinating with site staff and external vendors as needed.
- Provide staff, learners, and families with online testing technical support.

Employee and Learner Life Cycle Support

- Help coordinate and facilitate employee and learner IT onboarding/offboarding processes.

Inventory Management

- Assist sites with inventory management, including device updates, refresh schedules, and procurement.

E-Rate Coordination

- Serve as an E-Rate coordinator, working closely with the contracted E-Rate consultant to assist with the planning and filing of the school's E-Rate application. The cost of filing will be billed directly to the school.

Website Management

- Manage the technical aspects of the school website, including security, updates, and requested UI/UX changes.

LEADERSHIP SUPPORT AND DEVELOPMENT:

Vision and School Culture

- Provide training and collaborative opportunities aligned with Professional Standards for Leaders to develop vision for school success.
- Provide training on shared leadership models to enhance staff involvement, ownership of school goals, and effective management of resources.
- Provide one-on-one coaching to school leaders focus on leadership areas, such as strategic planning, school culture, staff development, and learner achievement.
- Facilitate peer learning communities and leadership networks which will allow school leaders to share best practices and will foster collaboration among school leaders and external experts.
- Provide a self-reflection tool to support goal-setting, growth, and personal/professional development for leaders to monitor progress.

Data-Driven Decision-Making

- Train, coach, and support for leaders to use learner performance data, school climate surveys, and other metrics for informed decision-making.
- Promote the use of data to set measurable goals, track progress, and adjust strategies for continuous improvement, ensuring alignment with school-wide priorities and resources.

Equity and Inclusivity

- Provide resources and strategies for embedding equity into school leadership practices, addressing achievement gaps, fostering cultural competence, and promoting inclusive environments.

Policy, Legal Compliance, and Strategic Planning

- Inform school leaders of applicable state and federal laws to ensure school operations are legally compliant and ethically sound.
- Offer training on legal and ethical responsibilities, including addressing complaints, handling personnel issues, and ensuring learner safety.
- Guide school leaders through the development of strategic plans that align with school and state priorities, ensuring that resource allocation, staffing, and facilities management align with the vision for success.

Community and Stakeholder Engagement

- Train, coach and support leaders to build and maintain strong relationships with parents, community organizations, and local educational partners to support student learning and school operations.

Resource Access and Utilization

- Equip leaders with strategies or tools to manage human, financial, and physical resources to foster a productive and safe learning environment.

Monitoring and Continuous Improvement

- Develop systems for the ongoing board evaluation of school leadership practices to track progress toward meeting professional standards for leaders and school-wide goals.
- Implement feedback loops to assess the effectiveness of leadership initiatives, programs, and resource utilization. This includes gathering insights from school leaders, staff, and partners to allow the school to refine services and ensure continuous improvement.
- Assist the Board in gathering information necessary regarding the school leader's progress toward goals as part of the Board's review and evaluation of the school leader.

SCHOOL, COMMUNITY, AND AUTHORIZER RELATIONS:

Community Relations Development & Support

- Support school leadership in creating and executing a community relations strategy that builds relationships with local and national politicians, chambers of commerce, business leaders, authorizers, and regional media outlets. Efforts will include establishing key contacts, coordinating outreach efforts, event participation, and the frequency of communication with stakeholders.

State & National Charter Organization Relationships

- Work closely with charter organizations such as CSDC, CCSA, APLUS+, and others to develop and maintain strong relationships. This will involve attending key conferences, fostering communication, and ensuring your school remains informed about best practices and policy changes.

Charter Authorizer Engagement & Compliance Support

- Act as a liaison between the school and your charter-authorizing agency, ensuring effective communication, compliance with performance standards, and successful charter renewal processes. This includes preparing for authorizer meetings, coordinating data reporting, and facilitating site visits.

Annual iLEAD California All-Staff Kickoff Celebration Planning & Execution

- Oversee the planning, organization, and execution of the annual iLEAD California all-staff kickoff celebration, including venue selection, logistics, team-building activities, and hospitality.

