iLEAD Online
School Plan for Student Achievement
2025-2026

TITLE FUNDING: I, II, IV

	Title I Targeted academic intervention (people)	Title II Facilitator training and support (training)	Title IV Well Rounded Education (removing barriers to learning, SEL, technology, etc)	
2024-2025:	$45,072	$6,964	$10,000	total: $62,036
Expected 2025-2026:	$45,973	$7,103	$10,000	total: $63,077

This Year's Program

Successes

- Care Team and Facilitators
- Intervention Program
- ELA and Math Foundations Course
- Mobile hotspots and access to tech and ensure connectivity for Social Emotional Support

25-26 Strategies

- ELA Intervention and Course (continued)
- Math Intervention and Course (continued)
- MTSS and SEL training (continue and expand)
- Technology (continue)
- Restorative Practices training and implementation (new)

MEETING AGENDA - iLEAD Online Board

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

Meeting

Meeting Date	Tuesday, June 24, 2025
Start Time	6:00 PM
End Time	7:00 PM
Location	Address: 29477 The Old Rd, Castaic, CA 91384
	Join Zoom Meeting https://us02web.zoom.us/j/3858775783
	Meeting ID: 385 877 5783
	Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order	(6:00 PM - 6:00 PM)
1.2. Roll Call	(6:00 PM - 6:00 PM)
1.3. Pledge Of Allegiance	(6:00 PM - 6:00 PM)
1.4. Board Meeting Agenda	(6:00 PM - 6:00 PM)
1.5. Board Meeting Minutes	(6:00 PM - 6:00 PM)

2. Public Comments

2.1. Public Comments	(6:00 PM - 6:00 PM)

3. Action Items

3.1. Local Control & Accountability Plan	(6:00 PM - 6:00 PM)
3.2. 2024-2025 Estimated Actuals & 2025-2026 Budget	(6:00 PM - 6:00 PM)
3.3. Instructional Continuity Plan	(6:00 PM - 6:00 PM)
3.4. Immigration Enforcement Policy	(6:00 PM - 6:00 PM)
3.5. 2025-2026 Family Guidebook	(6:00 PM - 6:00 PM)

3.6. Screener for Reading Difficulties   (6:00 PM - 6:00 PM)

3.7. Declaration of Need (DON) For Fully Qualified Educators   (6:00 PM - 6:00 PM)

3.8. School Plan For Student Achievement   (6:00 PM - 6:00 PM)

4. Discussion And Reports

4.1. Prop 28 Annual Report   (6:00 PM - 6:00 PM)

4.2. Local Indicator Report   (6:00 PM - 6:00 PM)

5. Closed Session

5.1. Public Employee Performance Evaluation   (6:00 PM - 6:00 PM)

6. Report of Closed Session   (6:00 PM - 6:00 PM)

7. Action Item

7.1. School Director Employment Agreement   (6:00 PM - 6:00 PM)

8. Consent Items

8.1. Personnel Report   (6:00 PM - 6:00 PM)

8.2. Check Register   (6:00 PM - 6:00 PM)

8.3. iCC1 - iLEAD Online Sub Lease   (6:00 PM - 6:00 PM)

9. Board Comments

9.1. Board Comments   (6:00 PM - 6:00 PM)

10. Closing Items

10.1. Next Meeting Date - September 2, 2025   (6:00 PM - 6:00 PM)

10.2. Adjournment   (6:00 PM - 6:00 PM)

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

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled

Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

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

MEETING MINUTES - iLEAD Online Board Meeting

Date	Tuesday, June 17, 2025
Started	6:05 PM
Ended	7:04 PM
Location	Address: 29477 The Old Rd, Castaic, CA 91384
	Join Zoom Meeting https://us02web.zoom.us/j/3858775783
	Meeting ID: 385 877 5783
	Dial in Number: 1-669-900-6833

Purpose	Regular Scheduled Meeting
Chaired by	Dr. Jasmine Ruys
Recorder	Rigo Ortega

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting called to order at 6:05 pm

Status: Completed

1.2. Roll Call

Dr. Jasmine Ruys - Present

Dave Faoro - Present

Dr. Giselle Bice - Abesent

Status: Completed

1.3. Pledge Of Allegiance

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Status: Completed

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Status: Completed

Documents
- Minutes-2025-05-06-v1.pdf

2. Public Comments

2.1. Public Comments

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

No public comment

Status: Completed

3. Action Items

3.1. Annual Request for Title Funding

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

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Due date:

Status: Completed (6/17/2025)

Documents
- Online 25_26 Request For Annual Federal Title Funding.pdf

3.2. Dual Enrollment CCAP Agreement

Discuss and take action regarding the Dual Enrollment CCAP Agreement.

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Due date:

Status: Completed (6/17/2025)

Documents
- iLEAD Online - AVC -CCAP (1).pdf

3.3. Revised Uniform Complaint Procedures (UCP) Policy

Discuss and take action regarding the revised UCP Policy.

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Due date:

Status: Completed (6/17/2025)

Documents
- Updated-iLEAD_Online_Uniform_Complaint_Policy.pdf

3.4. Revised Holiday Policy

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

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Due date:

Status: Completed (6/17/2025)

Documents
- Holiday Policy Online 25-26 Redline for Board Approval.pdf

3.5. Revised Vacation Policy

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

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Due date:

Status: Completed (6/17/2025)

Documents
- Vacation Policy Online 25-26 Redline for Board Approval.pdf

3.6. Revised Bring Your Own Device (BYOD) Policy

Discuss and take action regarding the revised BYOD Policy.

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Due date:

Status: Completed (6/17/2025)

Documents
- BYOD Policy Online 25-26 Redline for Board Approval.pdf

3.7. Revised Remote Work Policy

Discuss and take action regarding the revised Remote Work Policy.

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Due date:

Status: Completed (6/17/2025)

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

3.8. 2025 - 2026 Board Meeting Dates

Discuss and take action regarding the 2024 - 2025 Board Meeting Dates.

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Due date:

Status: Completed (6/17/2025)

Documents
- iLEAD Online_ 2025-2026_Board MeetingDates.pdf

3.9. Revised iCA Service Agreement

Discuss and take action regarding the revised iCA Service Agreement.

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Due date:

Status: Completed (6/17/2025)

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

3.10. Revised 2024-2025 Budget

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

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously approved

Dr. Giselle Bice - Absent

Due date:

Status: Completed (6/17/2025)

Documents
- Board Meeting - 24.25 - Revised Budget (Discretionary Funds) - Online.pdf

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4. Hearing

4.1. 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.

Status: Completed

Documents
- 25_26 iLEAD Online LCAP DRAFT week 1.pdf

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5. Discussion And Reports

5.1. 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.

Status: Completed

Documents
- Board Meeting - Est. Actuals, Budget, MYP - 24.25, 25.26 - iLEAD Online.pdf

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5.2. School Director Report

Status: Completed

Documents

- 6_18_25 Online School Director Report .pdf

6. Closed Session

6.1. Public Employee Performance Evaluation

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

Status: Completed

7. Report of Closed Session

No votes taken. Nothing to report.

Status: Completed

8. Board Comments

8.1. Board Comments

Dave Faoro appreciates all the effort of the team. Everything instructors do. High praise from learners.

Status: Completed

9. Closing Items

9.1. Next Meeting Date - June 24, 2025 - 6:00 pm

Board Members mark their calendars and confirm quorum.

Status: Completed

9.2. Adjournment

Meeting adjourned at 07:04 pm

Status: Completed

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: iLEAD Online
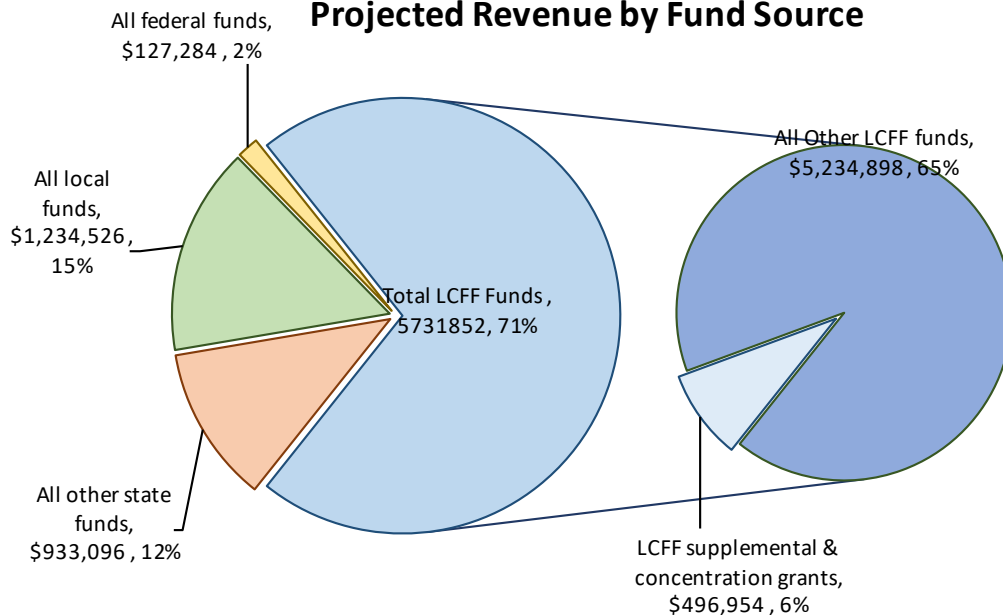
CDS Code: 19-75309-0136531

School Year: 2025-2026

LEA contact information: Kate Wolfe: director@iLEADOnline.org

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

- All federal funds, $127,284 , 2%
- All local funds, $1,234,526, 15%
- All other state funds, $933,096 , 12%
- Total LCFF Funds , 5731852, 71%
- All Other LCFF funds, $5,234,898, 65%
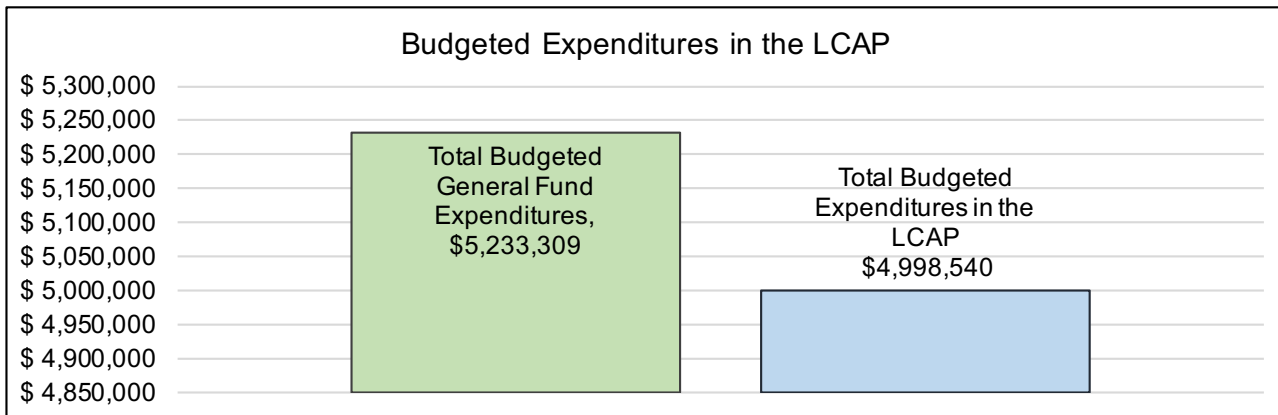- LCFF supplemental & concentration grants, $496,954 , 6%

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

The text description for the above chart is as follows: The total revenue projected for iLEAD Online is $8,026,758.00, of which $5,731,852.00 is Local Control Funding Formula (LCFF), $933,096.00 is other state funds, $1,234,526.00 is local funds, and $127,284.00 is federal funds. Of the $5,731,852.00 in LCFF Funds, $496,954.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,233,309	Total Budgeted Expenditures in the LCAP $4,998,540

Y-axis values: $5,300,000 / $5,250,000 / $5,200,000 / $5,150,000 / $5,100,000 / $5,050,000 / $5,000,000 / $4,950,000 / $4,900,000 / $4,850,000

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

The text description of the above chart is as follows: iLEAD Online plans to spend $5,233,309.00 for the 2025-2026 school year. Of that amount, $4,998,540.00 is tied to actions/services in the LCAP and $234,769.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
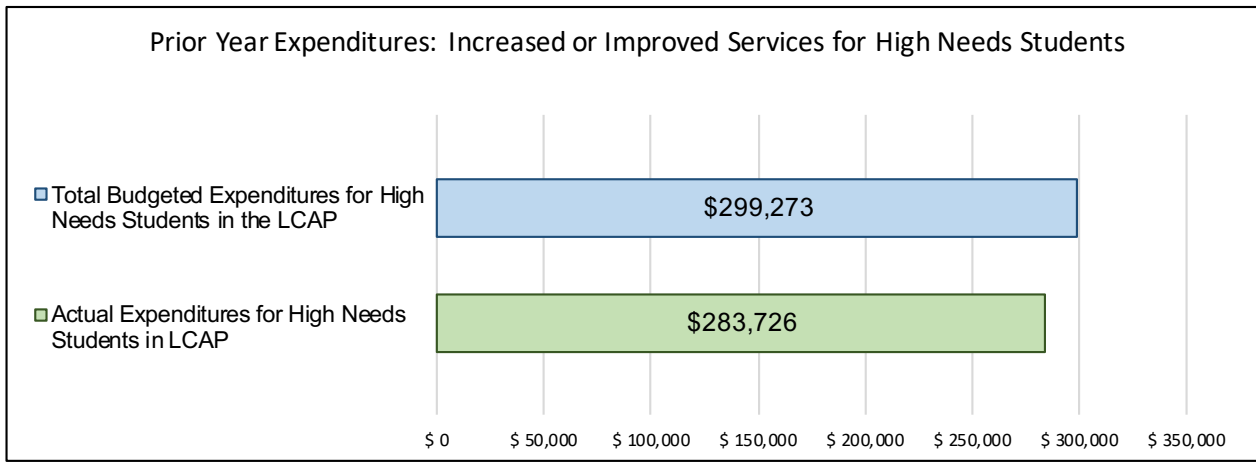
Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district, and ~~other services not related to LCAP actions that are not tied for~~

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

In 2025-2026, iLEAD Online is projecting it will receive $496,954.00 based on the enrollment of foster youth, English learner, and low-income students. iLEAD Online must describe how it intends to increase or improve services for high needs students in the LCAP. iLEAD Online plans to spend $496,954.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$299,273
☐ Actual Expenditures for High Needs Students in LCAP	$283,726

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

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

The text description of the above chart is as follows: In 2024-2025, iLEAD Online's LCAP budgeted $299,273.00 for planned actions to increase or improve services for high needs students. iLEAD Online actually spent $283,726.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of $15,547.00 had the following impact on iLEAD Online's ability to increase or improve services for high needs students:

All estimated actual revenue for increasing and improving services for high needs students was expended.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Online Charter	Kate Wolfe Director	director@ileadonline.org 661-403-7167

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 Online, which opened in 2017, is a nonclassroom-based, WASC-accredited, public charter school serving learners in TK-12 in the counties of Los Angeles, Orange, Kern, San Bernardino, and Ventura. The school's enrollment for the 2024-25 school year was 249 learners.