BOARD SUPPORT:

Relationship Building & Governance Processes

- Provide guidance to board members and school staff in developing effective relationships and understanding board meeting procedures and governance processes required by California public schools.

Board Member Training

- Coordinate training for board members on their roles, responsibilities, and best practices for effective governance, with a focus on policy development that meets legal requirements.

Technology & IT Support

- Assist board members with the use of IT platforms, including training on board-specific software for efficient governance.

Board Meeting Support

- Attend governing board meetings in person, online, or by phone as needed to present updates or annual reports, enabling informed decision-making by board members.

Compliance with Brown Act

- Provide support in the timely preparation of board notices, agendas, and other materials in accordance with the Ralph M. Brown Act. Offer a platform to publish agendas, assist in recording meeting minutes, and archive meeting records.

Document Management

- Publish, store, and archive all documents related to board meetings and school operations to ensure compliance and transparency.

Corporate Filings & Updates

- Assist in filing the Corporate Statement of Information and ensure all filings are

up to date as required by law.

Consultant & Legal Counsel Coordination

- Facilitate coordination with the school's consultants and legal counsel as needed for governance support and advice.

Annual iLEAD California Board Development Training

- Plan, organize, and execute the Annual Board Development Training event, including venue selection, logistics, and training, ensuring the event runs smoothly and serves as annual board development training.

HUMAN RESOURCES:

Compliance and Reporting

- Obtain and maintain a Human Resources Information System (HRIS) for purposes of tracking all HR aspects of employment, such as payroll, benefits, leaves of absence, time off, and employee files.
- Set up and maintain employee files and facilitate the establishment of policies and procedures to help ensure compliance with state and federal requirements.
- File all employee-related required federal, state, and local reports.
- Maintain a method for providing and tracking various required employee trainings.
- Prepare all responses and documentation for Public Records Act (PRA) requests.

Employee Relations

- Support with creating and maintaining job descriptions to reflect accurate duties.
- Provide coaching on human resource matters.
- Assist with human resources services, including reflective supervision, employee evaluation, process guidance, and pre-mediation to address employee grievances.
- Coordinate new facilitator induction process.
- Provide compensation/pay analysis.
- Monitor and advise on the process with the compliance requirements of California educator licensing, credentialing, and enforcement of validity and renewal.
- Create, collect, and analyze employee surveys.

Talent Acquisition

- Assist and support the recruitment of the school's director and other leadership staff, including posting job descriptions, monitoring applications, applicant searches, pre-screening the proper qualifications, and presenting candidates to the school's governing board and/or school leadership.
- Assist and support the recruitment of staff, including posting job descriptions, monitoring applications and prescreening for proper qualifications, and presenting candidates to the school's leadership.

Onboarding/Offboarding, Leaves, and Workers' Compensation

- Facilitate hiring and onboarding process.
- Provide staff induction, including onboarding, benefits enrollment (when applicable).
- Facilitate offboarding of employees.
- Develop employment agreements.
- Support employee leaves and reasonable accommodations.
- Facilitate workers' compensation employee process.

Benefits

- Assist with employee enrollment into employee benefit plans. Assist employees with benefit questions and issues.
- Assist and support with obtaining quotes, implementation, administration, and processing of employee benefits (health, dental, vision, life insurance, etc.) and retirement plans.

ACCOUNTING AND FINANCIAL SERVICES:

Payroll Accounting

- Review payroll entries and post payroll to the general ledger. Review employee coding in compliance with funding requirements.

Benefits Accounting

- Review benefits invoices and post journal entries. Review employee coding in compliance with funding requirements.

Accounts Receivable and Payable

- Review and process invoices and payments, collections, deposits, and transaction recording according to the generally accepted accounting practices and standards. Assist school staff in the

process of verification of received goods and services. Provide technical training and support to staff on compliant purchase and procurement processes and procedures.

Annual Tax Reporting

- Prepare and submit accounts payable vendors' 1099s. Support the nonprofit corporation and the auditor in preparing Form 990 and California FTB Form 199 tax-exempt organization annual filing. Support with oversight of additional common annual corporate filings, as needed.

General Ledger Maintenance and Reconciliation

- Set up and maintain the chart of accounts and general ledger. Prepare monthly bank reconciliation(s), journal entries, and balance sheet reconciliation. Provide technical training and support on accounting procedures and best practices for financial risk management and internal controls to support clean audits.

Internal Controls, Fiscal Policies

- Provide technical training and support on accounting procedures and best practices for financial risk management services related to the review and implementation of the school's policies, including training on internal controls. Provide guidance and advice on fiscal compliance and best practices to school site staff.

Budget Development and Forecasting

- Support budgeting and forecasting through preparation and provision of the annual and monthly budgets, updated monthly budget forecasts, development of multiyear projections, development of cash flow projections and budget revisions, and the managing of cash flow and lines of credit, as applicable.

Authorizer Financial Reporting

- Prepare and file the preliminary budget, first and second interim, estimated actuals, and unaudited actuals reports based upon governing board approval, as applicable and as mandated by the authorizing agency.

Federal and State Systems & Reporting

- Develop and prepare the additional financial reports required for federal, state, and authorizing agency reporting, as applicable, such as Local Control and Accountability Plan (LCAP), federal and state grant fund financial reports, as well as special education compliance and reporting. Develop systems and processes to assist schools in compliance with federal funds, as applicable, including systems for time accounting, and tracking use of federal funds.

Grants

- Support grants administration, including budgeting, program development, and reporting.

Board Reporting

- Provide regular financial reporting to school's board.

Audit Support

- Review auditor contract; prepare financial documents for the auditors and assist the auditors to help ensure a smooth and timely audit process. Coordinate and support annual financial audit.

Accounting Platform & Reporting System

- Set up and maintain core financial accounting platforms for school to maintain audit compliance.

Developing Financing, Capital, Credit

- Assist and support the school as needed in obtaining additional financing in the form of a line of credit, working capital cash flow, and capital leases or long-term debt.

Strategic Financial Planning Support

- Provide strategic support, coordination, and assistance to school in charter renewal, and cooperation in authorizing agency and program audits. Consult with school leadership regarding strategic planning, with a focus on the evaluation of financial resources, budget scenario development, and growth potential.

Bonds, Loans, and Special Projects Support

- Determine fees for optional project services on a project-by-project basis for additional financial initiatives, including one-time or discretionary state and federal funds, bonds, loans, and grants.

PAYROLL:

- Provide payroll setup, time card processing and review, payroll accounting, payroll reporting, and payroll record maintenance.
- Support and set up coding and mapping within payroll systems to produce W2 and 1099 forms.
- Support retirement administration including 403(b), Roth, and CalSTRS.
- Support workers' compensation reporting and billing.
- Support tax setup, administration, and reporting.
- Process employee status changes.
- Maintain communications with school directors regarding timelines, requests, and guidelines for processing payroll.

INSURANCE AND RISK MANAGEMENT SERVICES:

Insurance Procurement:

- Procure comprehensive general liability insurance coverage tailored to the needs of the school, in compliance with the school's charter.

Claims Support:

- Assist the school in navigating the insurance claims process, including documentation, submission, and communication with insurers to facilitate timely and efficient resolution.

Risk Management Guidance:

- Provide ongoing consultation and guidance on risk management strategies, including risk assessments, mitigation plans, and training to reduce potential liabilities.