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

The mission of the iLEAD Online is to provide a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for all learners in grades K-12 to prepare them for college and career.

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

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

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

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

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

Reflections: 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:
-.4% increase for all learners and a 10% growth in 1 year for socioeconomically disadvantaged learners who met CCI
-11.3% increase in learners who graduated meeting A-G requirements
-5.4% increase in learners who earned the State Seal of Biliteracy
-1.2 % increase in learners who earned a Golden State Seal Merit Diploma
-No teachers without credentials or misassignments
-1% decline in chronic absenteeism
-Strong annual survey results for family participation/input and student safety/belonging
-Maintained targets for: attendance rates, school climate, suspension, expulsion

Areas for Continued Growth Include:
-ELA, Math, and CAST scores remain below standard
-College Career Readiness was Orange on the California Dashboard
-The Graduation Rate was Orange on the California Dashboard

As a single-school LEA, socioeconomically disadvantaged learners were Red in Mathematics on the 2024 California Dashboard

Other highlights from the 2024-2025 school year include:
-The first CTE inaugural AME advisory council was held successfully
-In-person events/activities/field studies were at an all-time high this year, with the number of events held and attendance of learners/families
-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
-Charter Renewal was granted for a five-year term
-New Graduation pathways were approved to support college and career readiness
-Expanded course offerings in the arts to offer sculpture and ceramics for all learners
-Expanded CTE pathways to include Mental and Behavioral health, with peer mentorship occurring
-AP Capstone program generated high engagement and academic success
-AP pass rates surpassed national and global rates
-Expanded small group instruction and MTSS intervention strategies for all learners to support academic achievement

The school has $30,000 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The funds have been tied to Actions 1.3 and 2.4 to help ensure staffing and learning loss are addressed for learners impacted by COVID. Metric 2.8 will be utilized to track the success of these connected actions utilizing this funding source.

Reflections: Technical Assistance

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

The school was not identified

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.

None

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	-Annual surveys -Semi-annual Learner Outcome survey -Listening sessions -Student leadership -Board meetings (learner ambassador board report)
Families	-Annual surveys -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings
Staff	-Annual Panorama survey -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings -Individual learning plans -PD Exit Ticket surveys
Board	-Monthly board meetings -Annual Board training
Community	-Monthly board meetings -CTE advisory committees -School Site Council
Leadership	-Annual Survey -Monthly School Director Collab -Monthly Operations Collab -Individual Learning Plan -Continuous Improvement Cycle Strategic Meetings

As a school of choice, serving the community and its educational partners is a vital component of the school's 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 using street, map, and satellite data to inform decisions.

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

During the school year, 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. Monthly EL collaborations with the EL coordinators across iLEAD California provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program.

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

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

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

Goals and Actions

Goal

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

State priorities addressed by this goal.

1, 3, 4, 8

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SARC FIT Tool-Facilities: Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). (State Priority 1)	Baseline: 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)	Target Met

2	SARC Misassignments of Teachers of English Learners Total Teacher Misassignments (State Priority 1)	2021-2022: Teachers without Credentials and Misassignments: .2 Misassignments for ELs: 0%	2022-2023: Teachers without Credentials and Misassignments: 0 Misassignments for ELs: 0%		Teachers without Credentials and Misassignments: 0 Misassignments for ELs: 0%	Target Met
3	Priority 3 Rubric Local Indicator Self-Reflection Tool (State Priority 3)	2024 Local Indicator Survey Rubric: EA's progress in creating welcoming environments for all families in the community: 5 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 LEA's progress in providing families with information and resources to support student learning and development in the home: LEA's progress in building the capacity of and supporting family members to effectively engage in advisory	2025 Local Indicator Survey Rubric: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-		Maintain 4's and 5's on Local Indicator Survey Rubric Questions	Maintained

		groups and decision-making: 5 LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5	making: 5 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5				
4	Annual Educational Partner Engagement Opportunities, such as: School Site Council iSUPPORT Annual Panorama Surveys Monthly Board Meetings Other Opportunities (State Priority 3)	2024: 15 Educational Partner Engagement Opportunities Annually	2024-2025: 15 Educational Partner Engagement Opportunities Occurred			Maintain or increase the number of engagement opportunities	Target Met

5	Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs: Homeless/Foster /EL Liason Outreach FIEP Process (State Priority 3)	2024 Opportunities: 3 programs for parents of UDPs and individuals with exceptional needs	2024-2025: 3 programs for parents of UDPs and individuals with exceptional needs		Maintain or increase programs for parents of UDPs and individuals with exceptional needs	Target Met
6	Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input	Baseline 2024-2025: 94.3% 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."	2024-2025: 94.3% 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."		Target: Maintain above 90%	n/a
7	CA School Dashboard State Indicator: College and Career Indicator % graduating prepared and % approaching prepared (State Priority 4)	2023 CCI: 19.6% prepared (low) 24.3% below state 23.9% approaching prepared Socioeconomically Disadvantaged Learners: 7.4% prepared	2024 CCI: 20% prepared (orange) 25.3% below state 16.9% approaching prepared Socioeconomically Disadvantaged Learners: 17.5% prepared		Increase the amount prepared by 5%	All learners: improved .4% Socioeconomically disadvantaged learners: improved 10.1%

8	CA School Dashboard Additional Measures Report: Percentage of graduates who complete a-g requirements (State Priority 4)	2023: 22% graduates who completed a-g requirements	2024: 33.3% graduates completed a-g requirements		Increase percentage of graduates who complete a-g requirements by 3%	Increased 11.3% Target Met
9	CA School Dashboard Additional Measures Report: Percentage of graduates who complete both a-g requirements and CTE pathways (State Priority 4)	2023: 4.1% of graduates completed both a-g requirements and CTE pathways	2024: 1.5% of graduates completed both a-g requirements and CTE pathways		Increase of graduates completed both a-g requirements and CTE pathways by 5%	Decreased 2.6%
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: 2% of graduates earned a 3 on an AP exam	2024: 0% of graduates earned a 3 on an AP exam		Maintain above 1%	Decreased 2%

11	College Career Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP goal from fall to spring annually as measured by credentialed teacher and counselor observation and data on the annual survey. (State Priority 4)	2024: 65% of learners met their self-identified college/career readiness goal	2025: 82.8% of learners met their self-identified college/career readiness goal		Maintain above 65% of learners met their self-identified college/career readiness goal	Increased 17.8% Target Met
12	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: 6.5% graduates completed a CTE pathway State Seal of Biliteracy: 2.4% graduates earned a seal Golden State Seal Merit Diploma: 34.1% earned a seal	2024: CTE Certificate: 3.1% graduates completed a CTE pathway State Seal of Biliteracy: 7.8% graduates earned a seal Golden State Seal Merit Diploma: 35.3% earned a seal		CTE: increase to 7% or above State Seal of Biliteracy: Increase to 3% or above Golden State Seal Merit Diploma: Increase to 35% or above	CTE Certificate: decreased 3.5% State Seal of Biliteracy: increased 5.4% Target Met Golden State Seal Merit Diploma: increased 1.2% Target Met

13	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: 12% of graduates completed at least 1 college credit course with a C or higher	2024: 6.1% of graduates completed at least 1 college credit course with a C or higher		Increase by 3%	Decreased 5.9%
14	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: 11% Ready 9% Conditionally Ready Socioeconomically Disadvantaged Learners: 7% Ready 37% Conditionally Ready	2024: 7.6% Ready 4.6% Conditionally Ready Socioeconomically Disadvantaged Learners: 3.1% Ready 1.5% Conditionally Ready		Increase the number of ready learners by 3% Increase the number of conditionally ready learners by 6%	Ready: decreased 3.4% Conditionally Ready: decreased 4.4% Socioeconomically Disadvantaged Learners: Ready: decreased 3.9% Conditionally Ready: decreased 35.5%

Goal Analysis for 2024-2025

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

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

Overall implementation for Goal 1 during the 2024-2025 school year saw significant successes in foundational aspects of school culture and college/career readiness for many learners. The goal successfully built a positive school culture and improved aspects of college readiness, as evidenced by high family involvement and significant increases in A-G completion and ILP goal attainment. The first CTE advisory council was successful, and AP Capstone achieved high engagement and success. All action items in goal one were fully implemented. The school approved new graduation requirements and aligned new systems of graduation planning to the new graduation requirements with an emphasis on the vision that all learners will graduate college/career career-ready. Staff engaged in multiple professional development opportunities around this initiative. Additionally, bi-monthly open houses, a multitude of in-person events, and an emphasis on collaboration with families were emphasized school-wide throughout the year.

As a result, the school successfully maintained a "good" status on the SARC Facility Inspections Tools (FIT), maintained positive scores on the Local Indicator annual survey, and achieved zero teacher misassignments, ensuring basic conditions for learning were met. Engagement efforts with educational partners were strong, maintaining 15 annual opportunities and successfully implementing 3 programs for parents of unduplicated pupils. Notably, the Annual Educational Partner Survey indicated that 94.3% of families felt adequately involved and valued. Significant gains were made in college readiness, with an 11.3% increase in learners graduating meeting A-G requirements and a remarkable 17.8% increase in learners meeting their self-identified College/Career Individual Learning Plan (ILP) goals. The first CTE inaugural AME advisory council was successfully held, and the AP Capstone program generated high engagement and academic success, with AP pass rates surpassing national and global rates. Gains were also made in celebrating learner achievement, with gains made in the number of graduates earning a State Seal of Biliteracy and the Golden State Seal Merit Diploma.

Data suggested challenges in ensuring consistent progress across all college and career readiness metrics. Despite overall CCI improvement for all learners (0.4% increase) and socioeconomically disadvantaged learners (10.1% growth), the overall CCI remained "Orange" on the California Dashboard. More concerningly, the percentage sof graduates completing both A-G requirements and CTE pathways decreased by 2.6%, and the percentage of learners earning a 3 on an AP exam or 4 on an IB exam decreased by 2%. College Credit Course Completion also saw a 5.9% decrease. The Early Assessment Program (EAP) readiness indicators for both "Ready" and "Conditionally Ready" learners also declined. While planned actions for promoting college and career readiness through individualized learning were implemented, these metrics suggest that the impact was not uniform across all readiness pathways. However, progress on all metrics related to college/career readiness and graduation is a long-term measurement, given that they measure a 4-year cohort of learners, and data indicated in this LCAP reflects initiatives taken during the 23-24 school year. Internal calculation and the % of learners who met a college/career readiness ILP goal suggest that the actions in the LCAP are supporting the goal 1, with slower data results in year 1.

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

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

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

Successes:
-Maintained "good" status on SARC Facility Inspections Tools (FIT)
-Achieved zero teacher misassignments
-Maintained 15 annual opportunities for engagement with educational partners
-Implemented 3 programs for parents of unduplicated pupils
094.3% of families felt adequately involved and valued
-11.3% increase in learners graduating meeting A-G requirements
-17.8% increase in learners meeting their self-identified College/Career Individual Learning Plan (ILP) goals
-Successful first CTE inaugural AME advisory council
-High engagement and academic success in the AP Capstone program, with pass rates surpassing national and global averages
-92.6% of families reported favorable overall program satisfaction.
-96.6% of families felt the school fosters a positive and inclusive culture

Challenges and Areas for Improvement:
-Overall CCI remained "Orange" on the California Dashboard.
-Percentage of graduates completing both A-G requirements and CTE pathways decreased by 2.6%.
-Percentage of learners earning a 3 on an AP exam or 4 on an IB exam decreased by 2%.
-College Credit Course Completion decreased by 5.9%.
-Early Assessment Program (EAP) readiness indicators for both "Ready" and "Conditionally Ready" learners declined.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Maintain Safe, Clean, Welcoming School Facilities	The facilities team will ensure all educational partners have clean, safe, innovative spaces that align with the school's vision, mission, learner outcomes, and methodology, which allow high-quality learning to take place.	$59,611.00	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.	$3,604,556.00	No
3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	LREBG Action Leadership and HR will recruit and retain qualified staff to provide support to English learners,	$356,443.00	Yes

		homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals. Tying LREBG funds to Action 1.3 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By recruiting and retaining high-quality staff, we are directly investing in the human capital necessary to deliver the targeted, differentiated instruction and comprehensive support services required for effective learning recovery. This action is a foundational investment that underpins the success of all other recovery efforts, ensuring that our English learners, homeless/foster youth, and socioeconomically disadvantaged students receive the dedicated, expert attention they need to thrive. Metric 2.8 will be utilized to monitor this action.			
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 continous improvement efforts.	$64,600.00		No
5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 3, Action 4)	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 other opportunities 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.	$394.00		No
7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 1, Action 6)	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, the National Merit scholarship, and/or Senior Portfolio Defenses.	$0.00		No

Goal

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

State priorities addressed by this goal.