FACILITIES:

Safety Coordination and Support

- **Emergency Operations Plan (EOP) Compliance**
 - Create and update template ensuring compliance with the state's guidelines for Emergency Operations Plan (EOP), to help ensure school is prepared for any potential crisis or emergency.
- **Drill Planning & Compliance Monitoring**
 - Support school team in planning and conducting monthly, quarterly, and annual emergency drills (fire, lockdown, evacuation, etc.), while providing ongoing oversight to ensure full compliance with local regulations and best practices.
- **Safety Training & Awareness Programs**
 - Train staff and learners on safety procedures, emergency preparedness, and general campus safety awareness as requested.
 - Support school sites by employing a nurse to train staff, assist with triennials and initial IEPs, review compliance with California health mandates, and monitor immunizations, health screenings, and emergency medical protocols.
- **Utility & Service Documentation**
 - Provide a detailed documentation outlining all utilities and contracted services for each facility, ensuring access to critical operational information.
- **Fire Certification & Renewal Support**
 - Coordinate and manage all fire safety certifications and required renewals, ensuring compliance with fire codes and safety standards.
- **Security Systems & Monitoring**

- Assess the school's security needs, recommend appropriate security systems (CCTV, access control, alarms), and ensure their installation, maintenance, and regular monitoring.
- **Incident Management & Reporting**
 - Develop an incident reporting and management system, enabling staff and learners to quickly report any safety or operational concerns and help monitor and address concerns with the school director.

FACILITIES OPERATIONS AND MAINTENANCE:

- **Procedures & Space Utilization**
 - Establish and implement operational procedures for both school and administrative spaces, making sure these areas are used efficiently, maintained properly, avoid overcrowding and underutilization and meet the needs of learners, faculty, and staff.
 - Monitor the use of space to avoid overcrowding and underutilization.
- **Maintenance Schedule & Prioritization**
 - Create a proactive maintenance schedule for both high-traffic and low-priority areas to prevent wear and tear and ensure that all systems (HVAC, plumbing, electrical) are consistently functioning.
 - Help with prioritizing emergency repairs and ensuring rapid response.
- **Minor Maintenance & Repairs**
 - Ongoing assistance with minor repairs and routine facility maintenance, ensuring your buildings remain in good condition and minimizing any disruptions to the learning environment.
- **Campus Cleanliness & Sanitation**
 - Provide support when requested in establishing and overseeing cleaning and sanitation schedules, ensuring all common areas, classrooms, restrooms, and outdoor spaces are maintained to high standards of hygiene, especially during health crises.
- **Vendor Procurement & Contract Management**
 - Assist school staff in identifying vendors, connecting vendors and schools, and coordinating services with vendors for all facility-related services, e.g. cleaning, maintenance, and logistics.

OUTREACH AND COMMUNICATIONS:

Communications

- Provide comprehensive support with emergency and other delicate messaging.
- Support with writing, editing, and sending messages to families and staff.

- Create a Monday Message draft each week. (New content is due by noon on Wednesday the week prior to publication.)
- Send holiday/school closure announcements, event reminders, etc.
- Update schools' email lists regularly.
- Provide email data tracking (received, opened, clicked) as requested.
- Support with social media.
 - Create branded social media accounts and maintain credentials.
 - Schedule regular social media posts (marketing, reminders, and other announcements).
 - Coordinate with school staff to ensure that posts include only learners with waivers signed.
 - Monitor and optimize social media analytics.
 - Monitor and support the response to social media comments and messages.
 - Support schools with posting. (School admin has account access.)

Staff Recruitment/Retention

- Manage job board/site posts.
- Develop and support lifelong learning opportunities for staff through college/university connections.
- Engage in job fair/recruitment events.

Marketing

- Develop and actively update school marketing plans, including but not limited to:
 - Paid media (print & digital).
 - Community events or sponsorships.
 - Local radio advertising and informational programming.
 - Promotion of informational events and tours.
 - Press releases/media alerts.
 - Email and organic / paid social media messaging to support events.
 - Marketing content (digital and print).
 - Marketing consulting services.
 - Promotional materials.

- Assist with communication and advertisement of your learner recruitment events.
- Consult and support learner recruitment and retention initiatives.

Branding

- Develop and maintain branding consistency.
- Develop new logos, etc., as needed.
- Grow brand awareness.
- Store schools' branding materials for use (Self-Service app).

Digital Content Creation

- Coordinate with school staff to provide photo and video coverage of school events and activities.
- Create digital advertising content.
- Produce and publish digital content for website, social media, and marketing purposes.

Public and Media Relations

- Build and maintain relationships with local media outlets.
- Support public communications needs.
- Support your participation in community events.
- Create and distribute press releases and media alerts.
- Provide guidance for speaking with the press, and/or stand in as school's spokesperson as needed.

Crisis Management

- Provide training and planning for crisis communications.
- Create crisis communications and distribute via ParentSquare (email, phone, text), website, and social media).
- Provide follow-up communications and debriefs as needed.
- Coordinate with school administration to ensure that all media communications are handled in a timely and professional manner (crafting of messaging, spokesperson representation and support, monitoring and replying to community concerns).

iLEAD Hybrid/CA 2025 – 2026 Regular Scheduled Board Meetings

Board Approved:

All meetings will be held at 5:00 p.m. unless otherwise notified.

Special Board Meetings may be scheduled as needed with 24-hour public notice.

September 2, 2025

October 21, 2025

January 13, 2026

February 3, 2026

March 3, 2026

April 14, 2026

May 5, 2026

June 16, 2026

June 23, 2026



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

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

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

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

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

Title I Part A: Helping Disadvantaged Children:

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

Title II Part A: Teacher Quality:

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

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

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

School Site Responsibilities

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

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

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

6/2025 Uniform Complaint Procedures Policy.

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

UPDATES

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

iLEAD Hybrid
Uniform Complaint Procedures Policy
Board Approved:

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

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

UCP COMPLAINTS

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

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

Complaints Regarding Programs and Activities

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

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

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

THE UCP ANNUAL NOTICE

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

DESIGNATION OF RESPONSIBLE EMPLOYEE

The School's Executive Director is the employee responsible for receiving, investigating and responding to UCP complaints (the "Responsible Employee"):

Amanda Fischer
Executive Director
3270 Sierra Hwy. Ste. A
Acton, CA 93510-0500

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

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

CONFIDENTIALITY AND NON-RETALIATION

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

COMPLAINT PROCEDURES

Step 1: Filing a UCP Complaint

A UCP complaint must be filed according to the procedures set forth herein. Upon receipt of a complaint, the Responsible Employee shall forward a copy of the complaint to the School's Chief Executive Officer ("CEO").

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

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

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

filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

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

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

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

Timing of Complaints and Investigation

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

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

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

Step 2: Mediation

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any School employee or member of the School's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and School to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either the School or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not

resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

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

Step 3: Investigation of Complaint

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

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

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

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

Step 4: Final Written Decision (Investigation Report)

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

The Investigation Report shall include:

1. The finding(s) of fact based on the evidence gathered;

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

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

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

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

APPEAL PROCESS

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

1. The School failed to follow its complaint procedures;
2. Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
3. The material findings of fact in the Investigation Report are not supported by substantial evidence;
4. The legal conclusion in the Investigation Report is inconsistent with the law; and/or
5. In a case in which the School found noncompliance, the corrective actions fail to provide a proper remedy.

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

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

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

Appeals of decisions regarding LCAP should be sent to:

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

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

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

Upon receiving notice that a complainant has filed an appeal with the CDE, the Responsible Employee shall notify the School's CEO.

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

CIVIL LAW REMEDIES

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

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

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

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

1. Programs and Activities Subject to the UCP

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

2. Filing a UCP Complaint

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

Complaints Concerning Learner Fees

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

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

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

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

Designated Official

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

Amanda Fischer

3270 Sierra Hwy, Ste A

Acton, CA 93510

info@ileadexploration.org

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

3. Investigation Report and Right to Appeal

Complaints will be investigated and an Investigation Report will be sent to the complainant within sixty (60) calendar days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with the Charter School's UCP policies and procedures.

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

4. Charter School's Responsibilities

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

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

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

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

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

COMMUNITY COMPLAINT FORM

Name _____

Address _____

Telephone _____

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

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

3 Has the complaint been discussed with the principal or supervisor? Y____N ____ Date:

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

[illegible]

What remedy or action do you suggest?