4, 7, 2

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

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: 5 ELD: 5 Math:5 Next Generation Science Standards: 5 History-Social Science: 5	2025 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 5 ELD: 5 Math:5 Next Generation Science Standards: 5 History-Social Science: 5		Maintain 4's and 5's in all content areas	Maintained Target Met
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		Maintain at least 22 dedicated staff professional development/work days annually	Target Met
3	Annual Panorma Staff Survey: Professional Development (State Priority 2)	2025: 91.1% of staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	2025: 91.1% of staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.		Target: Maintain above 90%	N/A
4	Dashboard Local Indicator Survey Rubric Priority 2C Local Indicator Survey: Priority 2C - Rate the LEA's progress in	2024 Local Indicator Survey Rubric Priority 2C: ELA: 5 ELD: 5 Math: 5 Next Generation Science Standards: 5 History-Social Science: 5	2025 Local Indicator Survey Rubric: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Rate the LEA's progress in supporting staff to learn		Maintain 4's and 5's in each content area	Maintained Target Met

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)		about each family's strengths, cultures, languages, and goals for their children: 5 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district		

			administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5				
5	CA Dashboard Indicator: CAASPP English Language Arts (State Priority 4)	2023 Dashboard ELA 92% participation rate 11.1 points below standard (yellow) 2.5 points above state Increased 11 points Socioeconomically Disadvantaged Learners 94% participation rate 23 points below standard (yellow) 23.2 points above state Increased 29.2	2024 Dashboard ELA 92% participation rate 19.4 points below standard (orange) 6.2 points below state Declined 8.4 points Socioeconomically Disadvantaged Learners 94% participation rate 43.6 points below standard (orange) 2.7 points below state Declined 20.5 points		6 points closer to standard	Participation Rate: maintained All learners: declined 8.4 points Socioeconomically Disadvantaged Learners: declined 20.5 points
6	CA Dashboard Indicator: CAASPP Mathematics (State Priority 4)	2023 Dashboard Math 92% participation rate 76.9 points below standard (orange) 27.8 points below state Maintained 1.2 points Socioeconomically Disadvantaged Learners 92% participation rate 95.9 points below standard (orange) 15.1 points below state Increased 5.2	2024 Dashboard Math 92% participation rate 85.3 points below standard (orange) 37.7 points below state Declined 8.4 points Socioeconomically Disadvantaged Learners 94% participation rate 110.1 points below standard (red) 31.9 points below state Declined 14.4 points		6 points closer to standard	Participation Rate: maintained All Learners: declined 8.4 points Socioeconomically Disadvantaged Learners: declined 14.4 points
7	California Science Test: CAST (State Priority 4)	2023: 31.58% met or exceeded	2024: 23.4% met or exceeded		Increase 3%	Declined 8.18%

8	NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math (State Priority 4)	2024: NWEA MAP Spring 2024 All Students Reading CGI: .2 NWEA MAP Spring 2024 All Students Math CGI: .7	2025: NWEA MAP Spring 2025 All Students Reading CGI: .3 NWEA MAP Spring 2025 All Students Math CGI: .1		Maintain at or above -.2	ELA: increased by .1 Math: decreased by .6 Target Maintained
9	CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) (State Priority 4)	2023 Dashboard Less than 11 students	2024 Dashboard Less than 11 students		Will determine should baseline become available	N/A
10	Internally Calculated English Learner Reclassification Rate As Outlined By State (State Priority 4)	2023 Internally Calculated: 20%	2024 Internally Calculated: 5.26%		Maintain above 15%	Declined 14.7%
11	Access to and enrollment in a broad course of study internally measured: AP/IB Offerings CTE Offerings VAPA Offerings World Lanuage Offerings College Credit Course Enrollment TK-8 Exploratory Offerings (State Priority 7)	Baseline 2024: Exploratories: 31 AP/IB Offerings: 15 CTE Offerings: 14 pathways VAPA Offerings: 20 World Language Offerings: 12 College Credit Course Enrollments: 6	2024-2025: Exploratories:31 AP/IB Offerings: 16 CTE Offerings: 16 VAPA Offerings: 20 World Language Offerings:14 College Credit Course Enrollments: 12		Maintain or increase total number of offerings	Exploratories: maintained AP/IB Offerings: increased by 1 CTE Offerings: increased by 2 VAPA Offerings: maintained World Language Offerings: increased by 2 College Credit Course Enrollments: increased by 6

| 12 | 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) | 60% of learners met their self-identified academic goal | 2025: 95.3% of learners met their self-identified academic goal | | 65% of learners will meet their self-identified academic goal | Increased 30.3% Target Met |

Goal Analysis for 2024-2025

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

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

Overall implementation for Goal 2 during the 2024-2025 school year demonstrated both noteworthy successes and areas for continued focus in fostering academic achievement. A year-long effort in staff professional development in delivering high-quality online education, revamping online classes, and providing engaging and effective office hours for intervention and support demonstrates that Goal 2 actions were fully implemented. The school added several technology-rich platforms to support high-quality instruction and assessment, incorporating AI into the curriculum and assessment for staff. Supported by iLEAD California, all instructional staff received new project-based learning training and support, with a new project design guide and guidance for delivering high-quality projects to support academic achievement and learner outcomes. The school also increased MTSS intervention efforts with more small-group instruction, intervention curriculum, and wrap-around supports for academically struggling learners.

The school maintained critical aspects of providing high quality academic education in ensuring that access to standards-aligned instructional materials, with both Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials and Dashboard Local Indicator Survey Rubric Priority 2C: Local Indicator Survey maintaining "Target Met" status in ELA, ELD, Math, and History-Social Science. Furthermore, staff professional development and coaching saw consistent effort, with 22 dedicated staff professional development/work days annually, maintaining the "Target Met" status for Metric 2. Notably, the Annual Staff Survey indicated strong staff perception of PD and growth opportunities, with 91.1% of staff having favorable responses regarding professional development and growth, maintaining the target above 90%. In terms of academic progress, NWEA MAP Spring 2025 data showed an increase of 0.1 in All Students Reading CGI and a decrease of 0.6 in All Students Math CGI, but the overall target was maintained with learners meeting one year of academic growth in ELA and Math. Access to and enrollment in a broad course of study also saw positive trends, with AP/IB Offerings increasing by 1, CTE Offerings increasing by 2, and College Credit Course Enrollments doubling from the prior year, while Exploratories and VAPA Offerings were maintained. Academic Individual Learning Plan (ILP) Goal, saw a remarkable 30.3% increase in learners meeting their self-identified academic goal, achieving a "Target Met" status.

Both CAASPP English Language Arts and Mathematics participation rates were maintained at 92%, but ELA declined by 8.4 points and Math declined by 8.4 points. Socioeconomically disadvantaged learners in ELA declined by 20.5 points, and in Math, they declined by 14.4 points. Additionally, the California Science Test (CAST) saw a decrease of 8.18% in learners meeting or exceeding the standard, moving from 31.58% in 2023 to 23.4% in 2024. The Internally Calculated English Learner Reclassification Rate declined by 14.7%, from 20% in 2023 to 5.26% in 2024. While planned actions for building a rigorous academic program and fostering lifelong learning were implemented, these metrics suggest that the data didn't translate to state standardized testing. Continued focus will be necessary to address these disparities and ensure comprehensive academic growth for all learners.

Data from 2024-2025 is overwhelmingly positive to suggest that learners made one year of academic growth in reading and math, and data from the 2024 Dashboard was utilized to support action implementation for this school year, which will reflect on the 2025 Dashboard release.

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

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

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

Successes:
-Access to Instructional Materials: The school maintained its access to standards-aligned instructional materials across all content areas (ELA, ELD, Math, Next Generation Science Standards, History-Social Science) as measured by the Dashboard Local Indicator Survey Rubric.
-Professional Development: The school successfully maintained "22 dedicated staff professional development/work days". Furthermore, 91.1% of staff reported favorable responses regarding professional development and growth, exceeding the target of 90%.
-Academic Growth: 95.3% of learners met their self-identified academic goal, surpassing the target of 65%.
-Broad Course of Study: The school maintained Exploratories and VAPA Offerings, and increased AP/IB Offerings by 1, CTE Offerings by 2, World Language Offerings by 2, and College Credit Course Enrollments by 6. This indicates a successful broadening of academic opportunities.
-Fall to Spring MAP CGI: The target was maintained at or above -2, demonstrating that learners met at least one year's worth of academic growth in reading and math during the 24/25 school year. This data is the most critical and up-to-date data the school has, demonstrating the effectiveness of Goal 2 for this year.

Growth Areas:
-CAASPP ELA: For all learners, the percentage of prepared learners remained at 92%, but the points below standard increased from 11.1 to 19.4, indicating a decline in proficiency. For Socioeconomically Disadvantaged Learners, while participation remained at 94%, the points below standard significantly increased from 23 to 43.6, showing a substantial decline in performance.
CAASPP Math: For all learners, participation remained at 92%, but points below standard increased from 76.9 to 85.3, indicating a decline in proficiency.
For Socioeconomically Disadvantaged Learners, participation remained at 94%, but points below standard significantly increased from 95.9 to 110.1, indicating a substantial decline in performance.
-CAST Science: The percentage of learners who met or exceeded standards decreased from 31.58% to 23.4%.
-EL Reclassification Rate: The internally calculated reclassification rate decreased from 20% to 5.26%, falling significantly below the target of 15%.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement.	$61,202.00	No
2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	$45,926.00	Yes

3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 2, Action 2)	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	LREBG Action Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, Math, and Science to maximize academic achievement. Tying LREBG funds to Action 2.4 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By investing in the fidelity of MTSS and PBL implementation, we are empowering certificated staff with the instructional frameworks and methodologies proven to maximize academic achievement across all student groups. This action is a comprehensive strategy for creating a dynamic, responsive, and engaging learning environment that effectively addresses post-COVID academic and socio-emotional recovery, ensuring all students can reach their full potential through integrated academic/SEL systems. Metric 2.8 will be utilized to monitor this action.	$93,815.00	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.	$45,295.00	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 the effectiveness of the goal, this goal remains the same based on the 2024 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 5 and 6 and closing outcome disparities. Goal 3 recognizes the whole child and the importance of whole-child education. This broad goal calls on the learning community to CHAMPION each learner in a village mentality of raising the leaders of tomorrow. Addressing state priorities five and six, this goal ensures the development of Authentic Individuals and Empathetic Citizens, two of the school's Learner Outcomes. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions in addition to local, state, and national trends in school attendance, mental health, and evidence connecting student wellbeing and student achievement. Through evidence-based social-emotional learning, a commitment to individualized learning, and programming that engages today's youth, actions in this goal make a clear connection to success on critical metrics on the California Dashboard in addition to internal metrics. Actions in this goal will support success in: -Attendance and chronic absenteeism -Graduation rates and dropout rates -Suspension and expulsion rates -Learner safety, connection, and wellbeing -Personalized/individualized learning

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CALPADS Attendance Rates (State Priority 5)	2022-2023 Attendance Rate: 99.3%	2023-2024: Attendance Rate: 99.3%		Maintain above 95%	Maintained Target Met

2	CA School Dashboard: Chronic Absenteeism (State Priority 5)	2023 Dashboard 4.5% Chronically Absent (yellow) 19.8% below state Socioeconomically Disadvantaged Learners 7% Chronically Absent (orange) 22.9% below state	2024 Dashboard 3.5% Chronically Absent (green) 15.5% below state Declined 1% Socioeconomically Disadvantaged Learners 5.1% Chronically Absent (green) 18.3% below state Declined 1.8%		Maintain below 5% chronic absenteeism rate	All Learners: declined 1% Socioeconomically Disadvantaged Learners: declined 1.8% Target met
3	CALPADS: Middle and High School Dropout Rate (State Priority 5)	2023: Middle School: 0% High School 8.7%	2024: Middle School: 0% High School 12.3%		Maintain below 10%	Increased 3.6%
4	DataQuest: Graduation Rate (State Priority 5)	2023: 89.1% graduation rate Socioeconomically Disadvantaged Learners 85.2% graduation rate	2024: 78.5% graduation rate Socioeconomically Disadvantaged Learners 80% graduation rate		Maintain above 85%	All Learners: decreased 10.6% Socioeconomically Disadvantaged Learners: decreased 5.2%
5	CA School Dashboard: Suspension Rate (State Priority 6)	2023 Dashboard: 0% (blue)	2024 Dashboard: 0 (blue)		Maintain below 1%	Target Met
6	CA School Dashboard: Expulsion Rate (State Priority 6)	2023: 0% Expelled	2024: 0% Expelled		Maintain below 1%	Target Met
7	Annual Educational Partner Survey: Student Perception of School Safety and Connectedness (State Priority 6)	Baseline 2024-2025: 86.6% of learners reported that they "feel safe" and "who to talk to and/or what to do if I feel unsafe".	Baseline 2024-2025: 86.6% of learners reported that they "feel safe" and "who to talk to and/or what to do if I feel unsafe".		Increase to and maintain 90%	N/A

8	Social-Emotional Individual (SEL) Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP SEL goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 6)	2024: 80% of learners met their self-identified SEL goal	2025: 95.1% of learners met their self-identified SEL goal		Maintain at or above 80%	Increased 15.1% Target Met
9	Extracurricular Opportunities Offered (State Priority 6)	Spring 2024: 2 per semester	Spring 2025: 5 per semester		Increase to 1 opportunity each month for lower school and upper school. Offer at least 2 clubs for high school.	Increased 3 opportunities each month for lower and upper school.

Goal Analysis for 2024-2025

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

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

Overall implementation for Goal 3 during the 2024-2025 school year demonstrated both noteworthy successes and areas for continued focus in nurturing the whole child. The goal supported increased counseling services for high-needs learners and implementation of social-emotional learning curriculum, which is designed to increase attendance rates and college/career readiness. Learners reported feeling safe and knowing who to talk to if they felt unsafe, and staff reported overall positive work and school environments. A restorative practices training in partnership with LAIRP supported restorative practices through MTSS for behavior and learner well-being. An additional counselor supported more group supports, like lunch bunches, as well as more staff support and training for tier I interventions. A record number of in-person field studies and student activities also met the learner and parent survey response last year, for more activities.

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

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

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

Successes:
-Maintained CALPADS Attendance Rate at 99.3% in 2023-2024, meeting the target of above 95%.
-Maintained Suspension Rate at 0% in 2024, meeting the target of below 1%.
-Maintained Expulsion Rate at 0% in 2024, meeting the target of below 1%.
-Increased the percentage of learners meeting their self-identified SEL goal by 15.1% in 2025, surpassing the target to maintain above 80%.
-96.6% reported their child feels safe in the learning environment.
-95.5% of families reported favorable communication with the school.
-95.0% of learners reported feeling safe in their school learning environment.
-The school's flexibility, individualized learning plans, and ability to accommodate different learning styles were frequently cited as strengths by both learners and families

Growth Areas:
-Chronic Absenteeism for all learners declined by 1% in 2024, and socioeconomically disadvantaged learners only saw a 1.8% decline; the overall rate remained above target.
-High School Dropout Rate increased by 3.6% in 2024, moving from 8.7% in 2023 to 12.3% in 2024.
-Graduation rates for all learners decreased by 10.6% in 2024, falling from 89.1% in 2023 to 78.5% in 2024.
-Graduation rates for socioeconomically disadvantaged learners decreased by 5.2% in 2024, from 85.2% in 2023 to 80% in 2024.

Data from 2024-2025 is overwhelmingly positive to suggest that learners are thriving at iLEAD Online. and data from the 2024 Dashboard was utilized to support action implementation for this school year, which will reflect on the 2025 Dashboard release.