Signature:

Email Form To: info@ilead.exploration.org

Mail Form To: 3270 Sierra Hwy Ste A, Acton, CA 93510

Date received by Exploration Office: _____

Updated Holiday Policy 25-26

The Holiday Policy has been updated with two main changes:

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

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



iLEAD CALIFORNIA
Full-Time and Part-Time Hourly Employee Holiday Benefit Policy
Board Approved: ~~June 20, 2024~~

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

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

Eligibility

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

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

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

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

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

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

The following employees are NOT eligible for holiday benefits:

- Temporary employees
- Employees in internship programs.

Paid Holidays

iLEAD CA recognizes the following paid holidays each year:

- Independence Day (7/4/2025~~4~~)
- Labor Day (9/12/2025~~4~~)
- Veterans' Day (11/11/2025~~4~~)

- Thanksgiving Holiday (11/26~~8~~/2025 and 11/28~~9~~/2025)
- Winter Holiday, including New Year's Day (12/24/2025 to 1/2/2026) ~~Christmas (12/25/2024)~~
- ~~New Year's Day (1/1/2025)~~
- Martin Luther King Day (1/19~~20~~/2026~~5~~)
- Presidents' Day (2/16~~7~~/2026~~5~~)
- Memorial Day (5/25~~6~~/2026~~5~~)
- Juneteenth (6/19/2026~~5~~)

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

Procedures

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

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

Religious Holidays

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

Revised 7/1/2025~~4~~

Vacation Policy Updates

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

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



Vacation Policy

Board Approved:

Purpose:

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

Eligibility:

Staff members eligible for this benefit include hourly staff regularly scheduled and working 30 hours or more per week (.75 FTE) and 242 or more days per year.

Accrual:

Employees will accrue vacation time based on the following rate:

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

Usage:

Employees may request accrued vacation time in half-day or full-day increments. "Borrowing" of vacation time that has not yet been accrued must be approved by the supervisor and/or Chief Executive Officer, and depending on the needs of the school, may be denied. In any event, an employee may not borrow more vacation time than they are scheduled to accrue in the current school year.

iLEAD California

29477 The Old Road, Castaic, CA 91384

iLEADSchoools.org

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

Requesting Time Off:

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

Unused Vacation Time:

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

Payout:

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

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

BYOD Policy Changes

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

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

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



iLEAD Agua Dulce Employee BYOD Cell Phone Policy

Board Approved: ~~June 29, 2022~~

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

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

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

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

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

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

3. Department Supervisor Responsibilities:

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

4. Employee Responsibilities:

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

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

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

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

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

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

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

7. Devices and Support

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

8. Security

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

Remote-Work Policy Replacing Telework Policy

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

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

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

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

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



Remote-Work Policy and Procedures

Introduction

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

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

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

Definitions

- **Remote-Work**

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

- **Remote-Worker**

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

- **Organization**

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

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

1. **Hybrid Remote-Work**

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

2. **Short Term Remote-Work**

This work arrangement involves the flexibility to perform work out of the primary worksite either in-state or out-of-state for ~~three weeks~~ **30 days** or less **per year**. This option is

intended as a short-term accommodation when faced with certain life events. It is not intended to promote work while on vacation.

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

This work arrangement involves working remotely on a continuous basis. The supervisor/manager ~~will and employee~~ establish work and communication expectations for achieving work success during Remote-Working. ~~¶~~

The employee may be required to report in person for meetings, trainings, or other work-related activities as determined by the supervisor.