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	Leadership and Learning Support will provide training, resources, and support for all staff to utilize	$139,256.00	No

	and Restorative Discipline Practices	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.		
2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 1, Action 2)	Using MTSS, the school will provide training, resources, and supports to staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being.	$0.00	No
3	3.3 Provide Access to High-Quality Counseling (repeated expenditure, Goal 1, Action 6)	School staff will provide academic counseling and resources to promote a high four-year graduation rate while also lowering the school's dropout rate.	$0.00	No
4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Leadership will ensure increased access and improved services for English learners, homeless youth, foster youth, and socioeconomically disadvantaged youth to increase SEL, graduation rates, and access to additional services needed that remove barriers to learning.	$124,585.00	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.	$432,857.00	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
$496,954.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.67%	0.00%	$0.00	8.67%

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	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. Socioeconomically disadvantaged learners were 11 points lower in ELA on the 2023 California Dashboard than the all-student group and 19 points lower in Math on the 2023 California Dashboard than the all-student group.	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. 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.	Success will be tracked through SARC teacher assignment data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 1.2)

Goal 1, Action 5	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. 3% of the school are English learners, 38% of learners are Hispanic/Latino and 49% of families identify as socioeconomically disadvantaged. While overall survey data indicated that family connection is high with a near 100% satisfaction rate with family engagement, families of English learners and Hispanic/Latino families reported a 1% each lower engagement rate with the school than the all-family survey results. 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.	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. 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.	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)

Goal 2, Action 2	iIn 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. LEAD Online showed as orange for Math and Yellow for ELA on the 2023 California Dashboard. Socioeconomically disadvantaged learners were 11 points lower in ELA on the 2023 California Dashboard than the all-student group and 19 points lower in Math on the 2023 California Dashboard than the all-student group.	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. 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.	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)
Goal 3, Action 4	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. Graduation rates for socioeconomically disadvantaged learners were 4% lower than the all-student group. Additionally, Chronic Absenteeism rates for socioeconomically disadvantaged learners are 2.5% higher than the all-student group 2023 California Dashboard with a 4.3% increase from the year before.	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.	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)

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	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. While there are not enough English Learners to report learners making progress toward English proficiency on the California Dashboard, Reclassification rates declined from 2022 to 2023. Additionally, survey response data for academic engagement and school fit for English Learners was 1% and 2% lower than the all-student group. There is a strong need to deliver ongoing, effective ELD programming and instruction.	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 the decline in progress.	Success will be tracked through California Dashboard data, reclassification data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 2.9, 2.10)

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

N/A

Additional Concentration Grant Funding

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

N/A

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

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$5,731,852.00	$496,954.00	8.67%	0.00%	8.67%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$4,998,540.00	$30,000.00	$0.00	$0.00	$5,028,540.00	$4,572,277.00	$456,263.00

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	$59,611	$59,611	$0	$0	$0	$59,611	0.00%
1	2	1.2 Fund High-Quality Staff	All	No				Ongoing	$3,565,580	$38,976	$3,604,556	$0	$0	$0	$3,604,556	0.00%
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$326,443	$30,000	$326,443	$30,000	$0	$0	$356,443	0.00%
1	4	1.4 Inclusively Collaborate with Educational Partners	All	No				Ongoing	$0	$64,600	$64,600	$0	$0	$0	$64,600	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 3, Action 4)	Student with Disabilities (SWD)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	6	1.6 Promote College and Career Readiness through Individualized Learning	All, Low Income	No				Ongoing	$0	$394	$394	$0	$0	$0	$394	0.00%
1	7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 1, Action 6)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

Goal	Action	Title	Student Group	Contributing	Scope	Unduplicated Student Group	Location	Time Span								
2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	All	No				Ongoing	$0	$61,202	$61,202	$0	$0	$0	$61,202	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$45,926	$45,926	$0	$0	$0	$45,926	0.00%
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 2, Action 2)	Long-term English learner, English learner (EL)	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	All, Low Income	No				Ongoing	$88,265	$5,550	$93,815	$0	$0	$0	$93,815	0.00%
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All	No				Ongoing	$0	$45,295	$45,295	$0	$0	$0	$45,295	0.00%
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	All	No				Ongoing	$139,256	$0	$139,256	$0	$0	$0	$139,256	0.00%
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 1, Action 2)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	3	3.3 Provide Access to High-Quality Counseling (repeated expenditure, Goal 1, Action 6)	Low Income, All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$113,386	$11,199	$124,585	$0	$0	$0	$124,585	0.00%
3	5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	Low Income, All	No				Ongoing	$339,347	$93,510	$432,857	$0	$0	$0	$432,857	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
$5,731,852.00	$496,954.00	8.67%	0.00% - No Carryover	8.67%	$496,954.00	0.00%	8.67%	**Total:**	$496,954.00
								LEA-wide Total:	
								Limited Total:	$0.00
								Schoolwide Total:	$496,954.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$326,443.00	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 3, Action 4)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$45,926.00	0.00%
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 2, Action 2)	Yes	Limited	English learner (EL)	All Schools	$0.00	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$124,585.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$4,368,161.00	$5,505,903.00

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	$51,161.00	$63,575.00
1	2	1.2 Fund High-Quality Staff	No	$2,714,759.00	$3,845,778.00

1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	$260,875.00	$292,722.00
1	4	1.4 Inclusively Collaborate with Educational Partners	No	$53,760.00	$85,940.00
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	$2,265.00	$14,357.00
1	6	1.6 Promote College and Career Readiness through Individualized Learning	No	$56,548.00	$120,179.00
1	7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 1, Action 6)	No	$0.00	$0.00
2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	No	$67,054.00	$19,345.00
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	$8,101.00	$84,153.00
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 2, Action 2)	Yes	$0.00	$28,714.00
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	No	$77,281.00	$118,354.00
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	No	$23,545.00	$41,794.00
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	No	$136,900.00	$150,291.00
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 1, Action 2)	No	$0.00	$0.00
3	3	3.3 Provide Access to High-Quality Counseling	No	$0.00	$27,683.00
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	$35,062.00	$65,463.00

| 3 | 5 | 3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About | No | $880,850.00 | $547,555.00 |

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$485,409.00	$306,303.00	$485,409.00	($179,106.00)	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	$260,875.00	$292,722.00	0.00%	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	$2,265.00	$14,357.00	0.00%	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	$8,101.00	$84,153.00	0.00%	0.00%
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 2, Action 2)	Yes	$0.00	$28,714.00	0.00%	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	$35,062.00	$65,463.00	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)
$5,144,306.00	$485,409.00	0.00%	9.44%	$485,409.00	0.00%	9.44%	$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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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, Statues 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.

    o 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).

                o 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.

    o 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;

    o **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.

    o 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.

  o 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,

- o 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:

  - o 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

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.

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o 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.

  o 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:

- Enter the metric number.

- 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.

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

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

- o 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.

  - o 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).

  - o 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.

  - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC Section 32526(c)(2)*.

  - o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o 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)**

- o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

  - o 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)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

iLEAD Online	FY24/25 Estimated Actuals	FY25/26 Preliminary Budget	FY26/27 MYP	FY27/28 MYP
	404/397.58	450/442	450/442	450/442
Supplemental LCFF	485,409	496,954	487,278	468,845
REVENUE				
Principal Apportionment				
8011 - State Funding - Current Year LCFF	4,865,555	5,421,396	5,569,947	5,735,878
8012 - State Funding - EPA	79,516	88,560	88,562	88,562
8019 - State Funding - Prior Years	0	0	0	0
8096 - State Funding - Property Taxes	199,235	221,896	221,901	229,901
Total Principal Apportionment	5,144,306	5,731,852	5,880,410	6,054,341
Federal Revenue				
8181 - Federal Special Education - Entitlement	40,528	64,207	64,207	64,207
8182-MHADA IDEA	3,800	0	0	0
8220 - Federal Child Nutrition Programs	0	0	0	0
8290 - Federal Revenue - All Other Federal Revenue	62,036	63,077	64,138	65,421
8291 - Federal Revenue - Other Revenue	0	0	0	0
Total Federal Revenue	106,364	127,284	128,346	129,628
Other State Revenue				
8311 - Other State Apportionments - Special Education	345,888	394,103	406,005	419,890
8312 - Other State Apportionments - Special Education Mental Health	0	0	0	0
8313 - Other State Apportionments - Facilities Reimbursement	0	0	0	0
8319 - Other State Apportionments - Prior Year	0	0	0	0
8520 - State Child Nutrition	0	0	0	0
8530 - State Child Development Program	0	0	0	0
8550 - State Mandated Costs	12,477	16,765	17,256	17,846
8560 - State Lottery	100,966	120,887	120,887	120,887
8590 - All Other State Revenues	191,054	401,341	268,361	37,804
Total Other State Revenue	650,386	933,096	812,509	596,427
Other Revenue				
8631 - Sale of Equipment and Supplies	0	0	0	0
8632 - Sale of Publications	0	0	0	0
8634 - Food Service Sales	0	0	0	0
8639 - All Other Sales	0	0	0	0
8640 - After School Care	0	0	0	0
8645 - Student Activities	6,851	6,920	6,989	7,059
8650 - Leases and Rentals	0	0	0	0
8655 - Facilities Use	0	0	0	0
8660 - Interest	0	0	0	0
8672 - Nonresident Student (Exchange, etc)	0	0	0	0
8680 - Service Fees	0	0	0	0
8682 - Start-Up Reimbursements	0	0	0	0
8689 - Fees & Contracts - Coaching/Training/Devl	0	0	0	0
8690 - Misc Local Income	4,845	4,893	4,942	4,992
8699 - All Other Local Revenue	0	0	0	0
8705 - Camp Income	0	0	0	0
8710 - Vendor Program & Online Classes	1,144,107	1,155,548	1,167,104	1,178,775

8715 - PreSchool Tuition	0	0	0	0
8721 - Special Education SELPA Transfers	0	0	0	0
8810 - Family Giving Donations	0	0	0	0
8820 - Private & Corporate Donations	0	0	0	0
8830 - Fundraising	0	0	0	0
8840 - Grants	66,500	67,165	67,837	68,515
8999 - Unallocated Income	0	0	0	0
Total Other Revenue	1,222,303	1,234,526	1,246,871	1,259,340
Total Revenue	**7,123,359**	**8,026,759**	**8,068,136**	**8,039,736**
Expenditures				
Certificated Salaries				
1110 - Credentialed Teacher Salaries	22,181	0	0	0
1120 - Credentialed Home Study Teacher Salaries	2,805,868	3,018,229	3,078,594	3,140,166
1130 - Credentialed Education Specialist Salaries (SpEd)	172,601	267,508	272,858	278,316
1140 - Credentialed Elective Teacher Salaries	0	0	0	0
1150 - Credentialed Substitute Teacher Salaries	60,806	33,600	34,272	34,957
1190 - Credentialed After School/Extra Duty Salaries	0	0	0	0
1210 - Credentialed Psychologist & Counseling Services (SpEd)	22,962	0	0	0
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	0	0	0
1230 - Credentialed Academic Counseling Salaries	124,314	240,088	244,890	249,788
1310 - Credentialed Directors	148,300	139,256	142,041	144,882
1320 - Credentialed Student Support Coordinators (SpEd)	0	0	0	0
1910 - Credentialed Coaching & Curriculum Salaries	0	0	0	0
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	0	0	0	0
1930 - Credentialed Other Support	172,407	199,250	203,235	207,299
Total Certificated Salaries	3,507,259	3,897,931	3,975,890	4,055,408
Classified Salaries				
2110 - Classified Elective Salaries	0	0	0	0
2120 - Classified Classroom Aide Salaries	173,530	175,560	179,071	182,653
2130 - Classified Substitutes	0	0	0	0
2140 - Classified Intern Teacher Salaries	0	0	0	0
2150 - Classified Online Teacher	0	0	0	0
2160 - Classified Learner Services	0	0	0	0
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	18,690	26,400	26,928	27,467
2220 - Classified Speech Therapy & Other Services (SpEd)	0	0	0	0
2230 - Classified Academic Counseling Salaries	15,231	0	0	0
2310 - Classified Directors	0	0	0	0
2410 - Classified Clerical, Technical, and Office Staff Salaries	507,319	438,088	446,850	455,787
2910 - Classified CARE Team Yard Duty Salaries	0	0	0	0
2920 - Classified After School Misc Salaries	0	0	0	0
2930 - Classified After School Care Salaries	0	0	0	0
2940 - Classified Food Services Salaries	0	0	0	0
2950 - Classified Facilities/Maintenance Salaries	0	0	0	0
2960 - Classified Preschool Aide Floater	0	0	0	0
2985 - Classified Educational Coaches	0	0	0	0
2990 - Classified Health Office Support (Nurse)	0	0	0	0
Total Classified Salaries	714,769	640,048	652,849	665,906

Employee Benefits				
3101 - State Teachers' Retirement System - Credentialed positions	615,680	744,505	751,950	759,469
3102 - State Teachers' Retirement System - Classified positions	765	10,708	10,815	10,923
3201 - Public Employees' Retirement System - Credentialed positions	0	0	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0	0	0
3301 - OASDI (Social Security) - Credentialed positions	6,387	5,438	5,492	5,547
3302 - OASDI (Social Security) - Classified positions	42,390	39,683	40,080	40,481
3311 - Medicare - Credentialed	49,856	56,520	57,085	57,656
3312 - Medicare - Classified	10,163	9,281	9,374	9,467
3401 - Health & Welfare Benefits - Credentialed positions	291,432	302,100	320,226	339,440
3402 - Health & Welfare Benefits - Classified positions	60,668	58,578	62,092	65,818
3501 - State Unemployment Insurance - Credentialed positions	12,164	13,877	14,016	14,156
3502 - State Unemployment Insurance - Classified positions	3,949	4,694	4,741	4,788
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0	0	0
3601 - Worker Compensation Insurance - Credentialed positions	30,291	43,857	50,436	58,002
3602 - Worker Compensation Insurance - Classified positions	5,946	10,215	11,747	13,509
3701 - Retiree Benefits - Credentialed positions	0	0	0	0
3702 - Retiree Benefits - Classified positions	0	0	0	0
3801 - PERS Reduction - Credentialed positions	0	0	0	0
3802 - PERS Reduction - Classified positions	0	0	0	0
3901 - Other Benefits - Credentialed positions	0	0	0	0
3902 - Other Benefits - Classified positions	0	0	0	0
Total Employee Benefits	1,129,691	1,299,455	1,338,053	1,379,255
Books and Supplies				
4110 - Core Curriculum - Texts, Workbooks, etc	4,416	600	617	635
4120 - Core Curriculum - Software & Programs	23,297	43,821	45,070	46,355
4130 - Other Curriculum	1,201	9,280	9,544	9,816
4210 - Professional Development References	283	0	0	0
4220 - Other Books & References	2,793	0	0	0
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	677	16,060	16,518	16,988
4310 - Science Supplies	0	0	0	0
4315 - Art Supplies	0	0	0	0
4317 - Assessment Supplies	0	5,550	5,708	5,871
4320 - PE Supplies	0	0	0	0
4325 - Custodial Supplies	0	0	0	0
4330 - Health & Safety	0	0	0	0
4335 - Home Study Stipend	0	0	0	0
4340 - Office Supplies	1,754	1,500	1,543	1,587
4345 - Printing & Reproduction Supplies	5,832	6,000	6,171	6,347
4350 - Spiritwear	-120	0	0	0
4355 - Facilities Supplies	0	0	0	0
4410 - Classroom Furniture & Equipment	0	0	0	0
4420 - NonClassroom Furniture & Equipment	164	500	514	529
4430 - IT Equipment & Supplies	106,368	117,620	120,972	124,420
4710 - Vended Food Service	0	0	0	0
4720 - Food Supplies	0	0	0	0

4730 - Catering Supplies	0	0	0	0
4740 - Cafe Other Supplies	0	0	0	0
Total Books and Supplies	146,666	200,931	206,658	212,547

Services and Operating Expenditures

5210 - Travel for PD, Conferences, & School Development	22,260	18,800	19,336	19,887
5220 - Travel for Intersite Business - Mileage*	225	350	360	370
5230 - Conference & Workshop Registration Fees	9,837	27,200	27,975	28,772
5240 - Professional Development - Meetings & Collaborations	182	200	206	212
5310 - Professional Dues, Memberships, and Subscriptions	14,018	6,860	7,055	7,256
5410 - Liability Insurance	39,256	43,182	51,818	62,182
5420 - Other Insurance	0	0	0	0
5510 - Utilities - Electricity	800	1,047	1,152	1,267
5520 - Utilities - Gas	449	298	306	315
5530 - Utilities - Water	0	0	0	0
5540 - Utilities - Trash	0	0	0	0
5550 - Operations - Janitorial Services	912	912	938	965
5560 - Operations - Security	128	260	267	275
5570 - Utilities - Other	0	0	0	0
5610 - Rent - Facilities Rent and CAM Charges	11,523	11,912	12,150	12,393
5620 - Leases	0	0	0	0
5630 - Repairs & Maintenance - Facilities	548	0	0	0
5640 - Repairs & Maintenance - Elevator Service	0	0	0	0
5650 - Repairs & Maintenance - Auto	0	0	0	0
5660 - Repairs & Maintenance - Other Equipment	0		0	0
5710 - Transfers of Direct Costs	0		0	0
5750 - Transfers of Direct Costs - Interfund	0		0	0
5801 - Professional Services - Service Fees	544,324	690,538	710,219	730,460
5802 - Professional Services - District Oversite Fees	53,564	57,319	58,952	60,632
5803 - Professional Services - Business Services	9,698	11,200	11,519	11,847
5804 - Professional Services - Auditing & Tax Preparation	18,540	19,967	20,536	21,121
5805 - Professional Services - Payroll Fees	27,063	29,376	30,213	31,074
5806 - Professional Services - Consultant Fees	1,997	4,110	4,227	4,347
5807 - Professional Services - BTSA	2,400	9,600	9,874	10,155
5808 - Professional Services - Legal Fees	33,898	40,000	41,140	42,312
5809 - Professional Services - Shared/Leased Employees	0	0	0	0
5810 - Contra Account - Shared Employees Reimbursement	0	0	0	0
5811 - Professional Services - Course Development	0	0	0	0
5820 - Professional Services - Contributions/Donations	708	0	0	0
5822 - Operating Expenditures - Licenses & Other Fees	5,922	4,835	4,973	5,115
5823 - Operating Expenditures - Fingerprinting Fees	57	0	0	0
5824 - Operating Expenditures - Fundraising & Grantwriting	0	0	0	0
5825 - Operating Expenditures - Banking Charges & Fees	13,112	14,500	14,913	15,338
5826 - Operating Expenditures - Interest	104	0	0	0
5827 - Operating Expenditures - Other Benefit Fees	25,836	0	0	0
5828 - Operating Expenditures - Staff Recruitment	0	0	0	0
5829 - Operating Expenditures - Events	1,767	0	0	0
5830 - Operating Expenditures - Marketing & Advertising	34,013	48,600	49,985	51,410

5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	27	2,000	2,057	2,116
5840 - Operating Expenditures - Software Licenses	22,603	17,355	17,850	18,358
5850 - Student Services Expenditures - Student Information System	34,228	45,000	46,283	47,602
5851 - Student Services Expenditures - Student Assessment Services	150	0	0	0
5852 - Student Services Expenditures - Special Education Contracted Services	284,756	281,520	289,543	297,795
5853 - Student Services Expenditures - Student & Group Activities	45,776	13,250	13,628	14,016
5854 - Student Services Expenditures - Electives & Enrichment	43,300	36,000	37,026	38,081
5855 - Student Services Expenditures - Substitutes	0	0	0	0
5856 - Student Services Expenditures - Student Transportation	0	0	0	0
5910 - Telephone & Fax	34	0	0	0
5915 - Cell Phones	0	16,140	16,600	17,073
5920 - Internet Services	15,356	1,057	1,087	1,118
5925 - Website/Communication Fees	1,345	0	0	0
5930 - Freight Expense	0	14,000	14,399	14,809
5940 - Postage Expense	13,299	0	0	0
Total Services and Operating Expenditures	1,334,016	1,467,387	1,516,587	1,568,675
Total Expenditures	**6,832,400**	**7,505,752**	**7,690,037**	**7,881,792**
Depreciation	22,463	22,463	22,463	22,463
Net Income	**268,495**	**498,543**	**355,636**	**135,481**

iLEAD Online
Instructional Continuity Plan
Board Approved:

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

Guiding Principles

- Maintain the safety and well-being of learners, staff and families.
- Provide clear communication to all community partners regarding expectations and resources during an emergency.
- Ensure continuity of instruction through iLEAD Online's established online and independent study frameworks.

Communication Plan

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

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

Learners and Families

- **General Communication:** Maintain regular updates via current modes of communication, such as email, weekly Monday Messages, a platform such as ParentSquare, Brightspace, SMS, online learning platforms, Zoom and/or the school's website.
- **Academics:** Using communication tools such as the ones listed in the general communication section above, iLEAD Online coaches and staff will continue to connect with learners in the virtual learning environment. This includes continuing to reach out to learners not consistently checking in and/or completing work.
- **Social Emotional/Mental Health:** Coaches, counselors, and/or school social workers will connect with families in need of additional support via phone, email, Zoom and/or in-person.

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

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

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

Emergency Home Learning Plan

Should a catastrophic emergency occur affecting online access, iLEAD Online will continue to provide remote instruction via independent study as soon as practicable, but no later than 10 instructional days following the emergency as follows:

Technology and Access
- **Device Availability:** Ensure all learners continue to have access to necessary technology, including Chromebooks or other similar devices. Wi-Fi hotspots will be provided to any learner who has limited connectivity due to housing status, financial need or immediate need based on the emergency. In cases where a family still might not have internet access, distance learning packets and instructional materials will be supplied as needed.
- **Technical Support:** Tech support would be provided by the school during school hours, and families would have the capability to complete technology tickets so that technical support is provided in a timely manner. Information on how learners

and parents/guardians can utilize online platforms and resources would be maintained.

Instructional Strategies
- **Online Learning Platforms:** Utilize existing systems - such as Brightspace, Zoom, Slack, Clever, NWEA MAP, and other online platforms - to continue delivering lessons, assignments, and assessments.
- **Independent Study:** Continue independent study following iLEAD Online's Curriculum and Instruction Independent Study Policy and procedures, allowing learners to complete coursework remotely without interruption.
- **Synchronous and Asynchronous Learning:** Continue synchronous and asynchronous learning following iLEAD Online's Curriculum and Instruction Independent Study Policy and procedures.
- **Educational Resources:** Ensure all learners continue to have access to digital curriculum, materials and/or learning tools through platforms such as Brightspace and Clever.
- **Learning Loss Strategies:** iLEAD Online would maintain its current schedule and increase opportunities for individualized instruction and intervention to help mitigate learning loss during the emergency. These times would also be used to address the individual needs of English Learners, SED, foster, or learners facing homelessness. The learner's individualized learning plan, along with NWEA MAP and formative assessment data, would be utilized to identify and target areas of need.

  If a learner fails to engage with their online coursework, the following steps will be taken (and interpreted or translated into other home languages, as needed):
  1. The coach will reach out to families via telephone, SMS, or email once they are notified or made aware.
  2. Other school personnel, such as school counselors, the care team, the homeless/foster liaison, the school social worker, and/or student support, may also be involved in contacting families and reengaging the learner as needed.
  3. School personnel may conduct home visits, as needed.
  4. During reengagement activities, staff will verify that the learner has access to technology and internet services, as well as check on health and wellness.

Assessment and Accountability

- Whether formative or summative, continue administering assessments such as NWEA MAP, CAASPP, ELPAC or other school or statewide assessments.
- Monitor adequate progress for learner success following iLEAD Online's Curriculum and Instruction Independent Study Policy, Truancy Policy and procedures.

Support Services

- **Counseling and Mental Health Services:** Offer virtual counseling services and continued access to mental health resources, as well as other support services provided by the homeless/foster liaison and/or other support staff. The school would make additional resources available as needed based on the emergency situation.
- **Special Education Services:** Maintain compliance with IEPs through virtual support and accommodations/modifications.
- **English Learners:** Continued access to a full curriculum in all content areas, including integrated and designated ELD, would continue.
- **Meal Program:** iLEAD Online would provide nearby resources that offer meals during emergency situations.

Professional Development

iLEAD Online coaches would continue to participate in professional development through both asynchronous and synchronous platforms.

Review and Adaptation

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

Immigration Enforcement Policy
Board Approved:

Responding to On-Campus Immigration Enforcement

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

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

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

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

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

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

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

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

Parental Notification

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

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

2025-2026
Family Guidebook

Free To Think. Inspired To Lead.

INTRODUCTION

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

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

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

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SECTION 1:
iLEAD Online Charter School EDUCATIONAL OVERVIEW

MISSION AND VISION

iLEAD Online Charter School Mission Statement

Free to Think. Inspired to Lead.

Vision Statement

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

Schoolwide Learner Outcomes

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

i-LEAD by being a/an...

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

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

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

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

OUR METHODOLOGY

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

Individualized Learning

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

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

Project-Based Learning (PBL)

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

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

Through the PBL methodology, our learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way into the future. The development of rigorous, authentic projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

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

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

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

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

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

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

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

Not just knowing but also DOING
PBL allows learners to apply their learning in real-world scenarios.

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

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

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

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

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

Social and Emotional Learning (SEL)

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

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

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

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

CURRICULUM

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

California State Academic Standards

Curriculum is implemented using the Common Core academic standards that were developed and adopted by the state of California. They are rigorous, internationally benchmarked, and research- and evidence-based.

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

Engaging Curriculum Options

Curriculum options support the California content standards through relevant learning experiences engaging each learner's interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, hands-on activities, and experiences that build on their prior knowledge. Projects are used as a teaching tool to focus on higher-order thinking and real-world skills.

English Learners Identification Notice

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

Facilitator Continuity (Looping)

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

Advisory/Morning Meetings

Research shows that when learners feel connected to their school, they do better academically. One of the ways we achieve this with Middle and Diploma Programme learners is through our advisory program. In small group settings, we explore the causes and effects of cultural, personal, and community events. Our primary learners participate in daily morning and/or 'family' (classroom) meetings that provide an opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment.

Global Understanding

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

Healthy Youth Act

The California Healthy Youth Act requires charter schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. iLEAD Online Charter School provides this course to 7th and 9th grade learners. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; and menstrual health 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes the understanding of sexuality as a normal part of human development.

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

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

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

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

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

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

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

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

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

SECTION 2:
GENERAL OPERATIONS

OFFICE HOURS 8:30am to 4:00pm

Front Desk Phone Number: 661-644-8701

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

STAFF
See the Online Charter School website at ileadonline.org for staff listings.

POLICIES
Our school is governed by a set of Policies and Procedures that are updated regularly. If you are interested we encourage you to make an appointment to review the policies and procedures by contacting **registrar@ileadonline.org** or visit ileadonline.org.

SECTION 3:
DAILY OPERATIONS

MASTER AGREEMENT AND ASSIGNMENT WORK RECORD (AWR)

The school's guidelines require a detailed agreement between the learner, parent/guardian, and the credentialed teacher. This agreement is called the Master Agreement, and it must be completed and signed by the learner, parent/guardian, and educational facilitator on or before the learner's start date. In addition to the Master Agreement, learners complete the work and activities on their Assignment Work Record (AWR) as assigned by their educational facilitator each learning period. The primary goal of the AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

Master Agreement Addendum

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

Attendance

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

1. **Engagement**: Learners must be engaged in assigned educational activities listed on the Assignment Work Record on every school day listed on the school calendar. If a learner does not engage in an assigned educational activity listed on the Assignment Work Record on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the activity log that the parent/guardian signs at the end of each learning period (LP). Engagement is based on daily activities for each school day.

2. **Time Value**: Learners must complete, show, and discuss the body of work with their facilitator in all academic subjects as assigned on the Assignment Work Record. Generally, the Assignment Work Record will reflect about an hour of work per subject per day (a little less for TK/K). If a learner does not complete the assigned work in a given subject for the learning period, they will not receive full time value for that subject.

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

TRUANCY AND COMPLIANCE

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether

independent study is an appropriate strategy/program. The process may include interventions, Inadequate Progress contracts, and student success team meetings. The school will contact learners and families by phone, email, or in-person meetings to determine interventions needed for success. Any violation of the Master Agreement could result in removal from iLEAD Online Charter School's independent study program.

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

Inadequate Progress

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

Evaluation After Truancy

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

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

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

Additional Consideration for Students with a Section 504 Plan or IEP

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

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

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

If the answer to either (1) and (2), above, is no, then the learner may be removed from independent study consistent with this policy.
This meeting may be combined with the Evaluation at the discretion of the school.

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

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parents/guardians shall be notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the parents/guardians and provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

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

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

NON-TRUANT ABSENCES

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

a) Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
   1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
   2. Due to quarantine under the direction of a county or city health officer.
   3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
   4. For the purpose of attending the funeral services of a member of the immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than five days if the service is conducted outside California.
   5. For the purpose of jury duty in the manner provided for by law.

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

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

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

9. For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school.

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

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

12. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

13. (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident. (i) To access services from a victim services organization or agency. (ii) To access grief support services. (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation. (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

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

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

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The facilitator

of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

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

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

(e) For purposes of this section, the following definitions apply:
> (1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
> (2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
> (3) "Immediate family," as used in this section, means the parent/guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
> (4) "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (g) of Section 230.1 of the Labor Code.

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

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

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

High School Class Enrollment
All learners enrolled in grades 9th-12th must be enrolled in a minimum of four classes with the school to maintain full time enrollment.

ENRICHMENT ACTIVITIES

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

TRANSPORTATION

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

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

LOTTERY GUIDELINES

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

SECTION 4:
LEARNER CONDUCT

EXPECTATIONS FOR SCHOOL BEHAVIOR

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

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

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

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

Consequences

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

- **Warnings and Reminders:** School personnel may bring an area of concern to a learner's attention, providing an opportunity for the learner to make an alternative decision.
- **Reflection Time:** This strategy allows for de-escalation of the situation, providing learners with an opportunity for reflection before tensions rise.