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

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

Eligibility and Procedures

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

Position suitability

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

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

Employee suitability

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

- Demonstrates dependability and responsibility
- Effectively communicates with supervisors, coworkers, and clients
- Possesses the ability to work with minimal to no supervision
- Demonstrates a consistently high rate of productivity
- Demonstrates job knowledge and level of skill to perform the job effectively and

efficiently

- Possesses the ability to prioritize work effectively
- Demonstrates good organizational and time management skills.
- Demonstrates motivation

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

Employment

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

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

Business Hours and Workweek

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

Meal and Rest Periods

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

Nonexempt Employees

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

The law requires that nonexempt employees working in excess of five (5) hours be provided a minimum thirty (30) minute meal break. The Organization permits its employees to take a thirty (30) minute meal break each day. Accordingly, it is the Organization’s policy that a meal break must be taken each day by employees working five (5) or more hours per shift, unless six (6) hours completes the shift and the nonexempt employee waives their meal break in writing. Meal periods must be taken no later than the end of the employee’s fourth hour of work (in other words, no later than four hours and 59 minutes into the employee shift).

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

Timekeeping

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

Communication

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

Operational Needs

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

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

Dress Code

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

Dependent Care

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

Absences

If a Remote-Worker becomes ill on a scheduled Remote-Work day, the Remote-Worker must notify their supervisor/manager within one hour of expected start time. If a return date is unknown, the Remote-Worker must notify supervisor/manager an hour or before the start time of regular work shift. Remote-Workers who are ill or injured and anticipate being away from

work for more than five (5) business days should speak with their healthcare provider ~~and~~ our ~~Human Resources department~~ ~~Employee Services~~ for information about Leave of Absence (LOA) or State Disability Insurance benefits.

Equipment and Supplies

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

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

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

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

Personal Equipment

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

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

Tax and other legal implications

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

Remote-Working out-of- state has additional considerations related to taxation, reporting, and

applicability of local jurisdiction employment laws. Responsibility for fulfilling all obligations in this area rests solely with the Remote-Worker. Please seek advice from your tax expert.

Security of Confidential Information

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

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

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

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

Public Record Laws

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

Safety

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

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

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

Worker's Compensation

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

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

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

Employee Benefits

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

Travel

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

Evaluation/Cancellation/Termination of Remote-Work Arrangement

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

Upon termination of the Remote-Work arrangement or termination of employment, the employee agrees to promptly deliver Organization property, files, records, and supplies to Organization. If the employee's personal computer was used, Organization provided software shall be deleted.

Ad Hoc Arrangements

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

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

Remote-Work Request Procedures

Hybrid Remote-Work

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

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

1. Employee reaches out to ~~Human Resources~~~~the manager/supervisor~~ to request/discuss their Telework Request Form.
2. ~~Employee provides the~~ Manager/supervisor routes Remote-Work Request Form to ~~manager/supervisor~~~~employee~~ for review ~~and completion~~.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule

and Remote-Work Policy.

4. If the manager/supervisor agrees that a Remote-Work arrangement is feasible, the manager/supervisor discusses the request with the Director of ~~Human Resources~~~~Employee Services~~, signs the request form and form routes to the ~~CEO~~~~Director of Human Resources~~~~Employee Services~~ for signature of approval.
5. ~~If the Director of Human Resources~~~~Employee Services~~ approves, they sign approval and request form routes to the ~~Executive Director or CEO~~.
6. ~~Executive Director or CEO~~ reviews request form and makes decision
 - a. If approved, the manager/supervisor notifies the employee and reviews Remote-Work policy and arrangement. Manager/supervisor routes Remote-Work policy to the employee to review and sign acknowledgment. Signed document will route to ~~Human Resources~~~~Employee Services~~ for recordkeeping.
 - b. If a request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
7. If approved by all parties, ~~Human Resources~~~~Employee Services~~ receives notification for recordkeeping.

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

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

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

1. Employee reaches out to their supervisor to discuss their Remote-Work request.

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

Employee Acknowledgement

By my signing this acknowledgment, I am indicating that I have read, understand and agree to comply with the iLEAD California Charters 1 Telework Policy. By signing below I further acknowledge and certify that I have homeowner or renters insurance and have an ergonomically safe and efficient work environment in the pre-approved teleworking location.

Employee Name: _____

Employee Signature: _____ Date _____

Manager/Supervisor Name: _____

Manager/Supervisor's Signature: _____ Date _____