- **Office Referral:** Recent legislative changes have eliminated suspensions for willful defiance in grades K-12. However, school employees can still refer learners to administrators for timely in-school interventions and support if they exhibit willful defiance or disruption.

- **Other Means of Correction:** This strategy incorporates a variety of support methods and resources, including respectful, relevant consequences, counseling, community service, research projects, and/or continuing education tailored to the specific area of concern.

- **Suspension:** This disciplinary action is governed by the California Education Code and is to be implemented only after alternative methods of correction have proven ineffective in achieving appropriate learner conduct, with certain specified exceptions as provided by law. A suspended learner is not allowed to attend school for a specified period of time as indicated by the suspension. This would include extra-curricular activities during the suspended time period.

- **Recommendation for Expulsion:** The school director must recommend expulsion for certain severe offenses, as outlined in California Education Code Section 48915. However, expulsion is not mandatory in all cases, as the school director may find that expulsion is inappropriate due to the specific circumstances or that an alternative corrective measure would address the situation.

- **Emergency Removal:** Please see the *Emergency Removal* section below.

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

Suspension/Expulsion Procedures

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

Suspension

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

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

Recommendation for Expulsion

- Upon a recommendation for expulsion by the School Director, the learner and the learner's parent/guardian or representative will be invited to a conference to determine if the suspension for the learner should be extended pending an expulsion hearing. In such instances when the school has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the learner and the learner's parent/guardian, unless the learner and the learner's parent/guardian fail to attend the conference. This determination will be made by the School Director or designee upon either of the following determinations: (1) the learner's presence will be disruptive to the education process, or (2) the learner poses a threat or danger to others. Upon either determination, the learner's suspension will be extended pending the results of an expulsion hearing.

- The school will follow the special procedures for the consideration of suspension and expulsion of or involuntary removal of a learner with exceptional needs.

- Learners recommended for expulsion are entitled to a hearing to determine whether the learner should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee makes a recommendation for expulsion.

- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion.

- Written notice of the hearing shall be forwarded to the learner and the learner's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:
    o   The date and place of the hearing
    o   A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

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

determine whether the learner has successfully completed the rehabilitation plan, if any, and to determine whether the learner poses a threat to others or will be disruptive to the school environment. The learner's readmission is also contingent upon the Charter School's capacity at the time the learner seeks readmission.

Requirement of Parent/Guardian School Attendance

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

Emergency Removal

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

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

Testing

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

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

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

Academic Dishonesty

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

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

Parent/Guardian Responsibility

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

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

Electronic Nicotine Delivery Systems (E-Cigarettes)

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

Student Search

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

Release of Learner to Peace Officer

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

SECTION 5:
LEARNING PERIOD EXPECTATIONS

ASSIGNMENT WORK RECORD (AWR)

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

The AWR is maintained by the EF and incorporates assignments that will utilize a variety of materials, resources, and activities. The facilitator will guide the discussion at learning period meetings to plan, review and assign work on the AWR in collaboration with the learner. The unique learning styles and interests of each learner are considered in the development of assignments reflecting state standards. At monthly learning period meetings, the body of work, as listed on the AWR, is showcased by the learner. The EF will collect samples in each subject area as listed on the Master Agreement.

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

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

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

LEARNING PERIOD MEETINGS

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

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

MONTHLY WORK SAMPLES

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

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

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

LEARNING LOG

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

Track C Learning Period (LP) End Dates			
LP1	07/01/24-07/26/24	**LP6**	11/18/24-12/20/24
LP2	07/29/24-08/16/24	**LP7**	01/21/25-02/07/25
LP3	08/26/24-09/13/24	**LP8**	02/10/25-03/07/25
LP4	09/16/24-10/18/24	**LP9**	03/10/25-03/28/25
LP5	10/21/24-11/15/24	**LP10**	04/14/25-05/16/25

Track A Learning Period (LP) End Dates			
LP1	08/19/24-09/13/24	**LP6**	02/10/25-03/07/25
LP2	09/16/24-10/11/24	**LP7**	03/10/25-03/28/25
LP3	10/14/24-11/08/24	**LP8**	04/07/25-05/02/25
LP4	11/12/24-12/20/24	**LP9**	05/05/25-06/04/25
LP5	01/14/25-02/07/25		

SYNCHRONOUS INSTRUCTION AND DAILY LIVE INTERACTION

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

SECTION 5:
TECHNOLOGY

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

INTERNET USAGE

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

NETWORK USE GUIDELINES

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

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

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network, it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13).

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

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

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

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

NETIQUETTE (Network Etiquette)

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

1. Be polite and respectful in all online communication.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent/guardian release authorizing publication.
4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without their permission.
5. Do not disrupt the network or engage in activities that interfere with others' use.
6. Security on any computer system is a high priority, especially when the system involves many users. If a learner feels they can identify a security problem, they must notify iLEAD Online Charter School staff.

7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

SUPERVISION AND MONITORING

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

CYBERBULLYING

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

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

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

SECTION 7:
HIGH SCHOOL

GENERAL OVERVIEW

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

GRADUATION PATHS

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

UC/CSU A-G Path

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

General Path

The general graduation path offers increased flexibility and options for learners who are looking for a more individualized high school experience and path to future college and career goals. This path requires 200 credits to graduate depending upon the learner's passions and goals.

Basic Path

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

Exemptions

Under Ed. Code 51225.1, the following learners may be exempted fromiLEAD Online Charter School's graduation requirements under specific circumstances:

- Foster Youth

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

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

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

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

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

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

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

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

Work-Based Learning and Internships
Work-based learning allows for participation in community-based experiences that develop knowledge

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

CAREER AND TECHNICAL EDUCATION (CTE)

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

Career and Technical Education pathways are available for the 2025-2026 school year. Additional offerings may be available through community college. Contact Kate.wolfe@ileadonline.org for more information.

HIGH SCHOOL ADVISEMENT

School Counselors

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

College and Career Planning Tools

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

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

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

- **College Admissions/Planning**: School counselors and staff provide support for learners and their families assistance with college planning and application process.

- **California Career Guidance Initiative**: CaliforniaColleges.edu is California's state-funded, comprehensive, digital platform with the tools students need to develop their college and career plans, available at no cost to students, educators, and parents/guardians in public school districts.

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

HIGH SCHOOL POLICIES AND PROCEDURES
Transcripts

- **PSA/Private**: Learners who have previously filed a Private School Affidavit (PSA) or attended a private school must provide a transcript during the enrollment process. In addition, learners may be asked to submit a portfolio and/or work samples to verify previously completed coursework in order to grant credits accordingly. Unless courses were taken through an online program with approval, these courses will be listed without the A-G designation. (Verify your charter's policy)
- **Transfer**: Learners transferring from another public school must provide an official transcript during the enrollment process to verify previously completed coursework.
- **Requests**: Transcript requests (unofficial and official) can be made on the website under the Contact section.
- **College Credit Courses**: Learners must request official transcripts from the college for final grade assignments when they participate in college credit courses. Learners are assigned an incomplete grade until the official transcript is received from the community college.

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

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

Honors Courses
Honors courses will be offered and accessible to all learners and are assigned weighted grades. For UC A-G credit, honors-level courses are specialized, advanced courses designed for 10th-, 11th- or 12th-graders who

have already completed foundation work in the subject area. High school courses offered at the grade 9 level that schools might locally designate as "honors" are not eligible for the UC honors designation.

AP Courses

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

Find more information under College Testing or visit the College Board website. (https://apcentral.collegeboard.org/courses/exam-dates-and-fees)

Add/Drop Deadlines

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

DEADLINES		
	Track C	Track A
Drop without a "W"	3 days from course start	20 days from course start
Drop with a "W"	Recommended no later than 3 weeks prior to the end of the semester	Recommended no later than 3 weeks prior to the end of the semester

Incomplete Grade

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

Course Extensions

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

Math Placement

View math placement policy [here](#).

Middle School Learners Seeking High School Credit

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

Academic Honesty

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

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

Grading Scale

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

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

Grade Appeals

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

Work Permits

Learners interested in employment under the age of 18 who have not passed the CHSPE are required to obtain a school issued work permit. The Labor Rights Pamphlet details important information for young workers and is important to review before and after obtaining a work permit. Work permits are contingent upon good academic standing and attendance. Learners on academic probation are not eligible for a work permit (EC§49130). Download the B1-1 Form from the CDE website and have the employer complete the workplace information. Return the signed form to the learner's academic coach. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy. Work Permit Policy.

Entertainment Permit

An application for permission to work in the entertainment industry is conditional upon satisfactory school attendance and academic performance. To request permission, download the DLSE-277 form and complete the personal information but do not sign until the approved form is returned in the mail. Forward the form to the learner's academic coach. Once returned to the family from the school, please sign the form and return it to the Labor Commissioner. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy. Work Permit Policy

High Schoolers Age 18+ Dual Enrollment

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

High Schoolers Age 18+ Privacy Policy

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

Educational Rights for Adult Learners

Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or

personally identifiable information from education records, to a parent/guardian without the prior written consent of an eligible student if the disclosure meets the condition. (e.g.if learners are dependents of the parents/guardians under IRS tax codes or for a health or safety emergency). Please reach out to registrar@ileadonline.org to request all educational rights to be transferred to the learner as an adult learner.

Cal Grant Program - EC 69432.9

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

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent/guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents/guardians by January 1 of the students' 11th grade year.

Federal Student Aid - EC 51225.8

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

Education of Homeless Youth: Right to Apply for Financial Aid

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

California High School Proficiency Exam

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent/guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work

required for regular graduation from high school. Pupils planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

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

Educational Equity: Immigration and Citizenship Status

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

California College Guidance Initiative - EC 60900.5

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

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

COLLEGE TESTING

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

College Entrance Examination Board (CEEB) Code: 051338

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

PSAT

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

SAT/ACT

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

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

CLEP

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

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

Advanced Placement (AP) Courses and Exams

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

Colleges may provide transfer or exemption credit based on a minimum passing score determined by each individual college. Review the AP credit policy at the prospective college/university for further information. Registration for AP exams is available through the College Board and a learner must be present at our school's designated testing site.

Services for Students with Disabilities (SSD)

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

COLLEGE CREDIT COURSES

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

Credit Evaluation

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

Grade Evaluations

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

Transcripts

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

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

CONCURRENT ENROLLMENT

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

Registering for Concurrent Enrollment College Courses

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

DUAL ENROLLMENT

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

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

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

HIGH SCHOOL ACTIVITIES

College/Career Exploration

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

Graduation

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

SECTION 8:
POLICIES AND PROCEDURES

ACCELERATION AND RETENTION PROCEDURES

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

ASBESTOS MANAGEMENT PLAN

The School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact online.classes@ileadschools.org.

BULLYING

iLEAD Online Charter School is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: *https://www.cde.ca.gov/ls/ss/se/bullyres.asp* If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact pamela.vanvelsir@ileadonline.org to assist you in identifying and stopping this behavior.

CHILD ABUSE AND NEGLECT REPORTING

iLEAD Online Charter School is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion.
All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

CIVILITY ON SCHOOL GROUNDS

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

of movement; wrongfully invading another person's private possessions; or, any other behavior that inappropriately disrupts school-related activities. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately presented and does not disrupt a school-related activity.

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

COMPLAINT PROCEDURE

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

CUSTODY ISSUES AND EDUCATIONAL RIGHTS

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

DIRECTORY INFORMATION

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

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

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

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

DISEASE PREVENTION STRATEGIES

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

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

DRUG AND ALCOHOL/TOBACCO PREVENTION

iLEAD Online Charter School functions as a drug, alcohol, and tobacco free workplace.

EDUCATIONAL RIGHTS FOR ADULT LEARNERS

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

ELECTRONIC LISTENING OR RECORDING DEVICE

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

EMERGENCY AND HEALTH PROCEDURES

Emergency Medical Authorization

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

Learner Medication Assistance

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

Confidentiality of Medical Information Act

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

Emergency Treatment for Anaphylaxis

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

Emergency Medical Care: Epinephrine Auto-Injectors

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

Entrance Health Screening

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

Oral Health Assessment

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

Health Care Coverage

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

Diabetes Type 1:

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

Immunizations

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

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

Beginning January 1, 2016, parents/guardians of learners in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the learner enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Immunizations: HPV: Cancer Prevention

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

Menstrual Products

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

Physical Examination

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

Pupil Safety: Parental Notification: Synthetic Drugs

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

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

For more information check out:
CDPH's Substance and Addiction Prevention Branch
https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx

Opioid Overdose Prevention

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

Medical or Hospital Service

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

EMERGENCY PROCEDURES

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

If an emergency extends beyond the end of the school day at the learning studio, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents/guardians or an emergency contact are expected to sign learners out, regardless of grade. Parents/guardians can not leave the premises without signing out the learner.

FACILITATOR QUALIFICATIONS

Parents/Guardians may request the following regarding their child's facilitator(s):
- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

FIELD STUDIES

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

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

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

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

FOSTER AND HOMELESS YOUTH

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact: registrar@ileadonline.org for more information of services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

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

GUN-FREE SCHOOL ZONE ACT

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

GUN SAFETY

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

HARM OR DESTRUCTION OF ANIMALS

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

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

LCFF and LCAP

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

MENTAL HEALTH AND SUICIDE PREVENTION POLICY

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee have developed preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all learners by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In order to initiate access to available pupil mental health services, you may contact the following mental health provider: emilie.evenson@ileadonline.org.   Our school will notify parents at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year via email.

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

NON-DISCRIMINATION

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

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

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

PESTICIDE USE

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

PROPERTY DAMAGE

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

PUPIL FEES

iLEAD Online Charter School is a tuition-free public school and does not have any mandated fees.

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

iLEAD Online Charter School is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to

disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at online.classes@ileadschools.org

SCHOOL ACCOUNTABILITY REPORT CARD

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

SCHOOL SAFETY PLAN

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

SERVICES TO DISABLED LEARNERS

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

Child Find System

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

Instruction for Pupils with Temporary Disabilities

Charter schools are not allowed to provide Home Hospital.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the responsibility of the parent/guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

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

SEXUAL HARASSMENT

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

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: online.classes@ileadschools.org

STUDENT RECORDS

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

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

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

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

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

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

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

SUDDEN CARDIAC ARREST

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

SURVEYS

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

TITLE IX

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits

discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental/guardian, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: Kate Wolfe School Director, 3720 Sierra Hwy, Suite A, Acton, CA. 93510 kate.wolfe@ileadonline.org 661-403-7167.

WILLIAMS COMPLAINT POLICY & PROCEDURES

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no facilitator vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at https://ileadaguadulce.org/wp-content/uploads/2020/02/charter_school_complaint_ad-hybrid-online-empower.pdf . Parents/Guardians, learners, facilitators or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.

SECTION 9:
COMMUNICATION

COMMUNICATION METHODS

WEBSITE

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

MONDAY MESSAGE

Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the iLEAD Online Charter School website homepage https://ileadonline.org/.

CLASS NEWSLETTERS/WEBSITE

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

PHONE/TEXT

You will receive periodic phone calls and/or texts from our automated calling system. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times.

To update your information, email: registrar@ileadonline.org

SECTION 10:
FAMILIES AND iLEAD Online Charter School WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

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

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

Volunteering and participation are always optional. We do strongly encourage participation in order to foster the home-school connection and work tirelessly to create a culture where families feel welcome to come onto campus often, but of course, we understand that is not an option for every family.

EXAMPLES OF FAMILY VOLUNTEER WORK
- In-class support as an educator aide
- Adult workshops – parents/guardians teaching other parents/guardians
- Outside research in support of specific school projects
- Driving on field trips (must register as driver)
- Organizing a community service project for learners

- Hosting an activity in your home or business

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

VISITORS/OBSERVATION PROCEDURES

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

- All campus visitors/observers must have the consent and approval of the school director/ designee. Permission to visit/observe must be given at the time requested, if at all possible, or within a reasonable period of time following the request. This does not preclude visits occurring the same day as requested. School Director/designee must accompany the visitor/observer to the classroom and remain with them during the visitation/observation.

Visitors DO have the right to:
- Request and obtain approval of the school director/designee to enter a school campus.
- Observe in the classroom or classrooms in which their child is enrolled and/or observe in the classroom or classrooms for the purpose of selecting the school in which their child will be enrolled, within a reasonable period of time after making a request.
- Request a meeting with the classroom facilitator/provider and/or school director/ designee following the observation; and,
- Meet with their child's facilitator/provider (s) and/or the school director/ designee, within a reasonable period of time after making a request.

Visitors DO NOT have the right to:
- Willfully interfere with the discipline, order, or conduct in any classroom space or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
- Disrupt instructional time, extra-curricular activities, cause disorder, or otherwise disrupt the normal operations of the school.
- Audio or video record while in the classroom.

As we welcome visitors/observers to our school, the guidelines below should be communicated to ensure an enjoyable, productive experience for all:
- Follow the established school procedure in requesting a classroom visitation/observation from the school director/designee and obtain the school director/designee's approval.
- Enter and leave the classroom/space as quietly as possible.
- Do not converse with learners or staff during instructional time.

- Do not interfere with school activities.
- Keep the length and frequency of the classroom visits/observations reasonable (to be determined by the activity being observed).
- Check out with school staff before leaving the campus.

SECTION 11:
GOVERNANCE

HISTORY

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

SCHOOL GOVERNANCE

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

The listing of the current iLEAD Online Charter School Board of Directors can be found on the iLEAD Online Charter School website:https://ileadonline.org/

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

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

SECTION 12:
NOTIFICATIONS

TITLE I

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

1. Whether the learner's facilitator:

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

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

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

iLEAD ONLINE BOARD OF DIRECTORS

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

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

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

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

III. FISCAL IMPACT
Cost for professional development and learner and facilitators licenses for the 2025-26 school year is $1,200. This will be a yearly fee connected to enrollment in K-2nd. The State has provided one-time funds in the amount of $508 for the 2025-2026 school year and is working on passing legislation to support this continued requirement. This cost has been included in our budget for next year and is more than the allotted funds due to higher enrollment in K-2.

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

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

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

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

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

Name of County: _____   County CDS Code: _____

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

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made

- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

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

▶ *Enclose a copy of the board agenda item*

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

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

_____   _____   _____
Name   *Signature*   *Title*

_____   _____   _____
Fax Number   *Telephone Number*   *Date*

_____
Mailing Address

_____
EMail Address

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

Name of County _____   County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____   County of Location _____

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

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

▶ *Enclose a copy of the public announcement*
Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____
Mailing Address

_____
EMail Address

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

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

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

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

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

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

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

Authorizations for Single Subject Limited Assignment Permits

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district

- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?   Yes   No

If no, explain._____

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

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

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

_____

_____

_____

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

_____

_____

Prop 28

Annual Review of Plan and Fiscal Update

Free To Think. Inspired To Lead.

Prop 28 Overview

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

Funding Allocation

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

Purpose of These Funds

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

Use of these funds 24/25

Allocation:

23/24 remaining funds: $40,607

24/25 allocation: $ 35,672

Planned expenditures for 24/25:

~$38,000

Each years allocated funds can be rolled over for 3 years

Use of these funds 24/25

Program and Personnel Funded:

iLEAD Online has effectively utilized Proposition 28 funding to launch an innovative, hands-on sculpture and ceramics program , utilizing a vendor, Clay World, that brings tactile art experiences directly into learners' homes. Learners receive curated supply boxes containing all necessary materials, enabling them to engage in creative, interdisciplinary projects that integrate elements of math, ELA, science, history, and design. They also participate in virtual live weekly sessions where they get to create together! This initiative aligns with Prop 28's goal of expanding arts education by providing comprehensive instruction and materials, ensuring equitable access to quality arts education for all students.

Due to the small size of the program iLEAD Online did not fund any personnel this year

LEA: iLEAD Online
2024-2025

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 1: Building Relationships between School Staff and Families					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
Rate the LEA's progress in creating welcoming environments for all families in the community.					X
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					X
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					X

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)
Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.
iLEAD Online values meaningful engagement with families and educational partners. Input from parents, learners, staff, leadership, board members, and community members is regularly used to reflect on and improve the school program. During the 2024–25 school year, academic coaches and facilitators maintained regular communication with families—reaching out at least once a week (often daily) to share updates, offer support, and gather informal feedback. Families also had daily access to Brightspace, the school's learning management system, where they could view announcements, student work, and assessment feedback in real time. In grades TK-8 learners have access to daily live instruction and families have access to a full calendar of daily live instruction opportunities for grades TK-12. Grades 9-12 implemented both small group and joint high school advisory and grades TK-12 saw an increase in small group instruction opportunities in ELA and Math. iLEAD Online also created opportunities for families to connect with staff through virtual and in-person events, such as festivals, advisory meetings, and campfires. These gatherings encouraged open dialogue and strengthened community ties. Additionally, monthly English learner (EL) collaboration meetings across iLEAD schools provided space for facilitators and families to share ideas for improving the EL program based on direct feedback. These efforts reflect iLEAD Online's commitment to strong school-family partnerships that support learner success and community connection.
Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.
iLEAD Online remains committed to strengthening relationships even further. Key focus areas include continued support for the iSUPPORT parent group, ongoing staff collaboration, and expanding initiatives that promote a positive, collaborative school culture. Based on feedback from surveys and town hall meetings, iLEAD Online will also increase in-person professional development and school activities that bring together staff, learners, and families. Additionally, the school plans to offer more college and career counseling for high school learners, along with expanded tutoring services to support academic success and meet learners' individual needs. These improvements aim to deepen engagement, increase support, and strengthen the school-home connection for all members of the iLEAD community.
Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.
iLEAD Online continues to receive positive feedback from families—through both surveys and informal input—indicating that they feel supported by staff and the school community. To build on this foundation and better engage underrepresented families, iLEAD Online will expand efforts to make school involvement more inclusive, accessible, and meaningful. Staff will continue receiving training in restorative practices and effective communication strategies, with a focus on equity and reaching all families. The school will also grow its iSUPPORT parent group, creating more opportunities for families to share their voices and actively contribute to the school environment. Additionally, iLEAD will continue to grow our systems for offering in-person events that are designed to be welcoming and accessible, with intentional efforts to remove participation barriers. Ongoing practices such as Individualized Learning Plans (ILPs), Presentations of Learning (POLs), and Showcases of Learning will continue to give families meaningful ways to engage with their learners' academic journeys. These actions aim to deepen trust, promote inclusivity, and ensure that all families—especially those historically underrepresented—feel valued and connected to the school.

Section 2: Building Partnerships for Student Outcomes					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability

Item					
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					X
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					X
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					X
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					X

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

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

Learners are supported with services that effectively meet their academic and personal needs while nurturing their development as lifelong learners, design thinkers, empathetic citizens, and authentic individuals. From enrollment through graduation, learners are offered individualized support from highly trained academic coaches who honor each learner's unique needs, values, and identity. Coaches, facilitators, tutors, parents, and learners collaborate to create meaningful learning journeys that align with academic standards while fostering personal growth and long-term success.

Support is customized not only for academic achievement but also for personal development. Through regular meetings, coaches and facilitators build strong, caring relationships with families, using those connections to assess progress, identify growth opportunities, and implement strategies that promote both academic excellence and social-emotional well-being. This holistic approach ensures that learners are continuously encouraged to think critically, act compassionately, and develop self-awareness and resilience on their educational path.

To enrich the learning experience, learners may engage in a wide range of activities such as field trips, clubs, park days, movie nights, service projects, workshops, webinars, graduation ceremonies, meetups, craft fairs, talent shows, seasonal celebrations, and community college courses—all coordinated by dedicated iLEAD staff. These experiences promote authentic engagement with peers and the community, encouraging empathy, creativity, and responsible citizenship.

Learners also participate in co-curricular opportunities that support future-readiness and innovation. Activities such as college visits, virtual college fairs, film festival submissions, and cultural movie nights foster curiosity and global awareness. Many learners pursue passions in professional entertainment, athletics, or entrepreneurship—each path demonstrating the spirit of design thinking and lifelong learning. Whether building a business or engaging in the arts, learners are empowered to explore their authentic selves, serve their communities, and lead with empathy and purpose.

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

Based on a thorough review of educational partner input—including surveys, focus groups, and direct feedback from families, learners, staff, and community members—as well as local data, the LEA has identified key focus areas for improvement in strengthening partnerships to support student outcomes. Stakeholders emphasized the importance of continuing to build upon our systems for clear, consistent communication, increased opportunities for collaboration, and resources that empower families to support their learners' academic and social-emotional growth.

In response, the LEA will prioritize enhancing communication and increasing transparency around student progress and available supports. A key strategy will be providing families and learners with increased opportunities to learn how to effectively monitor academic progress in Brightspace, the school's learning management system. Through workshops, and accessible guidance materials, families will be better equipped to engage with learners' coursework and support them in staying on track academically.

Additionally, the LEA will deepen its commitment to inclusive partnership practices by involving families and learners in the co-design of academic supports, enrichment programs, and intervention strategies. By actively integrating partner voices into school planning and improvement cycles, the LEA seeks to build trust, foster authentic relationships, and improve outcomes for all learners—particularly those who have been historically underserved.

These strategies align with the LEA's vision of cultivating a learner-centered community where families, educators, and community partners work collaboratively to develop lifelong learners, design thinkers, empathetic citizens, and authentic individuals.

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

Based on feedback from educational partners and findings from our self-reflection process, iLEAD Online has identified the need to improve engagement with underrepresented families—particularly those of foster youth, English learners, and socioeconomically disadvantaged learners, including those experiencing homelessness.

To better support these families, we are focusing on building stronger relationships through clear, compassionate, and culturally responsive communication. This includes offering multilingual resources, flexible outreach methods, and one-on-one support from academic coaches and facilitators trained in trauma-informed and inclusive practices.

Our goal is to reduce barriers to participation, increase access to learning supports, and create more opportunities for families to stay involved in their child's progress—both academically and socially-emotionally. We will also offer workshops and tools to help families navigate Brightspace, our learning management system, and stay informed about learner progress.

By strengthening these connections, we aim to ensure every family feels welcomed, supported, and empowered as a partner in their learner's success.

Section 3: Seeking Input for Decision-Making

	1	2	3	4	5

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

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

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

iLEAD Online has made strong progress in gathering meaningful input from learners, families, and staff to inform school decisions. Twice a year, learners and staff complete the iLEAD Learner Outcome Reflection Survey to reflect on growth in academic, social-emotional, and schoolwide learner outcomes. In addition, weekly staff and leadership meetings provide regular opportunities to review learner progress and collaborate on ways to strengthen the program.

Surveys are distributed each spring to families, staff, and learners to gather feedback on various aspects of the program, including areas aligned with the LCAP priorities. This input directly informs planning and action steps for school improvement.

Monthly board meetings remain open to the public, offering parents, staff, and learners a chance to stay informed and share feedback.
We also offer families the opportunity to participate in iSUPPORT—a parent group focused on building school-community connections. iSUPPORT offers a space for families to collaborate with staff, share ideas, and help foster a positive school culture. Parent and learner ambassadors further strengthen engagement by representing their peers at meetings and school events, ensuring all voices are heard in shaping the iLEAD Online experience.

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

iLEAD Online is focused on improving how input from families, learners, and staff shapes decision-making—especially in areas connected to academic growth, mental health, and learner support.

One priority is strengthening our systems of support through MTSS to ensure learners receive timely, effective academic and social-emotional interventions. Continued staff development and refinement of these systems will help align support with best practices and learner needs.

Input from stakeholders and local data, including internal benchmarks and the 2024 California State Dashboard, have also highlighted the need to boost academic achievement, expand tutoring and check-ins, and improve engagement with underrepresented groups. WASC feedback has reinforced several key areas for improvement: increasing state testing participation, enhancing college and career readiness, improving services for English learners (including reclassification), and creating clearer ways to measure learner achievement.

The high school team is working directly with learners and families to improve course awareness, postsecondary planning, and engagement—especially for groups historically less represented in decision-making processes. We have also revised our Graduation Plan and increased staffing with a team of credentialed college and career counselors to partner with families and teachers of record to ensure college and career readiness. These efforts are all part of iLEAD Online's broader goal of ensuring every learner and family feels informed, supported, and involved in shaping their educational journey.

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

To better engage underrepresented families in school decision-making, iLEAD Online reviewed a wide range of data, including NWEA MAP results, SEL feedback, attendance trends, SST input, and insights from counselors and liaisons. The school also uses ELLevation, a specialized platform to monitor English learner progress and design personalized support plans and Brainpop to support building key foundational ELA and Math skills.

In developing actions for improvement, input was gathered from a variety of voices—families, learners, counselors, facilitators, office staff, board members, and community partners. Feedback was collected through family meetings, school events, surveys, and collaborative discussions focused on curriculum, instruction, school culture, safety, and diversity, equity, and inclusion (DEI).

This broad and inclusive approach ensures that the voices of historically underrepresented families are reflected in school planning, helping iLEAD Online build stronger relationships and make more informed, equitable decisions that benefit all learners.

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

At iLEAD Online, we strive to support the academic and social-emotional growth of each learner through a personalized, flexible learning environment. To guide our continuous improvement efforts, we administered a revised Learner Educational Partner Survey in Spring 2025 using Qualtrics. The survey collected learner input across five key categories: school safety, school connectedness, academic engagement, and career connected learning (grades 7–12 only).

A total of 70 learners in grades 3–12 completed the survey. The data was disaggregated by grade, race/ethnicity, and key student groups, including English Learners, students with disabilities, and socio-economically disadvantaged learners. Despite the unique structure of an online setting, learners provided rich insight into their levels of connection, support, and preparedness.

The results revealed high marks in school safety and engagement, particularly among younger learners, as well as important differences among student groups. These findings serve as a guide for shaping iLEAD Online's 2025–26 Local Control and Accountability Plan (LCAP) and ensuring all learners feel supported and connected in their educational journey.

In order to best review the data from this survey, the following presentation was put together to summarize the data:
24-25 iLEAD Online Disaggregated Educational Partner Survey

The 2025 learner survey results offer a meaningful look into how students experience the iLEAD Online learning environment and identify areas to celebrate and improve.

School Safety
Learners reported very high levels of safety, with grades 3–6 averaging over 90% favorable and subgroup responses consistently strong (EL: 91.7%, SED: 92.9%, SPED: 91.7%). This reflects the effectiveness of online safety practices and student support structures.

School Connectedness
Feelings of connection varied by grade and subgroup. Grades 4 and 6 reported strong connectedness (73.3% and 82.8%), but some lower scores emerged among grades 5 and 3. Subgroup responses showed English Learners at 81.3%, while students with disabilities (64.6%) and socio-economically disadvantaged students (70.5%) reported lower levels of connection, highlighting the need for expanded community-building supports.

Academic Engagement
Academic engagement was strong overall, especially in grade 6 (93.8%). Subgroup performance was mixed: English Learners (80.6%) showed high engagement, while SPED (61.1%) and SED (70.2%) reported lower rates. These findings reinforce the importance of maintaining a learner-driven, supportive online environment that fosters motivation and ownership of learning.

Career Connected Learning
Among learners in grades 7–12, responses indicate opportunities to grow in college and career awareness. While White students (66.7%) and students identifying as two or more races (73.3%) reported moderate favorable responses, Special Education learners (40.0%) showed a significant need for support. Focused action is needed to ensure all students, especially those in underserved groups, have access to meaningful career exploration experiences.

Overall, iLEAD Online learners benefit from a strong foundation of safety and academic engagement. The data also points to areas of growth in connectedness and career preparation, particularly for students with additional needs.

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

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

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

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

To ensure all learners in grades TK–12 have access to a broad course of study, iLEAD Online uses several key tools including PL opportunities to grow teacher effectiveness and resources like Magic School and IXL to help teachers build comprehensive, standards aligned curriculum. Each learner has an Individualized Learning Plan (ILP), which is updated at least once per semester to reflect academic goals, interests, and progress.

Throughout the year, learners also participate in Presentations of Learning (POLs) to reflect on and share their growth across subject areas. At the end of the year, all learners take part in Showcases of Learning, where they present their work and achievements across a wide range of disciplines.

These tools help ensure that all learners—including unduplicated student groups and those with exceptional needs—are meaningfully engaged in a well-rounded, personalized academic experience.

All iLEAD Online learners have access to, and are enrolled in, a broad course of study aligned with California Education Code sections 51210 and 51220(a)–(i). Courses are thoughtfully designed to meet these standards, ensuring a well-rounded academic experience for every student.

Unduplicated student groups and learners with exceptional needs receive inclusive support through push-in services within their regular classes—no students are pulled out of core instruction for services. This inclusive approach ensures equitable access to all subject areas.

Tools such as Individualized Learning Plans (ILPs) help learners set and revise academic goals each semester, while Presentations of Learning (POLs) allow them to reflect on cross-curricular projects, share their academic growth, and plan for the year ahead.

This model ensures that all learners, regardless of background or need, remain engaged in a comprehensive and personalized educational program. No significant differences in access or enrollment have been identified across student groups or school sites.

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

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

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

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

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

June 2025

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

Below is a summary of findings following review and comparison of a sampling of total compensation levels received by educational leaders in California. Compensation figures are from the State Controller's Office or from the Internal Revenue Service (Form 990) for the 2022 or 2023 calendar or fiscal years (the most recent available). Student enrollment figures are from the California School Dashboard for the 2024 calendar year. The School Director of iLEAD Online assists with the oversight of one charter school in Los Angeles County with a total population of approximately 249 students. Based on these facts, this study compared salary packages of similarly situated public school leaders. The seven charter schools surveyed in this summary have an average population of approximately 416 students.

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

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

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

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

EMPLOYMENT – NEW HIRES

Ehrhardt, Shannon	Educational Facilitator Coach PT - (Backfill)	05.12.25
Tagge,Tammy	Educational Facilitator Coach PT - (Backfill)	05.12.25
Noyola, Ayby	Office Assistant FT (Backfill)	06.09.25

RESIGNATIONS/TERMINATIONS

N/A

STATUS CHANGE

Lopez,Savannah   From CTE Facilitator to Project Specialist - Salary (new)   06.01.25

Company name:	iLEAD Online
Report name:	Payment Register
Report title 2:	05/01/2025-06/18/2025
Created on:	6/18/25
Location:	116--iLEAD Online

Date	Vendor	Amount
5/1/25	LOSA001--Los Angeles County Office of Education (LACOE)	70,777.21
5/6/25	CIGN001--Cigna Healthcare	211.00
5/6/25	FIDE000--Fidelity Security Life Insurance Company	116.19
5/6/25	FIDE000--Fidelity Security Life Insurance Company	284.85
5/6/25	KAIS000--Kaiser Foundation Health Plan	4,686.26
5/6/25	KAIS000--Kaiser Foundation Health Plan	4,686.26
5/6/25	NATI000--National Benefit Services	2,175.00
5/6/25	NONS000--Nonstop Administration & Insurance Services, Inc.	8,815.62
5/6/25	SUNL000--Sun Life Assurance Company of Canada	27.41
5/6/25	SUNL000--Sun Life Assurance Company of Canada	1,003.66
5/6/25	UPSF000--UPS	202.40
5/6/25	UPSF000--UPS	263.91
5/6/25	WEIS002--Jessica Weiss	225.40
5/9/25	CHRI006--Christy White, Inc,	1,598.50
5/9/25	CLAY001--Clay World LLC	1,100.00
5/9/25	EMP0152--Jodi Saenz	472.77
5/9/25	HESS000--Hess and Associates Inc	382.50
5/9/25	HESS000--Hess and Associates Inc	-382.50
5/9/25	HESS000--Hess and Associates Inc	382.50
5/9/25	NATI000--National Benefit Services	250.00
5/9/25	PINE002--Sulma Pineda	2,175.00
5/9/25	SCHO009--School Pathways LLC	7,569.00
5/9/25	TMOB006--T-Mobile 3616	1,187.33
5/11/25	RAMP116--Ramp	5,287.56
5/12/25	AMAZ100--Amazon Capital Services (iCA)	93.54
5/12/25	GALL005--Stephany Kim Gallegos	112.49
5/12/25	LAWO000--Law Offices of Young, Minney & Corr, LLP	463.50
5/12/25	NATI001--Nationwide	93.11
5/12/25	UPSF000--UPS	120.73
5/12/25	VENT000--Ventris Learning LLC	269.98
5/12/25	ZARN000--Todd Zarnitz	2,500.00
5/23/25	AMAZ100--Amazon Capital Services (iCA)	465.08
5/23/25	APLU000--APlus+	2,500.00
5/23/25	CALI037--California Association of School Couselors, Inc	1,128.00
5/23/25	CIGN000--Cigna Healthcare	2,261.45
5/23/25	CIGN003--Cigna Health and Life Insurance Company	19,559.46
5/23/25	DYER000--Thomas Dyer	144.00
5/23/25	NONS000--Nonstop Administration & Insurance Services, Inc.	8,956.77
5/23/25	PACI011--Pacific OneSource, Inc	1,881.00
5/23/25	SUNL000--Sun Life Assurance Company of Canada	27.41
5/23/25	UPSF000--UPS	192.27
5/23/25	VIVI000--Vivian De Leon	1,097.50
5/23/25	WEXH000--WEX Health Inc.	20.00

Date	Vendor	Amount
5/23/25	WEXH000--WEX Health Inc.	20.00
5/23/25	WEXH000--WEX Health Inc.	20.00
5/23/25	WEXH000--WEX Health Inc.	34.00
5/23/25	WEXH000--WEX Health Inc.	34.00
5/30/25	D2LL000--D2L Ltd	4,500.00
5/30/25	LEGA003--Legal Shield	31.90
5/30/25	RIVE000--Riverside County Office of Education	2,400.00
5/30/25	SUNL000--Sun Life Assurance Company of Canada	1,009.04
5/30/25	UPSF000--UPS	147.14
5/30/25	UPSF000--UPS	169.25
6/2/25	LOSA001--Los Angeles County Office of Education (LACOE)	76,783.32
6/3/25	AMAZ100--Amazon Capital Services (iCA)	54.74
6/3/25	MELL000--Mellady Direct Marketing	592.65
6/3/25	NATI006--National Alliance of Concurrent Enrollment Partnership, Inc	858.00
6/3/25	TMOB006--T-Mobile 3616	1,187.12
6/6/25	CIGN000--Cigna Healthcare	1,981.08
6/6/25	EDTE000--EdTech 101	14,819.88
6/6/25	GALL005--Stephany Kim Gallegos	107.99
6/6/25	KAIS000--Kaiser Foundation Health Plan	5,482.04
6/6/25	VENT000--Ventris Learning LLC	96.53
6/11/25	RAMP116--Ramp	9,690.30
6/11/25	UPSF000--UPS	44.03
6/17/25	AMAZ100--Amazon Capital Services (iCA)	423.18
6/17/25	CHRI006--Christy White, Inc,	1,600.00
6/17/25	COLL004--College Board	3,996.00
6/17/25	D2LL000--D2L Ltd	5,622.75
6/17/25	ESTR000--Lourdes Estrada	616.00
6/17/25	INST000--Instructure, Inc	2,547.25
6/17/25	LAWO000--Law Offices of Young, Minney & Corr, LLP	355.50
6/17/25	MELL000--Mellady Direct Marketing	329.25
6/17/25	PACI011--Pacific OneSource, Inc	1,782.00
6/17/25	SCOI001--Scoir, Inc	747.96
6/17/25	WOLF001--Katherine Wolfe	219.39
6/17/25	ZARN000--Todd Zarnitz	2,500.00
		$ 296,186.41

Company Name:	iLEAD Online	
Report Name:	Payment Register Summary	
Report Title 2:	Mission Valley Bank	
Footer Text:	05/01/2025-06/18/2025	

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	28,437.81
3402	Health & Welfare Benefits - Classified positions	6,856.24
4110	Core Curriculum - Texts, Workbooks, etc	4,167.20
4120	Core Curriculum - Software & Programs	195.31
4210	Professional Development References	109.87
4340	Office Supplies	315.17
4345	Printing & Reproduction Supplies	70.30
4430	IT Equipment & Supplies	18,482.88
5210	Travel for PD, Conferences, & School Development	1,232.77
5220	Travel for Intersite Business - Mileage*	225.40
5310	Professional Dues, Memberships, and Subscriptions	33.55
5804	Professional Services - Auditing & Tax Preparation	3,198.50
5806	Professional Services - Consultant Fees	382.50
5807	Professional Services - BTSA	2,400.00
5808	Professional Services - Legal Fees	819.00
5825	Operating Expenditures - Banking Charges & Fees	120.73
5827	Operating Expenditures - Other Benefit Fees	4,758.00
5830	Operating Expenditures - Marketing & Advertising	5,592.65
5840	Operating Expenditures - Software Licenses	286.18
5850	Student Services Expenditures - Student Information System	7,569.00
5851	Student Services Expenditures - Student Assessment Services	149.84
5853	Student Services Expenditures - Student & Group Activities	5,532.98
5920	Internet Services	2,374.45
5940	Postage Expense	1,019.00
9310	Prepaid Expenditures (Expenses)	37,143.69
9535	Retirement Liability	147,560.53
9536	403b Payable	2,175.00
9549	Credit Card Payable - Online	14,977.86
	Total	**$296,186.41**

Facilities Use Agreement

Between iLEAD California Charters 1 and iLEAD Online

This Facilities Use Agreement ("Agreement") is made and entered into as of <mark>xxxx</mark>, by and between:

- **iLEAD California Charters 1**, a nonprofit public charter school ("Provider"), and

- **iLEAD Online**, a nonprofit public charter school ("User")

Collectively, the "Parties."

1. Purpose

The purpose of this Agreement is to outline the terms under which User is permitted to utilize designated facilities owned or operated by Provider for the delivery of educational services and related operations.

2. Term

This Agreement shall commence on **July 1, 2025** and continue through **June 30, 2026**, unless extended, modified, or terminated in writing by mutual agreement.

3. Designated Facilities

User shall be permitted to use a portion of the following spaces at the Provider's site, located at: **3720 Sierra Highway, Units B, Acton, California 93510**.

- 1,150 square feet of the space in Unit B.

- This agreement may be updated with a mutual written agreement.

4. Facilities Use Fee

In exchange for facility access, User agrees to pay Provider a Facilities Use Fee in the amount of **$20,562**, payable in accordance with the following schedule:

Months	Sq.Footage	Monthly Rent/Sq Foot	Annual Base Fee	Monthly Fee
July 1, 2025 - June 30, 2026	**1,150**	**1.49**	**20,562**	**1,713.50**

- The fee shall be payable within 30 days of invoice receipt.

5. Utilities and Shared Services

Unless otherwise agreed:

- User shall be responsible for a proportionate share **[15%]** of utility costs (e.g., electricity, water, internet, trash) and may include a proportional allocation in the Common Area Management (CAM) fee.

- Shared operations services (e.g., custodial, security, parking) shall be coordinated in good faith and billed in proportion to the space use, **[15%]**.

6. Insurance and Liability

User shall maintain appropriate general liability insurance, naming Provider as an additional insured, in an amount not less than **$1,000,000 per occurrence / $3,000,000 aggregate**. Proof of coverage shall be provided prior to occupancy and upon renewal.

Each party shall be responsible for its own employees, agents, and students and shall indemnify and hold the other harmless for any claims arising from its own negligence or willful misconduct.

7. Operations and Compliance

User shall comply with all applicable laws, site safety protocols, and any reasonable site-specific rules provided by Provider. The parties agree to collaborate to ensure a safe, respectful, and educationally appropriate environment for all learners and staff.

8. Termination

This Agreement may be terminated by either party with **[e.g., 60 days']** written notice. Early termination shall not relieve either party of obligations incurred prior to the termination date.

9. Entire Agreement

This document constitutes the full agreement between the parties and supersedes any prior discussions or understandings. Amendments must be made in writing and signed by authorized representatives of both parties.

10. Signatures

iLEAD California Charters 1
By: _____
Name: Amanda Fischer
Title: CEO
Date:

iLEAD Online
By: _____
Name: Kate Wolf
Title: Director
Date: