



MEETING AGENDA - iLEAD Agua Dulce Board

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

Meeting

Meeting Date Tuesday, June 16, 2026
Start Time 4:00 PM
End Time 5:00 PM
Location Address: 11311 Frascati Street, Agua Dulce, CA 9190
Zoom Meeting: <https://zoom.us/j/5395735793>
Meeting ID: 539 573 5793
Dial in Number: 1-669-900-6833

Purpose Regular scheduled meeting

Chaired by Christine Johnson

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Board Meeting Agenda

Discuss and take action regarding the Board Meeting Agenda.

Resolution #:

1.5. Board Meeting Minutes

Discuss and take action regarding the Board Meeting Minutes from the previous meeting/s.

Resolution #:

Documents

- Minutes-2026-05-12-v1 (1).pdf
-

2. Hearing

2.1. LCAP Hearing

This is the opportunity for the Public to review the summary of the 2026-2027 LCAP and make comments to the Board accordingly.

Documents



- 26-27 iLEAD Agua Dulce Proposed LCAP.pdf
-

3. Public Comments

3.1. Public Comments

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

4. Action Items

4.1. CalSTRS Form 0765

Discuss and take action regarding the CalSTRS Form 0765.

Resolution #:

Documents

- 2. AD 203_Form 0765 CalSTRS Charter School Certification.pdf
-

4.2. Preliminary Budget and Estimated Actuals

Discuss and take action regarding the preliminary budget and estimated actuals.

Resolution #:

Documents

- Budget Board - iLEAD Agua Dulce - EA2526,PB2627,MYP272829.pdf
-

4.3. Revised Articles Of Incorporations

Discuss and take action to revise the Articles of Incorporation.

Resolution #:

Documents

- iLEAD AD Certificate of Amendment of Articles of Incorporation CalSTRS CalPERS Amendments (4897-3602-1667.v1).docx
-

4.4. Resource Sharing Agreement

Discuss and take action regarding the revised iCA Service Agreement.

Resolution #:

Documents

- Resource Sharing Agreement 26-27 (1).pdf
-

4.5. SPED Service Agreement

Discuss and take action regarding the updated SPED service agreement

Resolution #:

Documents

- 26-27 SPED RESOURCE SHARING (Draft 1.0).pdf
-



4.6. Annual Request for Title Funding

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

Resolution #:

Documents

- AD 26_27 Request For Annual Federal Title Funding .docx.pdf
-

4.7. Title IX Policy

Discuss and take action regarding the Title IX policy.

Resolution #:

Documents

- Board PDF_ iLEAD AD Title IX Policy for Sexual Harassment.pdf
-

4.8. Updated Independent Study Policy

Discuss and take action on the revised policy.

Resolution #:

Documents

- Board PDF_ iLEAD AD Independent Study Board Policy.pdf
-

4.9. Policies for Promoting Safe Environments (Employee-Student Relations)

Discuss and take action regarding the new policy.

Resolution #:

Documents

- Promoting Safe Environments for Student Learning and Engagement-AD-20260610-Redline for Board.pdf
-

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

Discuss and take action regarding the 2026-2027 DON.

Resolution #:

Documents

- 26_27 AD- DON.pdf
-

4.11. 2026-2027 Board Meeting Dates

Discuss and take action regarding the 2026-2027 Board Meeting Dates.

Resolution #:

Documents

- 26_27 - Board Meetings AD.pdf
-

4.12. Board Member Terms

Discuss and take action to extend Christine Johnson's board terms according to the Bylaws.

Resolution #:



5. Discussion And Reports

5.1. School Director Report

5.2. iCC1 Organization Restructure

Discuss the possible direction regarding organizational structure and changes

5.3. 2 Step Verification

Discussion and possible action regarding two-step verification for board email accounts

5.4. Trainings and Compliance

Discussion regarding board compliance training requirements - effective 8/1/2026

6. Consent Items

6.1. Personnel Report

Resolution #:

Documents

- 6.16.26_AguaDulcePersonnelReport (1).pdf
-

6.2. Check Registers

Resolution #:

Documents

- iad_payment_register_20260610_detail_BOARD ONLY.pdf
 - iad_payment_register_20260610_summary.pdf
 - iad_payment_register_20260610_register.pdf
-

7. Closed Session

7.1. Public Employee Performance Evaluation

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

7.2. Conference With Legal Counsel - Anticipated Litigation

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

8. Board Comments

8.1. Board Comments

9. Closing Items

9.1. Next Meeting Date 6/23/26 4:00 PM

Board Members mark their calendars and confirm quorum.



9.2. Adjournment

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

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

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



MEETING MINUTES - iLEAD Agua Dulce Board

Meeting

Date Tuesday, May 12, 2026
Started 4:00 PM
Ended 6:14 PM
Location Address: 11311 Frascati Street, Agua Dulce, CA 9190
Zoom Meeting: <https://zoom.us/j/5395735793>
Meeting ID: 539 573 5793
Dial in Number: 1-669-900-6833

Purpose Regular scheduled meeting
Chaired by Christine Johnson
Recorder Jacque So

Minutes

1. Opening Items

1.1. Call The Meeting To Order

The meeting was called to order at 4:03 PM

Status: Completed

1.2. Roll Call

Christine Johnson

Kurt Knechtel

Mehgan Andrade

Dianna Morris

Annaliisa Wilson

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action regarding the Board Meeting Agenda.

- Motioned: Kurt Knechtel
- Seconded: Dianna Morris
- Unanimously Approved

Resolution #:



Status: Carried

1.5. Board Meeting Minutes

Discuss and take action regarding the Board Meeting Minutes from the previous meeting/s.

- Motioned: Kurt Knechtel
- Seconded: Mehgan Andrade
- Unanimously Approved

Resolution #:

Status: Carried

Documents

- Minutes-2026-04-21-v1 (1).pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

Ms. Sienna Musquiz presented an update on the chicks. They have since hatched and they used the process to journal what they saw and created story maps.

Status: Completed

3. Public Comments

3.1. Public Comments

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

No public comment(s) made

Status: Completed

4. Action Items

4.1. 2025-2026 Annual Audit Agreement

Discuss and take action regarding the 2025-2026 Annual Audit Agreement.

Kelly O'Brien presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Kurt mentioned wanting the agreements brought to them earlier than currently presented.

Resolution #:



Status: Carried

4.2. Uniform Complaint Procedure Policy

Discuss and take action regarding the updated policy

Melissa Garcia presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Dianna Morris

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Board PDF_ iLEAD AD Uniform Complaint Procedures Policy.pdf
-

4.3. Title IX Policy for Sexual Harassment

Discuss and take action regarding the updated policy

Melissa Garcia presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Board PDF_AD Title IX Policy for Sexual Harassment.pdf
-

4.4. Employee Harassment, Discrimination, and Retaliation Prevention Policy

Discuss and take action regarding the updated policy

Melissa Garcia presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Dianna Morris

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Board PDF_ iLEAD AD Employee Harassment, Discrimination, & Retaliation Prevention Policy .pdf
-



4.5. Learner Suspension and Expulsion Policy

Discuss and take action regarding the new policy

Melissa Garcia presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Board PDF_ iLEAD AD Learner Suspension and Expulsion Policy .pdf
-

4.6. Internal Complaint Review Policy

Discuss and take action regarding the new policy

Melissa Garcia presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Board PDF_ iLEAD AD Internal Complaint Review Policy.pdf
-

4.7. Learner Personal Electronic Device Policy

Discuss and take action regarding the new policy

Melissa Garcia presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Board PDF_ iLEAD AD Learner Personal Electronic Device Board Policy.pdf
-

4.8. Involuntary Disenrollment Policy



Discuss and take action regarding the updated policy

Melissa Garcia presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Board PDF_ iLEAD AD Involuntary Disenrollment Policy.pdf
-

4.9. Alternate Pathways to a Diploma for Students with Disabilities Policy

Discuss and take action regarding the updated policy

Allison Bravo presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Revised Alternative Pathways to a Diploma for SWD.pdf
-

4.10. Physical Education Policy

Discuss and take action regarding the updated policy

Allison Bravo presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- REVISED Physical Education Policy.docx (3).pdf
-

4.11. Graduation Policy

Discuss and take action regarding the updated policy



Allison Bravo presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Revised iLEAD Agua Dulce Graduation Requirements.pdf
-

4.12. Mathematics Placement Policy

Discuss and take action regarding the updated policy

Allison Bravo presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Revised Math Placement Policy.docx (3).pdf
-

4.13. School Requirements to Earn a State Seal of Civic Engagement

Discuss and take action regarding the new policy

Allison Bravo presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- California State Seal of Civic Engagement - Google Docs.pdf
-

4.14. Acceleration and Retention Policy

Discuss and take action regarding the updated policy

Cassandra Coleman presented the Report and answered questions of the



Board.

Motion: Kurt Knechel

Seconded: Dianna Morris

Unanimously Approved

Resolution #:

Status: Carried

Documents

- iLEAD Agua Dulce Acceleration & Retention Policy - Google Docs.pdf
-

4.15. Revised Holiday Policy

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

Rick Krunelle presented the Report and answered questions of the

Board.

Motion: Annaliisa Wilson

Seconded: Dianna Morris

Unanimously Approved

There will be a change reflecting the 26/27 school year.

Resolution #:

Status: Carried

Documents

- Holiday Policy 26-27-AD-20260512-Redline for board approval.pdf
-

4.16. Revised Vacation Policy

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

Rick Krunelle presented the Report and answered questions of the

Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

There will be a change to reflect the 26/27 school year.

Resolution #:

Status: Carried

Documents

- Vacation Policy-AD-20260512-Redline for board approval.pdf
-

4.17. School Records, Retention and Disposal Policy



Request approval of School Records and Disposal Policy to follow legally required and allowable storage and purge processes.

Rick Krunelle presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- School Record Retention Policy-AD-20260512-Redline for board approval.pdf
-

4.18. Learner Records Maintenance, Retention, and Destruction Policy

Request approval of Learner Records Maintenance, Retention, and Destruction Policy to follow legally required and allowable storage and purge processes.

Rick Krunelle presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Learner Records Retention Policy-AD-20260512-Redline for board approval.pdf
-

4.19. Equity Policy

Request approval of the Equity Policy which is required by the Federal Government due to the receipt of Federal Funding (Title I, Title II, Title IV)

Rick Krunelle presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Equity Policy-AD-20260512-Redline for board approval.pdf
-



4.20. Harassment, Discrimination, Intimidation, and Bullying Prevention Policy

Discuss and take action regarding the policy compliant with Safe Place To Learn Act

Rick Krunelle presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- Harassment, Discrimination, Intimidation, and Bullying Prevention Policy-AD-20260512.pdf
-

4.21. Revised Employee Guidebook

Discuss and take action on the revision to the Employee Guidebook.

Rick Krunelle presented the Report and answered questions of the Board.

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Motion passes with 4-1, Mehgan Andrade voting no.

Resolution #:

Status: Carried

Documents

- Employee Guidebook-AD-20260512-Redline for board approval.pdf
-

5. Discussion And Reports

5.1. School Director Report

Wendy Maxwell presented the Director's Report and answered questions of the Board.

Status: Completed

6. Consent Items

6.1. Obsolete Technology and Equipment

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:



Status: Carried

Documents

- iLEAD Agua Dulce Obsolete (May 2025).pdf
-

6.2. Revised LACOE Certification of Signatures

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- LACOE Form Blank.pdf
-

6.3. Personnel Report

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- 5.12.26_AguaDulcePersonnelReport.pdf
-

6.4. Check Registers

Motion: Kurt Knechel

Seconded: Annaliisa Wilson

Unanimously Approved

Resolution #:

Status: Carried

Documents

- iad_payment_register_20260507_detail.pdf
 - iad_payment_register_20260507_register.pdf
 - iad_payment_register_20260507_summary.pdf
-

7. Closed Session

7.1. Public Employee Performance Evaluation

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

Nothing reported from Closed Session - No Vote Taken

Status: Completed



8. Board Comments

8.1. Board Comments

The board would like Wendy Maxwell's ILP's and end of year goals sent to them for review.

Status: Completed

9. Closing Items

9.1. Graduation Date

Middle School Promotion June 3rd 9:30 AM

High School Graduation June 4th 5:00 PM

Status: Completed

9.2. Next Meeting Date 6/16/2026

Board Members mark their calendars and confirm quorum.

Status: Completed

9.3. Adjournment

Meeting adjourned at 6:14 PM

Status: Completed

Local Control and Accountability Plan

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

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

Plan Summary 2026-2027

General Information

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

iLEAD Agua Dulce Charter School is a WASC-accredited public charter school that opened in 2018. It is located in the town of Agua Dulce and serves learners in TK-12th grade. As part of the Santa Clarita Valley, iLEAD Agua Dulce Charter School is situated in a rural/suburban community on the outskirts of Los Angeles County and is considered a rural school. The school's enrollment for the 2025-26 school year was 349 learners.

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

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

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

Through thoughtfully designed learning environments and the implementation of professional learning on diversity, equity, and inclusion, it is iLEAD Agua Dulce's goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths to cultivate a love for learning. School staff work with each learner to develop an individualized learning plan with an emphasis on academic and SEL goals. The staff also incorporates a variety of methods and best practices, including professional learning, implementation of intentional teaching strategies, analysis of learner performance data, Multi-Tiered Systems of Support (MTSS), and the revision of instruction as necessary to educate all learners and address the unique needs of English Learners, Students with Disabilities, Socioeconomically Disadvantaged, those experiencing Homelessness, and Foster Youth. At iLEAD Agua Dulce, English learners receive designated and integrated language support throughout the school day. Students with Disabilities are taught in inclusive general education classes as much as possible according to the needs of their individualized education plans providing them with the least

restrictive environment possible.

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

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

Reflections: Annual Performance

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

A review of iLEAD Agua Dulce's performance on the 2025 California School Dashboard and local indicators demonstrates significant longitudinal growth within our internal language development trajectories, staff professional culture, and personalized learner milestones. Most notably, the school achieved an exceptional breakthrough in English Language Development, with English Learners making positive progress toward English proficiency on the ELPAC, climbing to 61.1% (+7.3% above baseline) and propelling an internal reclassification rate of 19.23%, a substantial +13.23% increase over baseline figures. This instructional momentum is heavily reflected in our secondary expansion pathways, where individual advanced learner registrations for college credit courses surged to 23 enrollments (+22 from baseline) and Advanced Placement (AP/IB) options expanded to 3 offerings (+2 from baseline). On localized internal growth benchmarks, NWEA MAP longitudinal assessments revealed solid progress, lifting the schoolwide Conditional Growth Index by +0.29 in Reading and +0.19 in Math relative to historical baselines. Furthermore, 86.12% of high school learners successfully met and defended their self-identified college and career readiness goals through their personal learning plans. These academic highlights are strongly reinforced by stable conditions of learning and key safety metrics, including maintaining a "good" facility status across consecutive inspections, reducing total teacher misassignments by 4, fully eliminating English Learner teacher misassignments to 0%, expanding extracurricular sports opportunities by 2, and achieving a low schoolwide suspension rate of 0.5% that preserves an optimal Blue Dashboard status. Localized wellness tracking also yielded a notable success in the White learner sub-cohort, with their chronic absenteeism rate dropping by -10.6% from baseline down to 29.7%.

In alignment with our continuous improvement framework, these dataset reviews provide clear target vectors to help the school address localized instructional dips and sub-cohort performance gaps. Standardized state assessment profiles reveal across-the-board performance contractions on the CAASPP platform compared to original baseline figures, with schoolwide ELA indicators dropping by 11 points over the past year to sit at 53.6 points below standard (-4.5 points from baseline) and schoolwide math performance declining by 6.5 points to 76.3 points below standard (-5.3 points from baseline). These standardized testing declines were heavily impacted by widening achievement gaps among Socioeconomically Disadvantaged learners, who shifted to -18.4 points from baseline in ELA and -11.7 points from baseline in Math, alongside a -11.5 point baseline variance among Students with Disabilities in ELA. Beyond state assessments, maintaining consistent learner attendance remains an immediate operational challenge; the general CALPADS attendance rate fell by -1.88% to 91.22%, while schoolwide chronic absenteeism crept up to 33.5%. This absenteeism loop was especially acute within our Students with Disabilities subgroup, rising by +11.4% from baseline to affect 45.8% of the cohort. Concurrently, local survey results highlighted areas for strategic re-engagement, as student safety and connectedness perceptions dipped fractionally to 83.9% (-2.7% from baseline), the annual parent survey for involvement and input satisfaction dropped to 87% (-4.3% from baseline).

As a single-school LEA, the school found the following on the 2023 Dashboard, which influenced the creation of action items and metric tracking:

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

Reflections: Technical Assistance

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

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

Priority 4 Learning:

-Students with Disabilities in ELA and Math

Priority 5 Engagement:

Chronic Absenteeism: Students with Disabilities

As part of receiving technical assistance, the school worked with the Los Angeles County Office of Education (LACOE) in the spring of 2024 to attend an all-day collaboration to analyze performance ratings and perform root cause analysis for each area identified under Differentiated Assistance. The school has continued in 25-26 to translate root cause analysis to implementation actions and action monitoring for identified areas of growth through MTSS evidence-based intervention, behavioral supports, family services, engagement opportunities, restorative practices training, and implementation. Attendance efforts include various engagement initiatives, parent campaigns, attendance rewards, and increased communication with families in danger of chronic absenteeism. New Special Education curriculum, training, and systems alongside stronger Tier I and Tier II math initiatives have supported this work in the 25/26 school year.

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.

iLEAD Agua Dulce was not eligible for CSI.

Support for Identified Schools

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

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)
Parents/Families	-Annual surveys -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings
Staff	-Annual survey -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings -Individual learning plans -PD Exit Ticket surveys
Board	-Monthly board meetings -Annual Board training
Ed Partner: 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

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

As a school of choice, serving the community and 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

An explanation of why the LEA has developed this goal.

After analysis of the effectiveness of the goal, this goal remains unchanged based on the 2025 CA Dashboard and survey responses, as it has been effective in addressing state priorities 1, 3, 8, and 4, and closing outcome disparities.

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

Actions in this goal will support success in:

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SARC FIT Tool-Facilities: Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). (State Priority 1)	2023-24: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2024-25: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2025-26: 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).	= to Baseline
2	SARC Misassignments of Teachers of English Learners Total Teacher Misassignments (State Priority 1)	2021-2022 SARC Teachers without Credentials and Misassignments: 1 Misassignments for ELs: 22.2%	2022-2023 SARC Teachers without Credentials and Misassignments: 7 Misassignments for ELs: 13.3%	2023-2024 SARC Teachers without Credentials and Misassignments: 5 Misassignments for ELs: 0%	Teachers without Credentials and Misassignments: 1 or less Misassignments for ELs: 0%	Teachers without Credentials and Misassignments: -4 from Baseline Misassignments for ELs: -22.2% from Baseline
3	Priority 3 Rubric Local Indicator	2024 Local Indicator Survey Rubric: LEA's	2025 Local Indicator Survey Rubric: Rate the	2026 Local Indicator Survey Rubric: Rate the	Maintain 4's and 5's on Local Indicator Survey Rubric	= to Baseline

Self-Reflection Tool (State Priority 3)	progress in creating welcoming environments for all families in the community: 5 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 LEA's progress in providing families with information and resources to support student learning and development in the home: 5 LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input	LEA's progress in creating welcoming environments for all families in the community: 5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 3 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any	LEA's progress in creating welcoming environments for all families in the community: 5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 3 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies 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	Questions
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		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	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	activities at school and district levels: 5		
4	Annual Educational Partner Engagement Opportunities, such as: School Site Council iSUPPORT Annual Panorama Surveys Monthly Board Meetings Other Opportunities (State Priority 3)	2024: 15 Educational Partner Engagement Opportunities Annually	2024-2025: 15 Educational Partner Engagement Opportunities Occured	2025-2026: 15 Educational Partner Engagement Opportunities Occured	Maintain or increase the number of engagement opportunities	= to Baseline

5	Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs: English Learner Advisory Committee Homeless/Foster /EL Liason Outreach FIEP Process (State Priority 3)	2024 Opportunities: 3 programs for parents of UDPs and individuals with exceptional needs	2024-2025: 3 programs for parents of UDPs and individuals with exceptional needs	2025-2026: 3 programs for parents of UDPs and individuals with exceptional needs	Maintain or increase programs for parents of UDPs and individuals with exceptional needs	= to Baseline
6	Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input (State Priority 3)	2024-2025: 91.3% of families feel that "the school provides adequate opportunities for me to be involved in my child's education," and "the school values and incorporates my input as an educational partner."	Same as Baseline	2025-2026: 87% 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 91%	-4.3% from Baseline
7	CA School Dashboard State Indicator: College and Career Indicator % graduating prepared and % approaching prepared (State Priority 4)	Baseline will be established after the first graduating cohort above 11 learners	N/A	N/A	Target will be established after the first graduating cohort above 11 learners	N/a

8	CA School Dashboard Additional Measures Report: Percentage of graduates who complete a-g requirements (State Priority 4)	Baseline will be established after the first graduating cohort above 11 learners	N/A	N/A	Target will be established after the first graduating cohort above 11 learners	N/A
9	CA School Dashboard Additional Measures Report: Percentage of graduates who complete a-g requirements (State Priority 4)	Baseline will be established after the first graduating cohort	N/A	N/A	Target will be established after the first graduating cohort of above 11 learners	N/A
10	CA School Dashboard Additional Measures Report: Percentage of graduates who complete both a-g requirements and CTE pathways (State Priority 4)	Baseline will be established after the first graduating cohort above 11 learners	N/A	N/A	Target will be established after the first graduating cohort above 11 learners	N/A

11	CA School Dashboard Additional Reports: Percentage of learners who earn a 3 on an AP exam or 4 on an IB exam (State Priority 4)	Baseline will be established after the first graduating cohort above 11 learners	N/A	N/A	Target will be established after the first graduating cohort	N/A
12	College Career Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP goal from fall to spring annually as measured by credentialed teacher and counselor observation and data on the annual survey. (State Priority 4)	2024: 46% of learners met their self-identified college/career readiness goal	2025: 87.8% of learners met their self-identified college/career readiness goal	2026: 86.12% of learners met their self-identified college/career readiness goal	65% of learners met their self-identified college/career readiness goal	-1.68% from Baseline
13	DataQuest: % of graduates who earn a State Seal of Biliteracy, Golden State Seal Merit Diploma, National Merit Scholarship, or CTE Completer Certificate (State Priority 8)	Baseline will be established after the first graduating cohort above 11 learners	N/A	N/A	Target will be established after the first graduating cohort above 11 learners	N/A

14	CA School Dashboard Additional Measures Report: College Credit Course Completion (successful completion of 1 or more college courses with a C or higher) (State Priority 4)	Baseline will be established after the first graduating cohort above 11 learners	N/A	N/A	Target will be established after the first graduating cohort above 11 learners	N/A
15	CA School Dashboard: EAP Early Assessment Program: Prepared for college as indicated by ELA and math CAASPP scores (ready and conditionally ready) (State Priority 4)	Baseline will be established after the first graduating cohort above 11 learners	N/A	N/A	Target will be established after the first graduating cohort above 11 learners	N/A

Goal Analysis for 2025-2026

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.

During the past year, iLEAD Agua Dulce focused on its core operations, broadening its staff placement standards, and reinforcing foundational parental engagement avenues while navigating the initial growth phases of its high school expansion.

Successes: Operational compliance remained exceptionally strong, with the school fully preserving its "good" facility status on consecutive SARC School Accountability Report Cards. Leadership successfully minimized staffing gaps, reducing total teacher misassignments by 4 from the baseline and completely eliminating English Learner teacher misassignments to 0% (a -22.2% drop from baseline tracking). Furthermore, the school cleanly executed its target of 15 annual educational partner engagement opportunities and hosted 3 dedicated parental participation programs for unduplicated learners and exceptional needs families. On a localized level, 86.12% of high school learners successfully met their customized, self-identified college and career readiness goals via Individual Learning Plan (ILP) defenses.

Challenges: Broader high school dashboard indicators—including the College and Career Indicator (CCI), graduate a-g matching, and AP test score ratios remain temporarily uncalculated (listed as N/A) as the school waits to establish an officially reportable graduation cohort size above 11 learners. In terms of community perception, the annual educational partner survey noted a minor drop, with overall family engagement and input satisfaction slipping by 4.3% from baseline to a current level of 87%.

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 2025-2026 school year are primarily attributable to a decrease in student enrollment. These changes directly impacted the Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending.

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.

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

Effective (Actions 1.1, 1.2, & 1.3): Operational and instructional recruitment efforts were highly effective at stabilizing basic conditions of learning, eliminating specialized teacher misassignments, and maintaining standards-aligned facilities.

Less Effective (Actions 1.6 & 1.7): Actions targeting systematic college and career readiness showed limited institutional effectiveness this past year. Broad state-level metrics—including the College and Career Indicator, graduate a-g matching, and AP test score ratios—remain uncalculated (N/A) due to small cohort sizes. Additionally, the percentage of high school learners meeting their self-identified college and career readiness goals via internal Individual Learning Plan (ILP) defenses experienced a minor year-over-year dip to 86.12%.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Maintain Safe, Clean, Welcoming School Facilities	The facilities team will ensure all educational partners have clean, safe, innovative spaces that align with the school's vision, mission, learner outcomes, and methodology, which allow high-quality learning to take place.	\$727,048.00	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.	\$1,897,256.00	No
3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Leadership and HR will recruit and retain qualified staff to provide support to English learners, homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals.	\$88,425.00	Yes
4	1.4 Inclusively Collaborate with Educational Partners	Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	\$68,873.00	No
5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Outreach, leadership, and staff will incorporate multiple ways for educational partners to engage in and contribute to the school community. Through family groups, family education opportunities, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	\$93,401.00	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.	\$44,173.00	No
7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 3, Action 5)	Counselors and leadership will maximize opportunities for learners to be recognized for achievements that support scholarships, college admissions, and résumé building by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, CTE Certificate of Completion, Industry-Recognized Certifications, IB CP Certificate of Completion, the National Merit scholarship, and/or Senior Portfolio Defenses.	\$0.00	No

Goal

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

State priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

After analyzing the effectiveness of the goal, it remains unchanged based on the 2025 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 2, 4, and 7, and closing outcome disparities.

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

Actions in this goal will support success in:

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials (State Priority 2)	2024 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 4 ELD: 4 Math:5 Next Generation Science Standards: 5 History-Social Science: 5	2025 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 4 ELD: 5 Math:5 Next Generation Science Standards: 4 History-Social Science: 4	2026 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 5 ELD: 5 Math:5 Next Generation Science Standards: 4 History-Social Science: 4	Maintain 4's and 5's in all content areas	ELA: +1 ELD: = Math: = Next Generation Science Standards: = History-Social Science: =
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	2025-2026: 22 dedicated staff professional development/work days	Maintain at least 22 dedicated staff professional development/work days annually	= to Baseline
3	Annual Panorma Staff Survey: Professional Development (State Priority 2)	2025: 52.8% of staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	Same as Baseline	2026: 61.4% of staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	Target: Increase to and maintain above 80%	+8.6% above Baseline

4	Dashboard Local Indicator Survey Rubric Priority 2C Local Indicator Survey: Priority 2C - Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified. (State Priority 2)	2024 Local Indicator Survey Rubric Priority 2C: ELA: 5 ELD: 4 Math: 5 Next Generation Science Standards: 5 History-Social Science: 5	2025 Local Indicator Survey Rubric Priority 2C: ELA: 4 ELD: 4 Math: 3 Next Generation Science Standards: 3 History-Social Science: 3	2026 Local Indicator Survey Rubric Priority 2C: ELA: 4 ELD: 4 Math: 4 Next Generation Science Standards: 3 History-Social Science: 3	Maintain 4's and 5's in each content area	ELA: = ELD: = Math: +1 Next Generation Science Standards: = History-Social Science: =
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5	CA Dashboard Indicator: CAASPP English Language Arts (State Priority 4)	2023 97% participation rate 49.1 points below standard (orange) 35.1 points below state SWD 93% participation rate 87.3 points below standard (red) 9 points below state Socioeconomically Disadvantaged Learners 94% participation rate 51 points below standard (yellow) 8.4 points below state	2024 97% participation rate 42.6 points below standard (yellow) 29.4 points below state Increased 6.4 points SWD 98% participation rate 88.9 points below standard (red) 6.7 points above state Maintained -1.9 points Socioeconomically Disadvantaged Learners 97% participation rate 55.5 points below standard (orange) 14.6 points below state Declined 4.5	2025 98% participation rate 53.6 points below standard (orange) 45.5 points below state Declined 11 points SWD 100% participation rate 98.8 points below standard (red) 9.4 points below state Declined 9.9 points Socioeconomically Disadvantaged Learners 98% participation rate 69.4 points below standard (orange) 34.1 points below state Declined 13.9 points	15 points closer to standard	All Students Participation Rate: +1% from Baseline Points: -4.5 points from Baseline SWD Participation Rate: +7% from Baseline Points: -11.5 points from Baseline Socioeconomically Disadvantaged Learners Participation Rate: +4% from Baseline Points: -18.4 points from Baseline
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6	CA Dashboard Indicator: CAASPP Mathematics (State Priority 4)	2023 97% participation rate 71 points below standard (orange) 21.9 points below state SWD 93% participation rate 129.3 points below standard (red) 2 points below state Socioeconomically Disadvantaged Learners 94% participation rate 82.7 points below standard (orange) 1.9 points below state	2024 97% participation rate 69.8 points below standard (orange) 22.2 points below state Maintained 1.2 points SWD 98% participation rate 115.4 points below standard (orange) 8.9 points above state Increased 15.9 Socioeconomically Disadvantaged Learners 97% participation rate 98 points below standard (red) 19.8 points below state Declined 15.3	2025 97% participation rate 76.3 points below standard (orange) Declined 6.5 points SWD 100% participation rate 115.9 points below standard (red) 4.8 points above state Increased 3.6 Socioeconomically Disadvantaged Learners 99% participation rate 94.4 points below standard (yellow) Increased 3.6 points	15 points closer to standard	All Students Participation Rate: 0% change from Baseline Math: -5.3 points from Baseline SWD Participation Rate: +7% from Baseline Math: +13.4 points from Baseline Socioeconomically Disadvantaged Learners Participation Rate: +5% from Baseline Math: -11.7 points from Baseline
7	California Science Test: CAST (State Priority 4)	2023: 25% met or exceeded	2024: 33.3% met or exceeded	2025: 26.16% met or exceeded	Increase 3%	+1.16% from Baseline
8	NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math (State Priority 4)	NWEA MAP Spring 2024 All Students Reading CGI: 0 NWEA MAP Spring 2024 All Students Math CGI: -.2	2025: NWEA MAP Spring 2025 All Students Reading CGI: -.01 NWEA MAP Spring 2025 All Students Math CGI: -.2	2026: NWEA MAP Spring 2025 All Students Reading CGI: .29 NWEA MAP Spring 2025 All Students Math CGI: -.01	Maintain at or above -.2	Reading CGI: +0.29 from Baseline Math CGI: +0.19 from Baseline

9	CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) (State Priority 4)	2023 53.8% making progress (no color)	2024 47.5% making progress (no color) 1.7% above state Declined 3%	2025 61.1% making progress (no color) 14.7% above state Maintained	Increase 2%	+7.3% from Baseline
10	Internally Calculated English Learner Reclassification Rate As Outlined By State (State Priority 4)	2023 Internally Calculated: 6%	2024 Internally Calculated: 10.71%	2025 Internally Calculated: 19.23%	Increase 6%	+13.23% above Baseline
11	Access to and enrollment in a broad course of study internally measured: CTE Offerings VAPA Offerings World Language Offerings College Credit Course Enrollment (State Priority 7)	2024: Exploratories: 5 AP/IB Offerings 1 CTE Offerings 3 pathways VAPA Offerings: 13 World Language Offerings: 3 College Credit Course Enrollments: 1	2025: Exploratories: 5 AP/IB Offerings 3 CTE Offerings 1 pathway VAPA Offerings: 6 World Language Offerings: 2 College Credit Course Enrollments: 2	2026: Exploratories: 5 AP/IB Offerings 3 CTE Offerings 2 pathways VAPA Offerings: 6 World Language Offerings: 2 College Credit Course Enrollments: 23	Maintain or increase total number of offerings	Exploratories 0 change from Baseline AP/IB Offerings +2 from Baseline CTE Offerings -1 pathway from Baseline VAPA Offerings -7 from Baseline World Language Offerings -1 from Baseline College Credit Course Enrollments +22 from Baseline

Goal Analysis for 2025-2026

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.

The school achieved exceptional, double-digit growth within internal language models and English Learner progress tracking, though standardized state assessment indicators presented clear areas for growth.

Successes: Local indicator tools confirm that 100% of learners now enjoy premium access to standards-aligned Tier I instructional tools across all subject fields. Staff professional development culture expanded significantly, with favorable Panorama survey feedback leaping by +8.6% to reach 61.4%. On localized NWEA MAP assessments, the Conditional Growth Index (CGI) rose by +0.29 in Reading and +0.19 in Math. Most notably, the school observed a major breakthrough in English Language Development (ELD); English Learners making positive progress toward English proficiency on the ELPAC surged to 61.1% (+7.3% above baseline), driving an internal reclassification rate of 19.23% (+13.23% over baseline). Secondary options expanded via a massive increase in dual-enrollment college credit course enrollments, scaling to 23 registrations from a baseline of 1.

Challenges: Standardized CAASPP test profiles revealed across-the-board performance slides relative to historic baselines. Schoolwide ELA indicators dropped by 11 points (reverting to 53.6 points below standard), and Math indicators fell by 6.5 points (moving to 76.3 points below standard). Subgroup tracking mirrors these gaps: Socioeconomically Disadvantaged Learners dropped by 13.9 points in ELA and 11.7 points in Math. Students with Disabilities (SWD) declined by 9.9 points on the ELA indicator, though they notably secured an impressive +13.4 point gain over baseline on the Mathematics assessment.

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 2025-2026 school year are primarily attributable to a decrease in student enrollment. These changes directly impacted the Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending.

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.

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

Highly Effective (Actions 2.3 & 2.5): Targeted ELD tracking protocols and coordinated professional coaching structures were highly effective, generating a record-high 19.23% reclassification rate and driving positive teacher satisfaction trends.

Ineffective (Action 2.4): Basic project-based instruction frameworks and existing multi-tiered intervention systems underperformed in protecting core student populations from CAASPP assessment slides.

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.	\$283,721.00	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.	\$90,529.00	Yes
3	2.3 Deliver Effective ELD Programming	The EL Coordinator and school staff will apply professional learning, data, and resources to provide English learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English learners through ELAC, and other evidence-based strategies.	\$17,985.00	Yes
4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, Math, and Science to maximize academic achievement. Staff will provide intervention and support to increase achievement in ELA and Math as measured by CAASPP scores with a particular focus on students with disabilities. Based on the 2023 Dashboard, Students with Disabilities were Red in ELA and Math CAASPP. This action item will specifically address strategies to close this gap.	\$88,345.00	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.	\$120,607.00	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 analysis of the effectiveness of the goal, this goal remains the same based on the 2025 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 5 and 6 and closing outcome disparities.

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

Actions in this goal will support success in:

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CALPADS Attendance Rates (State Priority 5)	2022-2023 Attendance Rate: 93.1%	2023-2024 Attendance Rate: 92.61%	2024-2025 Attendance Rate: 91.22%	Maintain above 90%	-1.88% from Baseline

2	CA School Dashboard: Chronic Absenteeism (State Priority 5)	2023 34.2% Chronically Absent (red) 9.9% above state SWD 34.4% Chronically Absent (red) 1.3 % above state White 40.3% Chronically Absent (red) 21.8% above state	2024 31.3% Chronically Absent (orange) 12.7% above state Declined 2.9% SWD 43.3% Chronically Absent (red) 17 % above state Increased 8.9% White 29.3% Chronically Absent (yellow) 15.8% above state Declined 10.9%	2025 33.5% Chronically Absent (red) 18.4% above state increased 2.2% SWD 45.8% Chronically Absent (red) 21% above state Increased 2.5% White 29.7% Chronically Absent (red) 17.7% above state Maintained%	Decrease 6%	All Students Chronic Absenteeism Rate: -0.7% from Baseline SWD Chronic Absenteeism Rate: +11.4% from Baseline White Chronic Absenteeism Rate: -10.6% from Baseline
3	CALPADS: Middle and High School Dropout Rate (State Priority 5)	2023: Middle: 0%, High: TBD	2024: Middle: 0%, High: TBD	2025: Middle: 0%, High: TBD	Maintain and Establish Baseline for HS in 24/25	= to Baseline
4	DataQuest Graduation Rate (State Priority 5)	Baseline will be established after the first graduating cohort above 11 learners	N/A	N/A	Target will be established after the first graduating cohort above 11 learners	N/A
5	CA School Dashboard: Suspension Rate (State Priority 6)	2023 1.2% (yellow) 2.3% below state	2024 .6% (blue) 2.6% below state Declined .6%	2025 .5% (blue) 2.4% below state maintained	Maintain below 2%	-.7% from Baseline
6	CA School Dashboard: Expulsion Rate (State Priority 6)	2023: 0%	2024: 0%	2025: 0%	Maintain below 1%	= to Baseline

7	Annual Educational Partner Survey: Student Perception of School Safety and Connectedness (State Priority 6)	Baseline 2024-2025: 86.6% of learners reported that they "feel safe" and "who to talk to and/or what to do if I feel unsafe".	N/A	2025-2026: 83.9% of learners reported that they "feel safe" and "who to talk to and/or what to do if I feel unsafe".	Target: Increase and Maintain above 87%	-2.7% from Baseline
8	Extracurricular Opportunities Offered (State Priority 6)	2024: 1 whole-school offering a month at least 1 high school club at least 3 sports per year	2025: 1 whole-school offering a month 2 high school clubs 5 sports	2026: 1 whole-school offering a month 2 high school clubs 5 sports	Maintain total offerings	+2 sports

Goal Analysis for 2025-2026

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.

iLEAD Agua Dulce maintained highly stable school safety marks and excellent behavior indicators, but faced some performance friction surrounding schoolwide attendance metrics.

Successes: The campus continues to demonstrate a highly safe and positive restorative culture. Schoolwide suspension rates dropped even further from an already low 1.2% baseline down to a superb 0.5%, maintaining a highly favorable Blue designation on the California School Dashboard. Expulsion records successfully remained flat at 0%. High school and middle school dropout metrics were fully suppressed at a clean 0% baseline. Extracurricular activities expanded across the calendar year, successfully preserving high school club options and adding 2 additional sports leagues above baseline counts. Chronic absenteeism among White learners saw strong improvement, dropping by -10.6% down to 29.7%.

Challenges: Maintaining steady student attendance remains an ongoing challenge. General CALPADS attendance rates dropped by -1.88% over the tracking window, landing at a current average of 91.22%. General chronic absenteeism crept up by 2.2% from the prior year, holding at a high 33.5% schoolwide average. Localized learner perception surveys noted a slight decline, with student safety and school connectedness indices falling by -2.7% down to 83.9%.

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 2025-2026 school year are primarily attributable to a decrease in student enrollment. These changes directly impacted the Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending.

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.

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

Highly Effective (Action 3.1): Restorative discipline protocols and trauma-informed training models were highly effective at minimizing suspensions and maintaining an inclusive campus environment.

Less Effective (Actions 3.2 & 3.5): Schoolwide attendance tracking adjustments and re-engagement campaigns underperformed, failing to fully correct absenteeism loops across low-income and exceptional needs subgroups.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Commit to Proactive and Restorative Discipline Practices	Leadership and Learning Support will provide training, resources, and support for all staff to utilize Love and Logic, 7 Habits, and Restorative Practices through a trauma-informed lens to support a safe, positive, and restorative learning environment where discipline is used as an effective tool in developing self-efficacy and resilience in all learners.	\$117,854.00	No
2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	Using MTSS, the school will provide training, resources, and supports to staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being and reduce chronic absenteeism, with a particular focus on students with disabilities.	\$0.00	No
3	3.3 Provide Access to High-Quality Counseling (repeated expenditure, Goal 3, Action 5)	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.	\$71,097.00	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. Based on the 2023 Dashboard, Students with Disabilities and white learners. were Red in chronic absenteeism. This action item will specifically address strategies to close this gap.	\$174,238.00	No
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$361,437.00	\$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
9.76%	0.00%	\$0.00	9.76%

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 this year of implementing the 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. Socioeconomically disadvantaged learners were 12 points lower in ELA on the 2023 California Dashboard than the all-student group and 11 points lower in Math on the 2023 California Dashboard than the all-student group. Reclassification rates of English Learners were only 6%, which is lower than desired.	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 this year of implementing the 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 25-26 school year, funding should continue to make lasting progress. 7% of the school are English learners, 43% of learners are Hispanic/Latino and 44% of families identify as socioeconomically disadvantaged. While overall survey data indicated that family connection is high for academic engagement, English learners reported a 13% lower academic engagement rate than the all-student survey results. Socioeconomically disadvantaged learners reported a 6% lower rate for school fit than the all-student group. State-wide data also shows a higher instance of adverse childhood experiences for socioeconomically disadvantaged children. This data, along with listening session data shows the need for a trauma-informed, culturally competent approach that engages the whole community in learner success. Family surveys also indicated a strong need for iSUPPORT meetings, in-person activities and meet-ups, and family support, particularly those families of students with disabilities.	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).
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Goal 2, Action 2	In this year of implementing the 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 25-26 school year, funding should continue to make lasting progress. iLEAD Agua Dulce showed as orange for Math and ELA on the 2023 California Dashboard. Socioeconomically disadvantaged learners were 2 points lower in ELA on the 2023 California Dashboard than the all-student group and 11 points lower in Math on the 2023 California Dashboard than the all-student group. English Learners were 36 points lower in ELA than the all-student group and 69 points lower in Math than the all student group.	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 iLEAD Agua Dulce lends itself well to tier II and III intervention initiatives for all learners. MTSS groupings and resources provide personalized support for each individual learner to help them meet their needs. It is impossible to implement an MTSS program with fidelity for only some student groups, and therefore, this action is schoolwide.	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 this year of implementing the 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 25-26 school year, funding should continue to make lasting progress. Chronic Absenteeism rates for socioeconomically disadvantaged learners are 4.5% higher than the all-student group 2023 California Dashboard and rates for English Learners are 13% higher than the all student group. Additionally survey response data for academic engagement and school fit for English Learners was lower than the all student group	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 this year of implementing the 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 25-26 school year, funding should continue to make lasting progress. 53.8% of English Learners are making progress toward English proficiency on the California Dashboard, However, reclassification rates remain low (6% in 2022-2023).. Additionally, survey response data for academic engagement and school fit for English Learners was lower than the all student group. There is a strong need to deliver ongoing, effective ELD programming and instruction.	The school will continue to use data platforms to design and implement personalized ELD programs for each learner based on evidence and learner growth, engage English Language families and community, provide professional development for credentialed teachers and classified staff, and purchase materials related to ELD programming. The school will also purchase and implement a new ELD-designated curriculum to address low rates of progress.	Success will be tracked through California Dashboard data, reclassification data, annual surveys, and monthly observation and discussion in leadership and operations meetings (metric 2.9, 2.10)

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

N/A

Additional Concentration Grant Funding

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

N/A

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

Action Tables

2026-2027 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 %)
2026-2027	\$3,704,605.00	\$361,437.00	9.76%	0.00%	9.76%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$3,883,552.00	\$0.00	\$0.00	\$0.00	\$3,883,552.00	\$2,228,868.00	\$1,654,684.00

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	\$79,912	\$647,136	\$727,048	\$0	\$0	\$0	\$727,048	0.00%
1	2	1.2 Fund High-Quality Staff	All	No				Ongoing	\$1,783,884	\$113,372	\$1,897,256	\$0	\$0	\$0	\$1,897,256	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	\$63,743	\$24,682	\$88,425	\$0	\$0	\$0	\$88,425	0.00%
1	4	1.4 Inclusively Collaborate with Educational Partners	All	No				Ongoing	\$0	\$68,873	\$68,873	\$0	\$0	\$0	\$68,873	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Student with Disabilities (SWD)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$64,794	\$28,607	\$93,401	\$0	\$0	\$0	\$93,401	0.00%
1	6	1.6 Promote College and Career Readiness through Individualized Learning	Low Income, All	No				Ongoing	\$0	\$44,173	\$44,173	\$0	\$0	\$0	\$44,173	0.00%
1	7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 3, Action 5)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	All	No				Ongoing	\$0	\$283,721	\$283,721	\$0	\$0	\$0	\$283,721	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	All, Student with Disabilities (SWD)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$90,529	\$90,529	\$0	\$0	\$0	\$90,529	0.00%
2	3	2.3 Deliver Effective ELD Programming	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$0	\$17,985	\$17,985	\$0	\$0	\$0	\$17,985	0.00%
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	All, Student with Disabilities (SWD)	No				Ongoing	\$35,944	\$52,401	\$88,345	\$0	\$0	\$0	\$88,345	0.00%
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All	No				Ongoing	\$0	\$120,607	\$120,607	\$0	\$0	\$0	\$120,607	0.00%
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	All	No				Ongoing	\$117,854	\$0	\$117,854	\$0	\$0	\$0	\$117,854	0.00%
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	3	3.3 Provide Access to High-Quality Counseling (repeated expenditure, Goal 3, Action 5)	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	\$5,273	\$65,824	\$71,097	\$0	\$0	\$0	\$71,097	0.00%
3	5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	Student with Disabilities (SWD), All, White	No				Ongoing	\$77,464	\$96,774	\$174,238	\$0	\$0	\$0	\$174,238	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,704,605.00	\$361,437.00	9.76%	0.00% - No Carryover	9.76%	\$361,437.00	0.00%	9.76%	Total:	\$361,437.00
								LEA-wide Total:	
								Limited Total:	\$17,985.00
								Schoolwide Total:	\$343,452.00

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	\$88,425.00	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$93,401.00	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	\$90,529.00	0.00%
2	3	2.3 Deliver Effective ELD Programming	Yes	Limited	English learner (EL)	All Schools	\$17,985.00	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	\$71,097.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$4,388,827.00	\$3,843,667.00

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	\$812,762.00	\$717,731.00
1	2	1.2 Fund High-Quality Staff	No	\$2,323,761.00	\$1,854,611.00
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	\$126,050.00	\$161,260.00
1	4	1.4 Inclusively Collaborate with Educational Partners	No	\$75,811.00	\$64,047.00

1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	\$10,684.00	\$75,726.00
1	6	1.6 Promote College and Career Readiness through Individualized Learning	No	\$6,042.00	\$18,344.00
1	7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 3, Action 5)	No	\$0.00	\$0.00
2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	No	\$191,968.00	\$198,478.00
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$78,108.00	\$67,846.00
2	3	2.3 Deliver Effective ELD Programming	Yes	\$25,000.00	\$21,864.00
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	No	\$186,553.00	\$181,435.00
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	No	\$68,042.00	\$137,569.00
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	No	\$163,946.00	\$115,841.00
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	No	\$0.00	\$0.00
3	3	3.3 Provide Access to High-Quality Counseling	No	\$21,146.00	\$10,135.00
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$103,615.00	\$75,342.00
3	5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	No	\$195,339.00	\$143,438.00

2025-2026 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)
\$336,831.00	\$343,457.00	\$336,831.00	\$6,626.00	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	\$126,050.00	\$161,260.00	0.00%	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	\$10,684.00	\$75,726.00	0.00%	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$78,108.00	\$67,846.00	0.00%	0.00%
2	3	2.3 Deliver Effective ELD Programming	Yes	\$25,000.00	\$21,864.00	0.00%	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$103,615.00	\$10,135.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$3,551,273.00	\$336,831.00	0.00%	9.48%	\$336,831.00	0.00%	9.48%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

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

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).



CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME
iLEAD Agua Dulce - 203
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE
Los Angeles - 19 - Acton-Agua Dulce Unified
NPBC NAME
iLEAD Agua Dulce
NPBC MAILING ADDRESS
11311 Frascati St. Agua Dulce, CA 91390-4840

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

- ☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☒ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

- (a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.
- (b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.
- (c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.
- (d) NPBC satisfies either of the following:
 - (1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.
 - (2) NPBC satisfies all of the following requirements:
 - (i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.
 - (ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE	
Wendy Maxwell	
REPRESENTATIVE'S POSITION TITLE	
Scool Director	
REPRESENTATIVE'S EMAIL	
wendy.maxwell@ileadaguadulce.org	
REPRESENTATIVE'S PHONE NUMBER	
661-268-6386	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE

iLEAD Agua Dulce

Estimated Actuals, Preliminary Budget, Multi-Year Projection

	Estimated Actuals	Preliminary Budget	MYP	MYP
	25/26	26/27	27/28	28/29
REVENUE	346/328.99	346/328.99	346/328.99	346/328.99
<u>Principal Apportionment</u>				
8011 - State Funding - Current Year LCFF	3,888,104	4,066,042	4,232,976	4,371,915
8012 - State Funding - EPA	65,884	65,798	65,798	65,798
8019 - State Funding - Prior Years	0	0	0	0
8096 - State Funding - Property Taxes	156,063	155,859	155,859	155,859
Total Principal Apportionment	4,110,051	4,287,699	4,454,633	4,593,572
<u>Federal Revenue</u>				
8181 - Federal Special Education - Entitlement	60,854	47,704	47,704	47,704
8182 - Special Education Discretionary Grants	0	0	0	0
8220 - Federal Child Nutrition Programs	0	0	0	0
8290 - Federal Revenue - All Other Federal Revenue	108,709	118,841	121,218	123,642
8291 - Federal Revenue - Other Revenue	0	0	0	0
Total Federal Revenue	169,563	166,545	168,922	171,346
<u>Other State Revenue</u>				
8311 - Other State Apportionments - Special Education	302,200	440,847	440,847	440,847
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	8,379	8,348	8,602	8,889
8560 - State Lottery	89,485	89,485	89,485	89,485
8590 - All Other State Revenues	325,346	537,815	465,038	305,366
Total Other State Revenue	725,410	1,076,495	1,003,972	844,587
<u>Other Revenue</u>				
8631 - Sale of Equipment and Supplies	0	0	0	0
8632 - Sale of Publications	0	0	0	0
8634 - Food Service Sales	0	0	0	0
8639 - All Other Sales	0	0	0	0
8640 - After School Care	31,850	32,487	33,136	33,799
8645 - Student Activities	26,591	27,123	27,665	28,218
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/Dev'l	0	0	0	0
8690 - Misc Local Income	96	98	99	101
8699 - All Other Local Revenue	5,152	5,256	5,361	5,468
8705 - Camp Income	0	0	0	0
8710 - Vendor Program & Online Classes	0	0	0	0
8715 - PreSchool Tuition	0	0	0	0
8721 - Special Education SELPA Transfers	0	0	0	0
8810 - Family Giving Donations	0	0	0	0
8820 - Private & Corporate Donations	7,675	7,829	7,985	8,145

8830 - Fundraising	52,570	53,622	54,694	55,788
8840 - Grants	42,412	57,400	15,400	0
8999 - Unallocated Income	0	0	0	0
Total Other Revenue	166,346	183,813	144,341	131,520
Total Revenue	5,171,370	5,714,551	5,771,868	5,741,024
EXPENSE				
<u>Certificated Salaries</u>				
1110 - Credentialed Teacher Salaries	838,431	915,136	933,439	952,107
1120 - Credentialed Home Study Teacher Salaries	272,917	246,581	251,513	256,543
1130 - Credentialed Education Specialist Salaries (SpEd)	144,611	222,294	226,740	231,275
1140 - Credentialed Elective Teacher Salaries	0	0	0	0
1150 - Credentialed Substitute Teacher Salaries	69,677	13,440	13,709	0
1190 - Credentialed After School/Extra Duty Salaries	0	0	0	0
1210 - Credentialed Psychologist & Counseling Services (SpEd)	53,729	66,380	67,708	69,062
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	0	0	0
1230 - Credentialed Academic Counseling Salaries	14,972	0	0	0
1310 - Credentialed Directors	145,785	147,798	150,754	153,769
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	18,260	0	0	0
Total - Certificated Salaries	1,558,382	1,611,629	1,643,862	1,662,756
<u>Classified Salaries</u>				
2110 - Classified Elective Salaries	66,698	74,880	76,378	42,905
2120 - Classified Classroom Aide Salaries	66,953	89,869	91,666	43,500
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)	196,526	290,141	295,944	301,863
2220 - Classified Speech Therapy & Other Services (SpEd)	0	0	0	0
2230 - Classified Academic Counseling Salaries	0	0	0	0
2310 - Classified Directors	0	0	0	0
2410 - Classified Clerical, Technical, and Office Staff Salaries	121,037	142,397	145,245	148,150
2910 - Classified CARE Team Yard Duty Salaries	0	26,208	26,732	27,267
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	81,920	93,600	95,472	97,381
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	533,135	717,095	731,437	661,066
<u>Employee Benefits</u>				
3101 - State Teachers' Retirement System - Credentialed positions	277,241	307,412	313,560	319,831
3102 - State Teachers' Retirement System - Classified positions	0	0	0	0
3201 - Public Employees' Retirement System - Credentialed positions	0	0	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0	0	0
3301 - OASDI (Social Security) - Credentialed positions	5,089	6,080	6,202	6,326
3302 - OASDI (Social Security) - Classified positions	32,527	44,460	45,349	46,256
3311 - Medicare - Credentialed	21,562	23,338	23,805	24,281
3312 - Medicare - Classified	7,607	10,398	10,606	10,818
3401 - Health & Welfare Benefits - Credentialed positions	98,093	195,935	203,302	209,767

3402 - Health & Welfare Benefits - Classified positions	100,936	141,430	146,748	151,414
3501 - State Unemployment Insurance - Credentialed positions	11,889	16,095	16,417	16,745
3502 - State Unemployment Insurance - Classified positions	8,872	7,171	7,314	7,461
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0	0	0
3601 - Worker Compensation Insurance - Credentialed positions	21,079	20,586	20,998	21,418
3602 - Worker Compensation Insurance - Classified positions	7,484	10,333	10,540	10,750
3701 - Retiree Benefits - Credentialed positions	3,535	0	0	0
3702 - Retiree Benefits - Classified positions	0	3,887	3,965	4,044
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	595,915	787,125	808,805	829,112
Books and Supplies				
4110 - Core Curriculum - Texts, Workbooks, etc	19,774	36,906	38,294	39,511
4120 - Core Curriculum - Software & Programs	38,556	12,300	12,762	13,168
4130 - Other Curriculum	252	1,407	1,460	1,506
4210 - Professional Development References	2,400	0	0	0
4220 - Other Books & References	1,122	0	0	0
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	28,150	42,012	43,592	44,978
4310 - Science Supplies	352	4,940	5,126	5,289
4315 - Art Supplies	2,787	6,000	6,226	6,424
4317 - Assessment Supplies	72	4,963	5,150	5,313
4320 - PE Supplies	65	0	0	0
4325 - Custodial Supplies	12,505	16,500	17,120	17,665
4330 - Health & Safety	921	4,500	4,669	4,818
4335 - Home Study Stipend	61,112	78,000	80,933	83,506
4340 - Office Supplies	8,833	8,000	8,301	8,565
4345 - Printing & Reproduction Supplies	5,207	8,000	8,301	8,565
4350 - Spiritwear	0	0	0	0
4355 - Facilities Supplies	14,655	25,000	25,940	26,765
4410 - Classroom Furniture & Equipment	1,163	4,000	4,150	4,282
4420 - NonClassroom Furniture & Equipment	1,663	61,500	33,812	34,888
4430 - IT Equipment & Supplies	107,444	169,035	65,000	67,067
4710 - Vended Food Service - Nutrition Program	0	0	0	0
4720 - Food Supplies - Nutrition Program	0	0	0	0
4730 - Catering Supplies	0	0	0	0
4740 - Cafe Other Supplies	0	0	0	0
Total Books and Supplies	307,033	483,063	360,835	372,310
Services and Operating Expenditures				
5210 - Travel for PD, Conferences, & School Development	1,367	3,000	3,113	3,212
5220 - Travel for Intersite Business - Mileage	101	500	519	535
5230 - Conference & Workshop Registration Fees	2,257	10,000	10,376	10,706
5240 - Professional Development - Meetings & Collaborations	4,761	7,000	7,263	7,494
5310 - Professional Dues, Memberships, and Subscriptions	13,217	17,357	18,010	18,582
5410 - Liability Insurance	26,190	41,873	43,967	46,165
5420 - Other Insurance	0	0	0	0
5510 - Utilities - Electricity	68,334	71,751	74,449	76,816
5520 - Utilities - Gas	0	0	0	0
5530 - Utilities - Water	0	1,692	1,756	1,811
5540 - Utilities - Trash	31,580	33,375	34,630	35,731
5550 - Operations - Janitorial Services	0	0	0	0

5560 - Operations - Security	6,961	7,000	7,263	7,494
5570 - Utilities - Other	0	0	0	0
5610 - Rent - Facilities Rent and CAM Charges	411,005	328,000	337,840	347,975
5620 - Leases	0	0	0	0
5630 - Repairs & Maintenance - Facilities	13,941	75,000	77,820	80,295
5640 - Repairs & Maintenance - Elevator Service	0	0	0	0
5650 - Repairs & Maintenance - Auto	0	0	0	0
5660 - Repairs & Maintenance - Other Equipment	800	3,000	3,113	3,212
5710 - Transfers of Direct Costs	0	0	0	0
5750 - Transfers of Direct Costs - Interfund	0	0	0	0
5801 - Professional Services - Service Fees	601,736	535,962	556,829	574,197
5802 - Professional Services - District Oversight Fees	41,100	42,877	44,546	45,936
5803 - Professional Services - Business Services	16,989	20,147	20,905	21,569
5804 - Professional Services - Auditing & Tax Preparation	19,467	20,500	21,525	22,601
5805 - Professional Services - Payroll Fees	11,909	19,200	19,922	20,555
5806 - Professional Services - Consultant Fees	1,416	2,977	3,089	3,187
5807 - Professional Services - TIP	8,000	4,000	4,150	4,282
5808 - Professional Services - Legal Fees	4,479	50,000	51,880	53,530
5809 - Professional Services - Shared/Leased Employees	52,767	20,000	20,752	21,412
5810 - Contra Account - Shared Employees Reimbursement	0	0	0	0
5811 - Professional Services - Course Development	0	0	0	0
5820 - Professional Services - Contributions/Donations	0	0	0	0
5822 - Operating Expenditures - Licenses & Other Fees	2,027	450	467	482
5823 - Operating Expenditures - Fingerprinting Fees	77	0	0	0
5824 - Operating Expenditures - Fundraising & Grantwriting	26,684	23,000	23,865	24,624
5825 - Operating Expenditures - Banking Charges & Fees	2,047	1,650	1,712	1,766
5826 - Operating Expenditures - Interest	0	0	0	0
5827 - Operating Expenditures - Other Benefit Fees	1,570	0	0	0
5828 - Operating Expenditures - Staff Recruitment	0	0	0	0
5829 - Operating Expenditures - Events	4,597	1,500	1,556	1,606
5830 - Operating Expenditures - Marketing & Advertising	23,408	20,360	21,126	21,797
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	145	2,750	2,853	2,944
5840 - Operating Expenditures - Software Licenses	7,392	31,398	32,579	33,615
5850 - Student Services Expenditures - Student Information System	10,848	760	789	814
5851 - Student Services Expenditures - Student Assessment Services	0	0	0	0
5852 - Student Services Expenditures - Special Education Contracted Se	488,886	438,020	454,490	468,942
5853 - Student Services Expenditures - Student & Group Activities	42,815	15,000	15,564	16,059
5854 - Student Services Expenditures - Electives & Enrichment	7,296	61,000	63,294	15,306
5855 - Student Services Expenditures - Substitutes	25,690	30,000	31,128	32,118
5856 - Student Services Expenditures - Student Transportation	0	0	0	0
5910 - Telephone & Fax	3,609	0	0	0
5915 - Cell Phones	0	0	0	0
5920 - Internet Services	6,056	3,937	4,085	4,215
5925 - Website/Communication Fees	3,472	150	156	161
5930 - Freight Expense	89	100	104	107
5940 - Postage Expense	0	1,200	1,245	1,285
Total Services and Operating Expenditures	1,995,084	1,946,486	2,018,727	2,033,139
Total Expenditures	4,989,549	5,545,398	5,563,666	5,558,382
Depreciation	18,726	18,726	0	0
ROU	0	0	0	0
Total Net Income	163,095	150,428	208,202	182,642

**CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION**

The undersigned certify that:

1. They are the President and Secretary, respectively, of iLEAD Agua Dulce, a California nonprofit public benefit corporation, with California Entity Number 4173432.
2. Article VI., paragraph B. of the Articles of Incorporation of this Corporation is amended to read as follows:

Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____

Wendy Maxwell, President

Date: _____

Annaliisa Wilson, Secretary

RESOURCE SHARING AGREEMENT

(Effective July 1, 2026)

This Resource Sharing Agreement (“**Agreement**”) is entered into as of July 1, 2026 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” ~~or “School”~~ and collectively as the “**Parties**” ~~or “Schools”~~ to this Agreement: iLEAD California Charters 1 (~~“iCA”~~ **iCC1**) a California nonprofit public benefit corporation that operates iLEAD Hybrid **and iLEAD Flex**; iLEAD Agua Dulce (“**iAD**”); iLEAD Lancaster (“**iL**”); iLEAD Online Charter School (“**iOCS**”); and Empower Generations (“**EG**”). **Each charter school operated by the individual Parties shall be referred to as a “School.”**

WHEREAS, iCC1, iAD, iL, iOCS, and EG are each nonprofit that separately operate California public charter schools focused on the iLEAD program model **which incorporates** project based, **social emotional and individualized learning**.

WHEREAS, through **iLEAD Hybrid**, iCC1 employs staff and maintains resources beneficial for supporting charter schools implementing the iLEAD program and model, including: learning support; leadership support; school, community, and authorizer relations; employee services; technology functions; board support; accounting and financial services; compliance and reporting; facilities; and communications, outreach, and public relations;

WHEREAS, the Parties seek to share these resources provided by iCC1 ~~through iCA among them~~ cooperatively to achieve cost savings and other scale benefits for each Party, so that each Party may have access to additional, valuable, specialized, and/or expensive resources that might otherwise not be available to them.

WHEREAS, the Parties previously entered into resource sharing agreements and desire to continue such collaboration under terms aligned with the current organizational structure;

WHEREAS, the sharing of these resources of iCC1 among all of the Parties cooperatively is in the mutual interest and advantage of each of the Parties in furtherance of their shared goal for each respective charter school to operate successfully and implement the iLEAD program and model in a cost-effective manner at their respective schools.

WHEREAS, it is the intent of the Parties to continue sharing certain iCC1 resources and allocate costs among them according to the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of their mutual promises set forth in this Agreement, the Parties desire to, and hereby agree as follows:

1. **Shared Resources.** During the term of this Agreement, the Parties shall share in the costs for iCC1 staff and resources necessary for the functions described in Attachment A of this Agreement and as relevant for each of the Schools (the “Shared Resources”) in accordance with the cost allocations and payment provisions described in Sections 2 and 3 herein.

2. **Cost Allocation by ADA.** The Parties shall share the actual costs incurred by iCC1 for the Shared Resources necessary for the functions described in Attachment A. iCC1 shall perform the functions described in Attachment A for all Parties. A larger School requires more of iCC1's Shared Resources than a smaller School. Therefore, except as otherwise set forth herein, costs for the functions described in Attachment A shall be shared among all Schools on a pro-rata basis by ADA **per school**, except, in instances where a third-party invoice or contract breaks down costs by Party **or School** in a manner other than a pro-rata basis by ADA, such costs shall be paid as set forth on the applicable invoice or contract. In accordance with Section 3 herein, the total costs incurred by iCC1 during the initial eight-month period of the year (July 1 through February 28, the "**First Period**") with respect to the functions described in Attachment A shall be aggregated and divided and apportioned among the Schools based on their ADA as reported on each School's P-2 apportionment report for the prior school year. For a School that projects an enrollment increase or decrease of 25% or more from the prior school year, or for a new School in its first year of operations, iCC1 shall use the School's projected ADA for the current school year to calculate such School's share for the First Period. Then, the total costs incurred by iCC1 during the remaining four-month period of the year (March 1 through June 30, the "**Second Period**") shall be apportioned based on the Schools' ADA as reported on their P-1 apportionment report for the current school year and certified by the California Department of Education.
3. **Bimonthly Payment and Reconciliation.** iCC1 shall provide a monthly statement to each Party outlining that Party's share **for its School(s)** of costs for the Shared Resources based on the applicable allocation described in Section 2 above. Each Party shall be provided access to reasonable backup documentation for such costs upon request. Each Party shall submit payment **for its School(s)** to iCC1 within thirty (30) calendar days after receipt of the monthly statement. Upon each School's P-1 ADA certification by the California Department of Education, iCC1 shall reconcile the amount each **Party paid for its School(s)** during the First Period under the allocation described in Section 2 above, to the amount owed by each **Party for its School(s)** based on each School's actual P-1 ADA for the current school year. Any amount owed by a **Party for its School(s)**, or overpaid by a **Party for its School(s)**, shall be reconciled and paid and/or refunded by no later than three (3) months after the close of the fiscal year audit unless otherwise mutually agreed in writing.
- ~~4. **Retention of Deposit.** Upon execution of this Agreement, each **Party for its School(s)** shall have provided iCC1 a deposit of one percent (1%) of its ADA as reported on each School's P-2 apportionment report for the prior school year. iCC1 shall retain such deposits during the term of this Agreement to ensure iCC1 has adequate cash flow to cover the costs of the Shared Resources. Upon termination of this Agreement pursuant to Section 8 herein, iCC1 shall apply each **Party for its School(s)**' deposit amount as a credit on that Party's final monthly statement. In the event a Party's final monthly statement is less than that Party's deposit amount, iCC1 shall return any remaining deposit amount to the Party within thirty~~

~~(30) days of termination.~~

5. Parties' General Responsibilities. The Parties shall each be responsible to:

- a. Comply with all applicable federal and state statutes, laws and regulations;
- b. Ensure that neither they nor their employees shall discriminate against any other Party's employees, including iCC1 employees providing the functions described in Attachment A on account of disability, race, color, religion, ethnic origin, age, gender, sexual orientation, or any other characteristic protected by law;
- c. Provide to iCC1, in writing, copies of any campus or school-specific rules and/or regulations applicable to iCC1 while providing services to a Party;
- d. Provide a safe working area for iCC1 when necessary for iCC1 to be on a Party's site or campus;
- e. Provide iCC1 all the necessary, true, and correct data, files, documents, and other information and records necessary or appropriate for the functions described in Attachment A of this Agreement; and
- f. Provide feedback to iCC1 regarding its performance of the functions described in Attachment A of this Agreement and the Shared Resources.

6. iCC1 Responsibilities. iCC1 is hereby designated to act on its own behalf and on behalf of all other Parties hereto for the limited purpose of providing for and performing the task-related functions described in Attachment A, including to employ such employees, engage legal counsel or other consultants or third parties as necessary, and incur other reasonable and necessary costs for the mutual advantage of all participating Parties.

iCC1 shall provide the same quality of services for the **other** Schools as it does for its own **Schools** in performing the functions described in Attachment A. iCC1 will endeavor to accommodate all Parties' needs, provided that no Party shall be entitled to more than its fair share of iCC1's time.

When on a Party's school campus or other site, iCC1 employees shall be subject to such Party's general direction and iCC1 will comply with the Party's applicable policies and procedures (such as campus sign-in procedures) so long as such policies and procedures are provided to iCC1 in writing. However, iCC1 shall supervise and make all employment decisions with respect to iCC1 employees in its sole discretion, including all hiring, evaluation, termination, compensation, and benefits decisions. iCC1 shall also have sole responsibility for

compliance with state and federal income tax withholding, unemployment, and disability insurance withholding and contributions, STRS, PERS, social security tax withholding and contributions, workers' compensation coverage, wage and hour obligations, and any other applicable employment law requirements for iCC1's employees. Nothing in this Agreement shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party.

iCC1 shall not be required to provide any Shared Resources pursuant to this Agreement to the extent that it is or becomes impracticable, in any material respect, as a result of a cause outside iCC1's reasonable control or would require iCC1 to violate applicable law or its charter(s). If iCC1 determines that it will not be able to provide one or more Shared Resources pursuant to this section, it will, to the extent reasonably practicable, first meet with the other Parties to determine if there are other ways for the Schools to receive the relevant Shared Resources or if other services can be adjusted to accommodate the removal of the relevant Shared Resources.

Each Party may request from iCC1 any information and records regarding iCC1's performance of the functions described in Attachment A for the requesting Party (but not for any other Party) to ensure the requesting Party has copies of School records, or as any Party's authorizer may request and be entitled to under the law.

7. **Relationship of the Parties.** The Parties acknowledge that the functions described in Attachment A are task-related functions for which resources are being shared at the request of, and at the direction of, each Party. The governing body of each School retains ultimate decision-making authority and shall at all times retain its duty to exercise its statutory, contractual, and fiduciary responsibilities governing such School's operations. The governing body of each School is the operator and manager of such School's charter school(s), and is responsible for ensuring that the School adheres to its charter(s).
8. **Term and Termination.** The term of this Agreement commences on July 1, 2026, and continues through June 30, 2028, unless and until earlier terminated as set forth in subsection (a) or (b) herein and subject to any amendments pursuant to Section 9 herein. This Agreement may be renewed upon written mutual agreement of the Parties.
 - a. **Termination by any Party other than iCC1.** Any **Party** other than iCC1 may terminate its participation in this Agreement for any reason upon sixty (60) days' written notice to all **Parties**. Termination of participation by any **Party** shall not terminate the Agreement as to any other Party, nor relieve the terminating **Party** of any obligations incurred prior to the effective date of such termination. Following termination of a **Party's** participation, (i) the terminating **Party** shall pay iCC1 any unpaid portion of its costs through the effective date of termination, (ii) the terminating **Party** shall not be further entitled to any of the Shared

Resources, and (iii) costs shall be allocated among the remaining **Parties** as set forth in Section 2.

- b. ***Termination by iCC1.*** iCC1 may terminate this Agreement for any reason upon one hundred and fifty (150) days' notice to all **Parties other than iCC1** . Additionally, iCC1 may terminate any other **Party's** participation in this Agreement in the case of a material or persistent breach by such Party of any one or more of the terms of this Agreement which is not remedied within thirty (30) days after written notice is provided by iCC1 to the breaching **Party**. A copy of such written notice shall also be provided to all other **Parties**. Upon expiration of the thirty (30) day period without the breach being cured or appropriate actions taken to commence curing the breach in the reasonable discretion of iCC1, iCC1 may terminate the breaching **Party's** participation. Following termination of a breaching **Party's** participation, (i) the breaching **Party** shall pay iCC1 any unpaid portion of its costs through the effective date, (ii) the breaching School shall not be further entitled to any of the Shared Resources, and (iii) costs shall be allocated among the remaining **Parties** as set forth in Section 2.

9. **Amendments.** This Agreement may be amended as follows:

- a. ***Changes to the Shared Resources.*** The Parties acknowledge and understand that the functions and resources iCC1 is able to share among the Parties may change from time to time. iCC1 shall consult with all affected Parties regarding any changes to its capacity to provide the functions and resources described in Attachment A as soon as practicable and shall reflect such changes in writing by providing an amended Attachment to all Parties. To the extent iCC1's changes to Attachment A add new functions or resources that would result in a substantial increase in costs, iCC1 shall provide all Parties ninety (90) days' notice, which notice may be waived by each Party that seeks to have services start sooner.
- b. ***Changes in the Law.*** In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, interpretation of law or regulation by an authorizer or regulator, or court or administrative decision or order materially affects the performance of any of the Parties in conformity with this Agreement, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the situation. If, after such good faith negotiations, the Parties are unable to agree upon an acceptable approach, the Agreement shall terminate for all Parties without further obligation or liability among the Parties, upon any Party's sixty (60) days' written notice to the other Parties, or in such lesser time as is reasonable under the circumstances.

10. **Work Product; Intellectual Property.** Any work product that is created by iCC1 in the context of providing the functions described in Attachment A shall be the property of iCC1, except to the extent it involves Confidential Information or privileged information for any one Party (for example, employment records), in which case it belongs to that Party, or to the extent

it is governed or otherwise addressed by a separate written agreement among the Parties. Any intellectual property owned by a Party or Parties and used by iCC1 related to the Shared Resources shall remain the property of that Party or Parties. Similarly, any intellectual property owned by iCC1 that is utilized as part of the Shared Resources, either by iCC1 or another Party, shall remain the property of iCC1. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. Upon termination or expiration of this Agreement, the property of each Party in the possession of any other Party shall be returned, or destroyed at the request of the Party that owns it; provided, however, that any work product created by iCC1 that is shared by iCC1 with a Party or Parties in the context of providing the functions described in Attachment A may continue to be used by that Party or Parties upon termination or expiration of this Agreement.

11. **Confidentiality.** Each Party acknowledges that during the term of this Agreement, it may have access to certain Confidential Information of the other Party(ies), as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Parties' Confidential Information.
 - a. **"Confidential Information"** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information, and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.
 - b. If disclosure of Confidential Information is requested pursuant to law, statute, rule, or regulation (including a subpoena, a request made to a School under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

Upon the termination or expiration of this Agreement, the Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

12. **Student Information.** Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("**FERPA**"), federal Children's Online Privacy and Protection Act (15 U.S.C. §§ 6501–6506) ("**COPPA**"), and other applicable state and federal laws pertaining to student information and privacy. For each School, iCC1 is

a “third party” that may receive pupil records under California Education Code Section 49073.1(d)(6). Each School’s pupil records continue to be the property of and under the control of the School.

- a. To the extent necessary, iCC1 shall be designated as a “school official” having a legitimate educational interest in accessing each School’s student education records, as that term is defined by and for purposes of FERPA, thereby allowing iCC1 to access personally identifiable information from student education records from each School as part of its performance of the functions described in Attachment A. For purposes of this Agreement, the term “personally identifiable information” (“*PII*”) means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data. The Parties and iCC1 will work together as needed to ensure compliance with all FERPA provisions as to the Shared Resources.
- b. iCC1 shall not use or disclose pupil records, including PII, received from or on behalf of another School except as necessary with respect to the performance of the functions described in Attachment A, as required by law, or as otherwise authorized in writing by the applicable School. iCC1 shall not use any PII in pupil records to engage in targeted advertising. iCC1 shall protect the pupil records it receives from or on behalf of another School no less rigorously than it protects its own pupil records, including the designation and training of responsible personnel. In the event of an unauthorized disclosure of PII, iCC1 shall notify the affected School(s) as soon as practicable, and shall, upon the affected School(s)’s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.
- c. To the extent any pupil-generated content is stored and managed by iCC1, pupils may retain possession and control of their own pupil-generated content or may transfer pupil-generated content to a personal account, by submitting a written request to their respective School. The School will have the ability to access any pupil-generated content by contacting iCC1, and iCC1 will provide assistance to the School upon request. For purposes of this Section, “pupil-generated content” means materials created by a pupil, including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, and account information that enables ongoing ownership of pupil content. “Pupil-generated content” does not include pupil responses to a standardized assessment where pupil possession and control would jeopardize the validity and reliability of that assessment.
- d. A parent, legal guardian, or eligible pupil may request copies of pupil records or may inspect and review pupil records during regular school hours, by submitting a request to their respective School. The School will provide access to the pupil’s records no later than five (5) business days following the date of the request. A parent, legal guardian, or eligible pupil may request that their respective School correct erroneous information in the pupil records by submitting a written request to the School. The School’s site director or designee will meet with the parent, guardian, and/or eligible pupil and either grant or deny the request to change information in the pupil records.

- e. iCC1 hereby certifies that upon the termination or expiration of this Agreement, the pupil records of each School in the possession of iCC1 shall be returned to the School and/or destroyed.
13. **Insurance.** iCC1 shall maintain customary and reasonable insurance coverage necessary for the performance of the functions described in Attachment A, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. iCC1 shall name each Party as an additional insured under all of iCC1's policies. To the extent iCC1 incurs additional cost(s) for any enhancements necessary to its insurance policies to provide the Shared Resources to all Schools, such cost(s) may be allocated among the Schools according to Sections 2 and 3. Each Party shall be responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.
14. **Liability.** Each Party shall be and remain responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this Agreement.
15. **Indemnification.** Each Party shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this Agreement, except to the extent such loss or damage was caused by the negligence or willful misconduct of another Party. Notwithstanding this, iAD, iL, iOCS, EG and SCVi shall defend, indemnify and hold iCC1, and its employees, officers, directors and agents, harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature brought by a past or present employee, contractor, agent, or worker ("Worker") of the other Party against iCC1 based on allegations that iCC1 is an employer, joint employer or otherwise liable for claims arising out of the Worker's working relationship with the other Party ("Employment Claims"). For Employment Claims against iCC1 and any other Party(ies) that are covered by the Parties' joint insurance, each Party shall be responsible for its equal share of the total insurance deductible.
16. **Fiduciary Obligations.** The governing body for each School has reviewed this Agreement in good faith, and in a manner in which it believes to be in the best interests of its School, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the Agreement is in the best interests of its School and that the cost allocation to be paid is fair and reasonable.
17. **Assignment.** No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other Parties. This Agreement shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

18. **Dispute Resolution.** The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this Agreement before resorting to litigation.

19. **Notice.** All notices, requests, demands, or other communications (collectively “**Notice**”) given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

<i>To iCCI:</i> iLEAD California Charters 1 ATTN: Amanda Fischer 3720 Sierra Hwy, Suite A Acton, CA 93510 amanda.fischer@ileadcalifornia.org	<i>To iL:</i> iLEAD Lancaster ATTN: Deborah Autrey 254 E. Ave. K-4 Lancaster, CA 93535 deborah.autrey@ileadlancaster.org
<i>To iAD:</i> iLEAD Agua Dulce ATTN: Wendy Maxwell 11311 Frascati Street Agua Dulce, CA 91390 wendy.maxwell@ileadaguadulce.org	<i>To EG:</i> Empower Generations ATTN: Sajae Davison 44236 10th Street West, Suite 105 Lancaster, CA 93534 sajae.davison@empowergeneration.org
<i>To iOCS:</i> iLEAD Online Charter School ATTN: Kate Wolfe 3720 Sierra Highway, Suite A Acton, CA 93510 kate.wolfe@ileadonline.org	

20. **Headings.** The descriptive headings of the sections and/or paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

21. **Applicability.** As of the Effective Date, this Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations, and understandings of the Parties with respect to such subject matter.

22. **Arm’s Length and Independent Counsel.** This Agreement has been negotiated at arm’s length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is

waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the Parties and this Agreement. Each Party has been advised by or had an opportunity to seek advice from its independent counsel regarding this Agreement.

23. **No Waiver.** No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.
24. **Severability.** If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this Agreement.
25. **Governing Law.** This Agreement shall be governed by and interpreted under California law.
26. **Authority to Contract.** Each Party warrants to the others that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Agreement.
27. **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties execute this Agreement as of the Effective Date above.

ATTACHMENT A

LEARNING SUPPORT TEAM SERVICES:

Curriculum, Instruction, and Engagement (Tier 1)

- Provide training, coaching, and support of the iLEAD methodology (as requested).
 - Project-Based Learning (PBL)
 - Social-Emotional Learning (SEL)
 - 7 Habits
 - Love and Logic
 - Restorative Practices
 - Individualized Learning
 - Learner Outcomes
 - Individualized Learning Plans
 - Learner-Led Conferences
 - Learning Showcases
 - Portfolios/Leadership Notebook
 - Reports of Progress
- Provide new facilitator training.
- Provide curriculum training, coaching, and support of specific content-based programs (iCC1 approved) focusing on rigorous TK-12 literacy, English Language Development (ELD), math, science, humanities/social studies, and educational technology.
- Provide training, coaching, and support (as requested) in creating and sustaining a positive learning environment (e.g. instructional practices, procedures, engagement).
- Support family engagement by providing training for families to better understand aspects of iLEAD methodology (as requested).
- Provide access to the Learning Support Team dashboard of institutional resources and training.

Measuring Effectiveness

- Provide training, coaching, and support (as requested) for formative benchmark

assessments in core subject areas, NWEA MAP, and state-mandated assessments.

- Provide training, coaching, and support (as requested) in the use of data to drive academic and school improvement.
- Design, coordinate, and collect survey data to inform continuous improvement.

Learner Support Services

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

College and Career Readiness

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

COMPLIANCE AND REPORTING:

- Assist with the development of internal attendance recording procedures, monthly attendance review and data analysis, and provision of the attendance reports to the authorizing agency, as applicable.

- Maintain, prepare, and file state reporting through the CALPADS system for Fall 1, Fall 2, and End of Year Reporting. In addition, prepare and file CBEDS reporting and Civil Rights Reporting.
- Train, coach, and support with the requirements of learners' records and data. Prepare and file learners' records and data for the annual audit.
- Train, coach, and support on how to use the Student Information System.
- Support and guide the development of the School Accountability Report Card (SARC).
- Support and guide the development of the LCAP.
- Support WASC accreditation and renewal.
- Support preparing all federal, state, and local required plans and reports.
- Support School Site Council and develop the School Plan for Student Achievement as needed
- Support in state and federal-mandated assistance programs.
- Liaison between contracted service and school to ensure compliance with the National School Lunch Program (NSLP).

TECHNOLOGY FUNCTIONS:

Network & Communication Infrastructure & Security

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

Policy Development

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

Platform and Systems Administration

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

Technical Support

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

Employee and Learner Life Cycle Support

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

Inventory Management

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

E-Rate Coordination

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

Website Management

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

LEADERSHIP SUPPORT AND DEVELOPMENT:

Vision and School Culture

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

Data-Driven Decision-Making

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

Equity and Inclusivity

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

Policy, Legal Compliance, and Strategic Planning

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

Community and Stakeholder Engagement

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

Resource Access and Utilization

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

Monitoring and Continuous Improvement

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

SCHOOL, COMMUNITY, AND AUTHORIZER RELATIONS:

Community Relations Development & Support

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

State & National Charter Organization Relationships

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

Charter Authorizer Engagement & Compliance Support

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

Annual iLEAD California All-Staff Kickoff Celebration Planning & Execution

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

BOARD SUPPORT:

Relationship Building & Governance Processes

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

Board Member Training

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

Technology & IT Support

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

Board Meeting Support

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

Compliance with Brown Act

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

Document Management

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

Corporate Filings & Updates

- Assist in filing the Corporate Statement of Information and ensure all filings are up to date as required by law.

Consultant & Legal Counsel Coordination

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

Annual iLEAD California Board Development Training

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

HUMAN RESOURCES:

Compliance and Reporting

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

- Maintain a method for providing and tracking various required employee trainings.
- Prepare all responses and documentation for Public Records Act (PRA) requests.

Employee Relations

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

Talent Acquisition

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

Onboarding/Offboarding, Leaves, and Workers' Compensation

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

Benefits

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

ACCOUNTING AND FINANCIAL SERVICES:

Payroll Accounting

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

Benefits Accounting

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

Accounts Receivable and Payable

- Review and process invoices and payments, collections, deposits, and transaction recording according to the generally accepted accounting practices and standards. Assist school staff in the process of verification of received goods and services. Provide technical training and support to staff on compliant purchase and procurement processes and procedures.

Annual Tax Reporting

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

General Ledger Maintenance and Reconciliation

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

Internal Controls, Fiscal Policies

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

Budget Development and Forecasting

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

Authorizer Financial Reporting

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

Federal and State Systems & Reporting

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

Grants

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

Board Reporting

- Provide regular financial reporting to school's board.

Audit Support

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

Accounting Platform & Reporting System

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

Developing Financing, Capital, Credit

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

Strategic Financial Planning Support

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

scenario development, and growth potential.

Bonds, Loans, and Special Projects Support

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

PAYROLL:

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

INSURANCE AND RISK MANAGEMENT SERVICES:

Insurance Procurement:

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

Claims Support:

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

Risk Management Guidance:

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

FACILITIES:

Safety Coordination and Support

- **Emergency Operations Plan (EOP) Compliance**

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

FACILITIES OPERATIONS AND MAINTENANCE:

- **Procedures & Space Utilization**
 - Establish and implement operational procedures for both school and administrative spaces, making sure these areas are used efficiently, maintained properly, avoid overcrowding and underutilization and meet the needs of learners, faculty, and staff.
 - Monitor the use of space to avoid overcrowding and underutilization.

- **Maintenance Schedule & Prioritization**

- Create a proactive maintenance schedule for both high-traffic and low-priority areas to prevent wear and tear and ensure that all systems (HVAC, plumbing, electrical) are consistently functioning.
- Help with prioritizing emergency repairs and ensuring rapid response.

- **Minor Maintenance & Repairs**

- Ongoing assistance with minor repairs and routine facility maintenance, ensuring your buildings remain in good condition and minimizing any disruptions to the learning environment.

- **Campus Cleanliness & Sanitation**

- Provide support when requested in establishing and overseeing cleaning and sanitation schedules, ensuring all common areas, classrooms, restrooms, and outdoor spaces are maintained to high standards of hygiene, especially during health crises.

- **Vendor Procurement & Contract Management**

- Assist school staff in identifying vendors, connecting vendors and schools, and coordinating services with vendors for all facility-related services, e.g. cleaning, maintenance, and logistics.

OUTREACH AND COMMUNICATIONS:

Communications

- Provide comprehensive support with emergency and other delicate messaging.
- Support with writing, editing, and sending messages to families and staff.
 - Create a Monday Message draft each week. (New content is due by noon on Wednesday the week prior to publication.)
 - Send holiday/school closure announcements, event reminders, etc.
 - Update schools' email lists regularly.
 - Provide email data tracking (received, opened, clicked) as requested.
- Support with social media.
 - Create branded social media accounts and maintain credentials.
 - Schedule regular social media posts (marketing, reminders, and other announcements).

- Coordinate with school staff to ensure that posts include only learners with waivers signed.
- Monitor and optimize social media analytics.
- Monitor and support the response to social media comments and messages.
- Support schools with posting. (School admin has account access.)

Staff Recruitment/Retention

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

Marketing

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

Branding

- Develop and maintain branding consistency.
- Develop new logos, etc., as needed.
- Grow brand awareness.

- Store schools' branding materials for use (Self-Service app).

Digital Content Creation

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

Public and Media Relations

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

Crisis Management

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



SPECIAL EDUCATION RESOURCE SHARING AGREEMENT

This Special Education Resource Sharing Agreement (“**Agreement**”) is entered into as of July 1, 2026 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” and collectively as the “**Parties**” to this Agreement: iLEAD California Charters 1 (“**iCA**”)/ iLEAD Agua Dulce (“**iAD**”); iLEAD Lancaster (“**iLEAD Lancaster**”); iLEAD Online Charter School (“**iLEAD Online**”); Empower Generations (“**EG**”); and Santa Clarita Valley International (“**SCVi**”).

WHEREAS, iCA, operates those California charter schools known as iLEAD Hybrid and iLEAD Flex, iAD operates that California charter school known as iLEAD Agua Dulce, iLEAD Lancaster operates that California charter school known as iLEAD Lancaster, iLEAD Online operates that California charter school known as iLEAD Online, EG operates that California charter school known as Empower Generations, and SCVi operates that California charter school known as Santa Clarita Valley International School, each of which are based on the iLEAD program and model.

WHEREAS pursuant to Education Code section 47641, the Parties are each a local educational agency (“**LEA**”) for purposes of special education as defined in Education Code section 47640.

WHEREAS, each Party participates in the El Dorado Charter Special Education Local Plan Area (“**SELPA**”) pursuant to the SELPA membership process and its SELPA Agreement for Participation (“**SELPA Participation Agreement**”).

WHEREAS, under each Party’s SELPA Participation Agreement:

- (a) the El Dorado County Office of Education is designated as the “responsible local agency” for the SELPA (i.e., the administrative entity) as set forth in Section 4 of the SELPA Participation Agreement;
- (b) the SELPA provides various policies, procedures, forms, coordination, training, reporting, and technical assistance services and supports to accomplish the goals of the local plan as set forth in Section 3 of the SELPA Participation Agreement; and
- (c) each Party is solely responsible for all of the mandated activities set forth in Section 2 of the SELPA Participation Agreement, in order to provide special education programs and services to its eligible students enrolled in the LEA.

WHEREAS, each Party's responsibilities include employing, or establishing appropriate contracts for the provision of, counselors, special education teachers, instructional aides, and other personnel necessary **to provide related services as required to implement student individualized educational programs ("IEPs") and to** conduct the program specified in the SELPA's local plan, and in compliance with state and federal mandates.

WHEREAS, iCA, which currently operates the largest of the Parties' charter schools **as well as a second charter school known as iLEAD Flex**, employs numerous personnel and houses other resources necessary for the provision of special education programs and services in conformance with the SELPA's local plan and the state and federal mandates, such as administrative services, psychologists, speech and language services, occupational therapy and adaptive physical education services, assistive technology support, behavioral support, and other compliance-related oversight as needed.

WHEREAS the Parties have determined that it is in each of their best interests to share these resources among them, so that iAD, iLEAD Lancaster, iLEAD Online, EG, and SCVi have access to the valuable, specialized personnel and other resources of iCA, so that all Parties achieve the cost savings and other scale benefits of sharing such resources, and in furtherance of each Party's goal to successfully implement special education programs and services at their iLEAD school.

WHEREAS, the law expressly permits the Parties to share these special education resources, in that Education Code section 56369 provides that an LEA may contract with another public agency to provide special education or related services to students with disabilities, and Education Code section 56195.1(e) provides that an LEA's membership in a SELPA does not limit the LEA's authority to contract for special education services with another LEA whether or not the LEAs are part of the same SELPA.

WHEREAS, because a charter school serving a larger number of students with disabilities requires more resources, the Parties seek to share costs for the special education services pro rata based on the number of students with disabilities enrolled at each Party's respective school.

WHEREAS the Parties have also entered into a separate agreement to share other resources of iCA, including educational support functions, professional development, program assessment, human resources functions, leadership and board support, technology support systems, facility and operations support, bookkeeping and accounting, budget development, and compliance and reporting (the "***General Resource Sharing Agreement***").

WHEREAS, the Parties understand and agree that the General Resource Sharing Agreement between the Parties includes certain costs of personnel, which provide the following special education oversight services: (a) training, coaching, and support of special education staff,

and assistance monitoring Student Support programs; (b) assistance with monitoring compliance data and fixing errors in Special Education Information System (SEIS) to ensure data is uploaded correctly into state system; and (c) assistance in communications with SELPA and legal counsel, and through due process mediation and hearings.

WHEREAS, now, other than the Director of Student Support, which is covered by the General Resource Sharing Agreement, the Parties seek to share the special education resources of iCA among them cooperatively and to allocate costs among them according to the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of their mutual promises set forth in this Agreement, the Parties desire to, and hereby agree as follows:

1. Student Support Shared Resources. During the term of this Agreement, the Parties agree to share the iCA special education personnel and other resources necessary for the functions described in Attachment A (the “*Student Support Shared Resources*”) in furtherance of each Party’s provision of special education programs and services in conformance with the SELPA’s local plan and the state and federal mandates, and in accordance with the cost allocation and payment provisions described in Sections 2 and 3 herein.

2. Cost Allocation.

a. The Parties will share the actual costs incurred by iCA for the Student Support Shared Resources on a pro-rata calculation that is based on their number of enrolled students with disabilities who receive special education or related services through an individualized education program (“*IEP*”).

b. The Parties understand and agree that only Student Support Shared Resources provided within a 75-mile radius of a Party’s authorizer or resource center are intended to be included in the cost allocation set forth in Section 2. When Student Support Shared Resources are needed by a Party outside of the 75-mile radius, iCA in its sole discretion, will determine whether iCA special education personnel are available to provide such services as part of the Student Support Shared Resources included in the cost allocation.

c. If iCA personnel are not available, or become unavailable, iCA will assist the Party in procuring the services from an outside provider and all costs for the services will be billed directly to the relevant Party and will not be part of the cost allocation covered by this Agreement.

d. Any time iCA special education personnel are required to travel more than 75 miles one-way in order to provide Student Support Shared Resources, mileage will be billed directly to the relevant Party and is not part of the cost allocation covered by the Agreement.

e. On the last day of each month, iCA personnel will prepare a report identifying the special

education students enrolled in each school operated by a Party's school as of the last day of the month. The reports will be used by iCA to calculate the pro-rata share of each school operated by a Party by dividing the number of special education students enrolled at each school operated by a Party on the last day of the month by the total number of special education students enrolled at all of the Parties' schools on the last day of the month. Each Party will provide access to reasonable backup documentation for the numbers in the report upon request from another Party, in the invoice approval process.

3. Monthly Invoicing and Payment. iCA will generate monthly invoices for each Party's iCA Shared Resources cost; **because iCA operates two schools, it will receive two invoices.** Each invoice will include the total costs of the Student Support Shared Resources by month and each Party's school(s)' pro-rata share based on the allocation described in Section 2 above. iCA will provide each Party access to reasonable backup documentation for such costs upon request. Each Party will submit payment to iCA for its pro-rata share of the costs of the Student Support Shared Resources within thirty (30) days after receipt of the monthly invoice. In the event a Party discovers an error in a previously approved report, such Party shall immediately inform iCA of the error, and iCA will perform a reconciliation, which iCA will endeavor to perform within sixty (60) days. Any amounts overpaid or underpaid by a Party will be reflected as credits or additional charges on all Parties' next monthly invoice after iCA's reconciliation. An annual reconciliation will occur upon the close of each Party's audit, and payments or reimbursements will be provided within ninety (90) days of the close of the audit.

4. Parties' Responsibilities for Provision of FAPE and SELPA Participation Agreement. As an LEA, each Party retains ultimate authority and responsibility for the provision of a free appropriate public education ("**FAPE**") as mandated by the Individuals with Disabilities Education Act ("**IDEA**") and related California law to its enrolled eligible students. Each Party also retains ultimate authority and responsibility for all of the mandated activities set forth in Section 2 of the SELPA Participation Agreement, including ensuring that all required federal, state, and SELPA reports and data requests are submitted in the prescribed format and at the specified due date. iCA will provide each Party the Student Support Shared Resources and support outlined in Section 7 herein. However, this shall not be construed in any way as an obligation or duty imposed on iCA to offer or provide a FAPE to eligible students enrolled in any LEA other than its own, nor a duty or obligation to make decisions regarding the educational programming of students enrolled in any LEA other than its own. As the responsible LEA for providing a FAPE to its eligible students, each Party must authorize any change in placement and/or services for its eligible students and shall agree to and be responsible for funding that placement and/or those services. Execution of this Agreement is in no way intended to be construed as shifting responsibility for a Party's provision of a FAPE or compliance with its SELPA Participation Agreement to iCA.

5. Parties' General Responsibilities. The Parties are each responsible for:

- a. Complying with all applicable federal and state statutes, laws, and regulations imposed on each Party as an LEA, as well as their duties and responsibilities under their SELPA Participation Agreement;
- b. Addressing any identified compliance gaps in a timely and responsible fashion;
- c. Ensuring that neither the Party nor its employees discriminate against iCA employees who are providing the Student Support Shared Resources, employees of another Party, or students, on account of disability, race, color, religion, ethnic origin, age, gender, sexual orientation, or any other characteristic protected by law;
- d. Providing to iCA, and to the respective iCA employees who are providing services, in writing, copies of any campus or school-specific rules, policies, procedures, or standards of conduct applicable to iCA employees while providing services to the Party and its eligible students;
- e. Providing a safe and compliant working area for iCA employees, when it is necessary for iCA to be at a Party's learning studio or other location agreed upon by the Parties. iCA employees will provide services to each Party's eligible students at each Party's learning studio(s) or, if mutually agreed upon, at other locations that are required or convenient for the provision of special education programs and services;
- f. Promptly providing iCA with all the necessary and accurate data, files, documents, and other information, records, and access that is necessary or appropriate for iCA to support each Party in successfully implementing its special education programs and services, including, but not limited to, IEPs, cumulative files, health records, and assessment reports, in compliance with and to the extent permitted by law;
- g. Ensuring appropriate LEA representatives attend and participate in Individualized Education Program ("IEP") meetings, SELPA meetings, and other meetings as necessary;
- h. Providing ongoing feedback to iCA regarding its provision of the Student Support Shared Resources;
- i. Continually improving its special education programs and services for eligible students by setting performance objectives, executing plans, and taking necessary corrective actions for any deficiencies identified by any and all internal or external compliance reviews;
- j. Immediately informing iCA of any investigation or inquiry by any federal, state, or local agency, including, but not limited to, the Fiscal Crisis Management and Assistance Team, the California Department of Education, or the United States Department of Education Office for Civil

Rights, arising out of or in any way related to iCA's provision of the Student Support Shared Resources, and providing iCA a copy of any written correspondence related thereto; provided, however, that each Party, as the responsible LEA, retains ultimate responsibility for responding to, and addressing, any investigation, audit, information request or other inquiry, concern or complaint regarding its special education programs and services, as well as handling disputes as they arise; and

k. Ensuring that any and all student records conform to prescribed formats and that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be legible, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection by other Parties upon request and, as appropriate, with legitimate educational interest.

6. iCA General Responsibilities.

a. iCA is hereby designated to act on its own behalf and on behalf of all other Parties hereto to provide for and perform the functions described in Attachment A, including to employ such employees, engage service providers or other third parties as necessary, and incur other reasonable and necessary costs for the mutual advantage of the Parties.

b. iCA will provide the same quality of services for each Party's students as it does for its own students in performing the functions described in Attachment A. iCA will endeavor to accommodate all Parties' needs, provided that no Party shall be entitled to more than its fair share of iCA's time. iCA shall not be required to provide any Student Support Shared Resources pursuant to this Agreement to the extent that it is or becomes impracticable, in any material respect, as a result of a cause outside iCA's reasonable control or would require iCA to violate applicable law or its charter.

c. When on a Party's school campus or other site, iCA employees shall be subject to such Party's general direction and iCA will comply with the Party's applicable policies and procedures (such as campus sign-in procedures) so long as such policies and procedures are provided to iCA in writing.

d. iCA will supervise and make all employment decisions with respect to iCA employees at its sole discretion, including all hiring, evaluation, termination, compensation, and benefits decisions. iCA shall have sole responsibility for compliance with state and federal income tax withholding, unemployment, and disability insurance withholding and contributions, retirement benefits (e.g., California State Teachers' Retirement System, California Public Employees' Retirement System, etc.), social security tax withholding, and contributions, workers' compensation coverage, wage and hour obligations, and any other applicable employment law requirements for iCA's employees. Nothing in this Agreement shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party.

e. In providing the Student Support Shared Resources, iCA will:

i. Provide the Student Support Shared Resources to all eligible students as requested by the Parties consistent with the IDEA and related state and federal laws, or immediately inform the relevant Party if it is unable to provide requested services;

ii. When iCA provides direct educational services to a Party's student(s), iCA will assist the Party in drafting goals and objectives for review and consideration at the student(s)'s annual IEP meetings or other appropriate IEP team meetings.

iii. Cooperate and collaborate with each Party in making relevant personnel available to attend IEP team meetings and other meetings educationally necessary for eligible students, and participate in or conduct assessments of eligible students receiving services from iCA, as appropriate.

iv. Notify the relevant Party when it has reason to believe that an eligible student may require an evaluation, reevaluation, different services, or an IEP team meeting.

v. When iCA provides direct educational services to a Party's student(s), iCA will do so as described in the IEP of the eligible student and will prepare all required reporting of student progress on the IEP that iCA is implementing, including goal progress reports.

vi. Provide an eligible student's records to a requesting Party within five (5) calendar days to allow the requesting Party sufficient time to produce the records within statutory timelines.

vii. Ensure that all iCA personnel performing services under this Agreement hold all credentials and/or licenses required to perform the particular services, and provide copies of current credentials and/or licenses to the Parties upon request.

7. Due Process Proceedings and Complaints. Upon request from the responsible LEA, iCA will participate in alternative dispute resolution and/or special education due process proceedings concerning the services provided by iCA to eligible students pursuant to this Agreement. iCA will also participate in and support any Party in an investigation or reasonable information request, including those pertaining to any complaint filed with the State of California (e.g., California Department of Education, California Office of Administrative Hearings, etc.), the United States Department of Education Office for Civil Rights, or any other state and/or federal governmental body or agency, to the extent such investigation or request relates to services provided by iCA to eligible students pursuant to this Agreement. However, each Party, as the responsible LEA, retains ultimate responsibility for responding to and addressing any investigation, audit, information request, or other inquiry, concern, or complaint regarding its special education programs and services, as well as handling disputes as they arise. Each Party shall also be responsible for

defending itself in any special education due process proceeding or investigation and paying any resulting costs, including but not limited to attorneys' fees, expert witness fees, other costs of litigation or other proceedings, and settlement amounts for such proceedings or investigation.

8. Nonpublic School/Agency Placement and Services. If an IEP team determines that a student shall be placed at a nonpublic school (including placement at a residential treatment center) or receive services through a nonpublic agency, the relevant Party as the responsible LEA shall be responsible for selecting, contracting with, and overseeing the nonpublic school/agency ("NPS") and paying all costs associated with such placement. The iCA team will advise and assist in this process by, for example, locating possible program options, assisting in coordination of NPS site visits, participating in NPS visits as appropriate, collaborating with the NPS sites on appropriateness of placement, and collaboration with the SELPA, however, the responsibility for NPS placement and services is ultimately that of the relevant Party and LEA.

9. Term and Termination. The term of this Agreement commences on July 1, 2026, and continues through June 30, 2028, unless and until earlier terminated as set forth in Section 10(a) or (b) herein and subject to any amendments pursuant to Section 11 herein.

a. ***Termination by any Party other than iCA.*** Any Party other than iCA may terminate its participation in this Agreement for any reason upon sixty (60) days' written notice to all Parties. Termination of participation by any Party shall not terminate the Agreement as to any other Party, nor relieve the terminating Party of any obligations incurred prior to the effective date of such termination. Following termination of a Party's participation, (i) the terminating Party will pay iCA any unpaid portion of its costs through the effective date of termination, (ii) the terminating Party will not be entitled to any of the Student Support Shared Resources after the effective date of such termination, (iii) costs shall be allocated among the remaining Parties as set forth in Section 2, and (iv) this Agreement shall be amended to remove the terminating Party as a party.

b. ***Termination by iCA.*** iCA may terminate this Agreement for any reason upon ninety (90) days' notice to all Parties. Additionally, iCA may terminate any other Party's participation in this Agreement in the case of a material or persistent breach by such Party of any one or more of the terms of this Agreement, which is not remedied within thirty (30) days after written notice is provided by iCA to the breaching Party. A copy of such written notice shall also be provided to all other Parties. Upon expiration of the thirty (30) day period without curing the breach or appropriate actions taken to commence curing the breach at the discretion of iCA, iCA may terminate the breaching Party's participation. Following termination of a breaching Party's participation, (i) the breaching Party will pay iCA any unpaid portion of its costs through the effective date of termination, (ii) the breaching Party will not be entitled to any of the Student Support Shared Resources, (iii) costs shall be allocated among the remaining Parties as set forth in Section 2, and (iv) this Agreement shall be automatically amended to remove the breaching Party as a party.

10. Amendments. This Agreement may be amended as follows:

a. ***Changes to the Student Support Shared Resources.*** The Parties acknowledge and understand that the functions and resources iCA is able to share among the Parties may change from time to time. iCA will inform affected Parties of any changes to its capacity to provide the functions and resources described in Attachment A as soon as practicable and shall reflect such changes in writing by providing an amended Attachment A to all Parties. To the extent iCA's changes to Attachment A adds new functions or resources that would result in a substantial increase in costs, iCA will provide all Parties ninety (90) days' notice, which notice may be waived if all Parties agree that the additional services should start sooner.

b. ***Changes in the Law.*** In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, interpretation of law or regulation by an authorizer or regulator, or court or administrative decision or order materially affects the performance of any of the Parties in conformity with this Agreement, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the changes. If, after such good faith negotiations, the Parties are unable to agree upon an acceptable approach, the Agreement shall terminate for all Parties upon any Party's sixty (60) days' written notice to the other Parties, or in such lesser time as is reasonable under the circumstances. Following termination, the Parties will pay iCA any unpaid portion of their costs through the effective date of termination.

11. Work Product; Intellectual Property. Any work product that is created by iCA in the context of providing the functions described in Attachment A shall be the sole property of iCA except to the extent it involves Confidential Information or privileged information for any one Party (for example, employment records), in which case it belongs to that Party, or to the extent it is governed or otherwise addressed by a separate written agreement among the Parties. Any intellectual property owned by a Party and used by iCA related to the Student Support Shared Resources shall remain the sole property of that Party. Similarly, any intellectual property owned by iCA that is utilized as part of the Student Support Shared Resources, either by iCA or another Party, shall remain the sole property of iCA. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. Upon termination or expiration of this Agreement, the property of each Party in the possession of any other Party shall be returned and/or destroyed.

12. Confidentiality. Each Party acknowledges that during the term of this Agreement, it may have access to certain Confidential Information of the other Party(ies), as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Parties' Confidential Information.

a. ***"Confidential Information"*** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in

nature. Confidential Information may include, but is not limited to trade secrets, policies, procedures, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information, student information, and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. If disclosure of Confidential Information is requested pursuant to a law, statute, rule, or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or another similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this Agreement, the Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

d. To the extent necessary and as permitted by law, iCA shall be designated as a “school official” with a legitimate educational interest in accessing each Party’s student education records, as that term is defined by and for purposes of FERPA, thereby allowing iCA to access personally identifiable information from student education records from each Party as part of its performance of the functions described in Attachment A. For purposes of this Agreement, the term “personally identifiable information” (“*PII*”) means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

e. iCA will not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the functions described in Attachment A, as required by law, or as otherwise authorized in writing by the applicable Party. iCA shall protect the pupil records it receives from or on behalf of another Party no less rigorously than it protects its own pupil records. In the event of unauthorized disclosure of PII, iCA shall notify the affected Party(ies) as soon as practicable, and shall, upon the affected Party(ies)’s request, notify affected parents, legal guardians, and eligible pupils using reasonably available technological means such as electronic mail.

13. Student Information. Each Party is responsible for its compliance with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) (“*FERPA*”), federal Children’s Online Privacy and Protection Act (15 U.S.C. §§ 6501–6506) (“*COPPA*”), and other applicable state and

federal laws pertaining to student information and privacy.

14. Insurance. iCA shall maintain customary and reasonable insurance coverage necessary for the performance of the functions described in Attachment A, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. iCA shall name each Party as an additional insured under all of iCA's policies. To the extent iCA incurs additional cost(s) for any enhancements necessary to its insurance policies to provide the Student Support Shared Resources to all Parties, such cost(s) may be allocated among the Parties according to Sections 2 and 3. Each Party shall be responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

15. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this Agreement.

16. Indemnification. Each Party shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this Agreement, except for such loss or damage caused solely by the negligence or willful misconduct of another Party.

17. Fiduciary Obligations and Transparency. The governing body for each Party has reviewed this Agreement in good faith, and in a manner in which it believes to be in the best interests of its LEA, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances, and has determined that the Agreement is in the best interests of the Party and that the cost allocation to be paid is fair and reasonable. Each Party will also ensure a fully executed copy of this Agreement is promptly available upon request by any person, including the SELPA and such Party's respective independent financial auditor or charter authorizer.

18. Assignment. No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other Parties. This Agreement shall be binding on and shall ensure to the benefit of the Parties and their respective successors and assigns.

19. Dispute Resolution and Arbitration. If there is any dispute or controversy between the Parties arising out of or relating to this Agreement, the Parties shall first meet and confer informally within twenty (20) days in an attempt to resolve the issue, which can include a Party's right to seek dispute resolution through the SELPA should the SELPA agree to facilitate such a resolution. If reasonable efforts at informal resolution are unsuccessful, the Parties agree that such

dispute or controversy will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. (“JAMS”), and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the arbitration proceedings between the Parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive, and binding upon the Parties hereto, and shall be enforceable in any court of competent jurisdiction. The involved Parties shall equally share the arbitrator’s fee and all costs of services provided by the arbitrator and the arbitration organization. Otherwise, each Party involved in the arbitration shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys’ fees and costs. Except where clearly prevented by the area in dispute, the Parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent any Party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

20. Notice. All notices, requests, demands, or other communications (collectively “*Notice*”) given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

To: iLEAD California Charters 1 ATTN: Amanda Fischer 1720 Sierra Highway, Suite A Acton, CA 93510 29477 The Old Rd, Castaic, CA 91384 amanda.fischer@ileadcalifornia.org	To: Empower Generations ATTN: Sajae Davison 44236 10th St W Ste. 105, Lancaster, CA 93534 sajae.davison@empowergeneration.org
To: iLEAD Agua Dulce ATTN: Wendy Maxwell 11311 Frascati Street, Agua Dulce, CA 91390 wendy.maxwell@ileadaguadulce.org	To: Santa Clarita Valley International ATTN: Martha Spansel Pellico/ Chad Powell 28060 Hasley Canyon Road Castaic, CA 91384 director@scvi-k12.org

To: iLEAD Lancaster ATTN: Deborah Autrey 254 E. Ave K-4 Lancaster, CA 93535 deborah.autrey@ileadlancaster.org	To: iLEAD Online Charter School ATTN: Kate Wolfe 1720 Sierra Highway, Suite B, Acton, CA 93510 kate.wolfe@ileadonline.org
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21. Headings. The descriptive headings of the sections and/or paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

22. Applicability. As of the Effective Date, this Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations, and understandings of the Parties with respect to such subject matter.

23. Arm's Length and Independent Counsel. This Agreement has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to effect the purpose of the Parties and this Agreement. Each Party has been advised by or had the opportunity to seek advice from its independent counsel regarding this Agreement.

24. No Waiver. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

25. Severability. If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this Agreement.

26. Governing Law. This Agreement shall be governed by and interpreted under California law.

27. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Agreement.

28. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf or

other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties execute this Agreement as of the Effective Date above.

iLEAD California Charters 1, a California
nonprofit public benefit corporation

CEO: Amanda Fischer

Signature:

Date:

Empower Generations, a California nonprofit
public benefit corporation

Director: Sajae Davison

Signature:

Date:

iLEAD Agua Dulce, a California nonprofit
public benefit corporation

Director: Wendy Maxwell

Signature:

Date:

Santa Clarita Valley International, a California
nonprofit public benefit corporation

Director: Martha Spansel-Pellico/ Chad Powell

Signature:

Date:

iLEAD Lancaster, a California nonprofit
public benefit corporation

Director: Deborah Autrey

Signature:

Date:

iLEAD Online, a California nonprofit public
benefit corporation

Director: Kate Wolfe

Signature:

Date:

ATTACHMENT A

STUDENT SUPPORT SHARED RESOURCES

The Parties agree to share the following personnel and other resources of iCA to support the provision of special education programs and services, the costs of which shall be shared according to the cost allocation provisions in the Agreement:

STUDENT SERVICES:

- Occupational Therapist(s): Conduct and review occupational therapy assessments, participate in IEP meetings, and provide ~~direct~~ services to learners who have occupational therapy as a related service under their IEP.
- Certified Occupational Therapy Assistant(s): Assist occupational therapists with assessments, ~~clerical duties~~, and ~~direct~~ services to learners who have occupational therapy as a related service under their IEP.
- Adapted Physical Education Coach(es): Conduct and review adapted physical education assessments, participate in IEP meetings, and provide ~~direct~~ services to learners who have adapted physical education as a related service under their IEP.
- Assistive Technology Specialists(s): Conduct assistive technology assessments, participate in IEP meetings, provide ~~direct~~ services, ~~provide consultative services~~, provide training to school programs, and suggest strategies and supports for educational and academic needs.
- School Psychologist(s): Conduct psycho-educational assessments, support the IEP Team in determining eligibility for special education services, and suggest strategies and supports for educational, academic, and behavioral needs.
- Speech and Language Pathologist(s): Assess, case manage, and coordinate IEP meetings for speech-only learners, ~~supervise the Speech/Language Pathologist Assistants~~, and provide ~~direct~~ speech services to learners.
- Speech and Language Pathologist Assistant(s): ~~Conduct speech therapy for learners with identified communication disorders, and assist the Speech/Language Pathologists with assessments and clerical duties.~~ Assist speech and language pathologists with assessments and services to learners who have speech therapy as a related service under their IEP.
- Board Certified Behavior Analyst(s): Collaborate with the school team(s) to design and implement behavior support strategies, administer Functional Behavioral Assessments (FBAs) and/or collaborate with other professionals to administer FBAs, review all FBAs, work with each IEP Team member ~~Party~~ to ensure Behavior Intervention Plans are kept up to date and strategies are being implemented with fidelity, provide and/or ensure the provision of ~~direct~~ behavior ~~consultation/supervision~~ services to learners as outlined in the learner's IEP, provide behavior analytic support to care team, 1:1's, behavior support specialists, and any ~~Party's~~ team member as appropriate.

- Behavior Intervention Specialist (s): Conduct FBAs under the guidance of a Board Certified Behavior Analyst, collaborate with the school team(s) to design and implement behavior support strategies, and work with each **IEP Team member Party** to ensure Behavior Intervention Plans are kept up to date and strategies are being implemented with fidelity, provide ~~direct behavior consultation/supervision~~ services to learners as outlined in the learner's IEP.

ADMINISTRATIVE AND OTHER SUPPORT:

- **Directors & Deputy Directors of Student Support:** ~~Assess learners for special education or disability-related services and~~ Oversee the assessment process, ~~serve as the case manager for students with IEPs on a temporary basis, as needed, if an LEA loses a case manager,~~ coordinate all IEP services and support staff **as needed**, oversee outside contracts for related services ~~such as OI, VT, or PT including assign~~ such as **DHH, AT, PT, VT, VI, OM, OI, audiology, etc**); oversee the Child Find process; oversee Independent Educational Evaluation ("IEE") requests and contracts with IEE providers; oversee, update, and ensure mental health policies are being implemented; oversee crisis interventions and coordinate crisis response teams; assist with the special education information system and reports to help ensure appropriate timelines are met; oversee and support with legal compliance; ~~support with the Performance Indicator Review process,~~ **support as needed with the Performance Indicator Review process/CIM Monitoring**; hold regular department meetings and office hours as necessary; facilitate ~~staff training~~ professional development; receive and handle records requests and student files; assist with recruiting, hiring and training special education staff; **support with high profile cases; support outside service providers placements (NPA, NPS, RTC); maintain a Student Support website; provide support with transition services and training; 504 and SST support and guidance;** and other administrative support related to special education as reasonably requested.
- **Lead Educational Specialist:** Coaching of educational specialists, coordinate IEP services and support staff, creation and presentation of professional development to supported schools; maintain regular office hours; develop and conduct education specialist trainings across all sites; support in onboarding and training of new education specialists; support with CAA (California Alternate Assessment) process; support directors in reflective supervision for education specialists; available to answer questions from parents, facilitators, and educational specialists; new staff support for onboarding and training; management of master rosters; assist schools with assignment of learners to providers and caseloads; consult with education specialists to support in goal writing and IEP writing as needed.
- **Billing and Back Office Support:** Track and record outside provider service hours and assist with billing and accounts payable; track all expenses relating to assistive technology, provider mileage, ~~travel reimbursements, Party's learner and district~~ legal fees, due process complaints, settlement payments; SELPA reimbursements~~low incidence reimbursements~~, and **creation of Individual Service Agreements (ISA) for**

outside vendors; and ~~Educationally Related Mental Health Services (“ERMHS”)~~; support with personal data reports for state reporting requirements; provide as-needed support for SEIS/CALPADS processes and related compliance and data activities, within assigned scope; provide as-needed support for special education-related reporting, compliance, data processes, and program coordination.

- Assessment Assistance Support: Track and record assessment plans; support in the management of paperwork for all assessment requests and the creation and sending/receipt of all assessment plans; monitor and support triennial and initial timelines; manage Child Find process and all documentation; coordination and communication outside assessors including assign ~~DHH, AT, PT, OI, audiology~~ such as- **DHH, PT, VT, VI, OM, OI, audiology**, assessors; attend weekly collaboration meetings; track scheduling of assessment meetings to ensure timelines are met; oversees and manages contracts with outside NPAs for iCA services; oversees and manages ISA forms sent for NPA services;
- Support Provided to Education Specialists: Education Specialists are provided support through ~~weekly~~ **regular** department meetings, dissemination of important SELPA updates and announcements ~~weekly~~ or as needed, compliance checks, ~~creation of training, and implementation of training for all Education Specialists. Support in the hiring process for Education Specialists and support as needed in the administration of IEP meetings.~~ Support in coaching interns or new staff with ~~weekly~~ **regular** meetings and support on writing IEPs, serve as administrator for IEPs. Support and coordinate with each Party’s legal counsel in due process cases or other special education issues, weekly collaboration with point of contact education facilitators at each site, including lead Education Specialists. Complete IEP observations, and provide feedback to Directors about performance.
- Support Provided to Student Support Care Team: Each Party’s student support care teams are supported through training, ~~weekly~~ **regular** department meetings, scheduling support, and coordination of professional development. Support the hiring of new care team and training, along with monitoring of service data and compliance, and providing feedback to Directors about performance.
- Support Provided to Designated Instructional Services (“DIS”) Counselor: DIS counselors are supported through training, monthly compliance reviews, individual/department-wide coaching through ~~weekly~~ **regular** check-ins, IEP prep/ IEP consultation, administration, work with each Party to ensure mental health policy is being followed, run internship program, CDE and monthly SELPA audit completion, create curriculum/ resources for tier 1, 2, 3, provide crisis response protocols, establish/connect community partnerships.

Any service or obligation required of each Party to remain compliance with state and federal law, the SELPA participation agreement, and/or a student’s IEP, that is not listed here as “shared” shall be the individual responsibility of the school in which the student is enrolled.



iLEAD Agua Dulce
2026 - 2027 Consolidated Application Reporting System
Request for Funding
Executive Summary for Board Information
Board Approved:

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

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

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

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

Title I Part A: Helping Disadvantaged Children:

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

Title II Part A: Teacher Quality:

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

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

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

School Site Responsibilities

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

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

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



Title IX Policy ~~and Grievance Procedures~~ for Sexual Harassment

Board Approved: December 7, 2021

~~Revised Board Approved:~~

iLEAD Agua Dulce (“School”) is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendment Act of 1972 (“Title IX”) prohibits discrimination on the basis of sex, including sexual harassment, in the School’s education programs and activities.

This Title IX ~~and Grievance Procedures Policy~~ for Sexual Harassment (“Policy”) details the School’s commitment to maintaining a learning environment that is free from sexual harassment and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at School to ~~s~~School staff (e.g., School Director, facilitator, etc.), and the School will take appropriate action in accordance with ~~the law and~~ this Policy.

Sexual harassment is a form of ~~gender sex~~ discrimination in that it constitutes differential treatment on the basis of ~~gender, gender identity or expression, or sexual orientation, sex~~ and, for that reason, is a violation of state and federal laws and a violation of this Policy. The School considers sexual harassment to be a major offense which can result in the suspension or expulsion of learners and termination of employees.

Definition of Sexual Harassment Under California Law

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, ~~requests for sexual advances~~, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=230
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, ~~gender identity or expression~~, or sexual orientation are eligible to be investigated pursuant to the School's Uniform Complaint Procedures **under California law**. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. The School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Learners have all the rights set forth in Education Code section 221.8 (as applicable to School's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and the right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=221.8
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

For more information about Gender Equity/Title IX, please visit the following CDE website:
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

Title IX Grievance Procedures for Sexual Harassment

I. Scope and Jurisdiction

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. School employees or learners may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

1. A School employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30(a)(3)).

II. Title IX Personnel

The School has designated the following individuals as its Title IX Coordinators to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy.

Title:	iLEAD-Agua Dulce School Director Title IX Coordinator
Address:	11311 Frascati St Agua Dulce, CA 91390
Phone:	(661) 268-6386
Email:	safetyfirst@ileadaguadulce.org

The Title IX Coordinators may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinators, the following Title IX Personnel are involved in the grievance process to address formal complaints:

- **Investigator**: The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.
- **Decision-Maker**: The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker cannot be the Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.
- **Title IX Appeals Officer**: If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be the Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., the Title IX Coordinators, Investigator, Decision-Maker, Appeals Officer, and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a

formal complaint are neutral.

III. Reporting Allegations of Sexual Harassment

Any individual (e.g., a learner or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a learner who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the School's Title IX Coordinator^s, or to any other available School employee who shall immediately inform ~~the~~ a Title IX Coordinator. Reports of Sexual Harassment can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

IV. The School's Initial Response to a Report of Sexual Harassment

Upon receipt of any report of Sexual Harassment, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

1. Contact Complainant and Determine Need for Supportive Measures: The Title IX Coordinator will contact the complainant and respondent¹ to discuss the availability of supportive measures to stop the harassment, protect learners, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to the complainant the right to file a formal complaint and the process for filing a formal complaint. A formal complaint is one that contains the complainant's physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.
 - a. Supportive measures are nondisciplinary and nonpunitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or course-related adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.

¹ The "complainant" is the individual who is alleged to be the victim of conduct that could constitute Sexual Harassment. The "respondent" refers to the individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment. If a parent or guardian has a legal right to act on behalf of a complainant or respondent, this right applies throughout all aspects of the Title IX matter, including the grievance process.

2. Determine Need for Emergency Removal: The Title IX Coordinator will review the facts to determine whether the respondent (either learner or staff) may need to be removed from an educational program or activity to prevent any further sexual harassment and/or maintain the safety of learners and staff.
 - a. The School may determine that removal from the educational program is justified due to an immediate threat to the physical health or safety of any learner or other individual arising from the allegations. The School will conduct an individualized safety and risk analysis before the removal. The School shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - b. If the respondent is a learner, the School is subject to applicable laws and School policies regarding involuntary removals, suspensions, and expulsions.
 - c. If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.
- ~~3. Consider Use of Informal Resolution Process: At any time after an informal or formal complaint has been filed, but before reaching a determination regarding the allegation, the School may offer an informal resolution process (such as a mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a learner.~~

V. Initial Review of Formal Complaint:

If a formal complaint is filed, the Title IX Coordinator will review the complaint to determine whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above. The School may consolidate multiple formal complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable School policy (e.g., Uniform Complaint Procedures).

~~At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, the School may offer an informal resolution process (such as restorative justice or mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a learner. Participation in information resolution is voluntary.~~

VI. Mandatory or Permissive Dismissal of Formal Complaint:

Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than **ten (10) calendar days** from the date they receive the formal complaint.

1. Mandatory Dismissal: The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:
 - a. The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
 - b. The alleged conduct did not occur in the School's education program or activity; or
 - c. The alleged conduct did not occur against an individual in the United States.
2. Permissive Dismissal: The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:
 - a. The complainant has notified the School, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
 - b. The respondent is no longer enrolled in, or employed by, the School; or
 - c. Specific circumstances prevent the School from gathering evidence to reach a determination with regard to the complaint.

Written Notice of Dismissal: If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the "Appeals" section below.
- If the Title IX Coordinator determines another School grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall inform the parties (complainant and respondent) of the School's intent to investigate the complaint through that grievance procedure.

VII. Title IX Grievance Procedures

If the Title IX Coordinator does not dismiss the formal complaint, the School will initiate the following Title IX Grievance Procedures and issue a Written Decision. The School will endeavor to complete its investigation and issue a Written Decision within **sixty (60) calendar days of receipt of the formal complaint**.

1. Send Written Notice of Formal Complaint

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within **ten (10) calendar days of receipt of the formal complaint**. The notice shall include: (1) a copy of

this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.

2. Investigator Conducts Investigation

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least **10 calendar days** before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the Investigator.

4. Investigator Prepares and Shares Investigative Report

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not the School's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least **10 calendar days** before issuance of the Written Decision. The School will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

5. Decision-Maker Issues Written Decision

The Decision-Maker will endeavor to issue the Written Decision within **sixty (60) calendar days from the receipt of the formal complaint**. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- a. Identification of the allegations potentially constituting Sexual Harassment.

- b. A description of the procedural steps taken by the School during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
- c. Findings of fact supporting the determination.
- d. Conclusions regarding the application of the School's policies to the facts.
- e. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's educational program will be provided by the School to the complainant.
- f. The School's procedures and permissible bases for either party to appeal the decision.

6. Remedies

If the School determines that the respondent engaged in Sexual Harassment, the School will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/learner conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, the School will take appropriate disciplinary action, up to and including termination, in accordance with School policies and as permitted by law.

VIII. Appeals

Either party may appeal the School's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within **five (5) calendar days of the decision**. An appeal may be made on any of the following grounds:

1. A procedural irregularity affected the outcome.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
3. The Title IX Coordinator, Investigator(s), or Decision-Maker(s) had a conflict of interest or bias for or against the complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, the School will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties

simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within **thirty (30) calendar days from the receipt of the appeal**.

IX. Record Keeping

The School will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations in accordance with 34 CFR section 106.45(b)(10), as well as all material used to train Title IX Personnel.

X. Updates

The School Director or designee may update, modify, or implement this policy in a manner to comply with applicable law.

TITLE IX COMPLAINT FORM

Your Name: _____ Date: _____

Address: _____

Phone: _____ Email: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements; etc.) (Attach additional pages, if needed):

I hereby authorize iLEAD Agua Dulce to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from the School.

Signature of Complainant

Date: _____

Print Name

To be Completed by the School:

Received by: _____ Date: _____

Follow up meeting with complainant held on: _____

Independent Study Policy

Board Meeting Month/Year	June 2026
Overview of Policy	This policy outlines the requirements, expectations, and procedures for student participation in the School's Independent Study program, including enrollment, instructional structure, and required learning agreements. It ensures students receive standards-aligned instruction, appropriate resources, and regular engagement while establishing accountability for progress and attendance. The policy also defines monitoring, reengagement, and support processes to ensure student success and compliance with state regulations.
Updates to Policy	- Through review with legal, updated to align with the school's written agreement & educational code - Updated Master Agreement to Written Agreement - Updated 20 days to 25 days - Added in section regarding Exceptions for Pupils Under Professional Care - Added in section regarding Independent Study Instructional Continuity Plan for Students Affected By School Closure Or - Emergency



Curriculum and Instruction
Independent Study Policy
Board Approved: September 10, 2024
Revised Approved Date:

Purpose and Scope

For iLEAD Agua Dulce School (“School”) to provide written policies pursuant to Education Code Section 51747. ~~procedure and a framework for eligible students to enroll in the iLEAD Agua Dulce School Charter (“School”) Independent Study programs.~~

General

- ~~1. Independent Study students must be enrolled in the iLEAD Agua Dulce Charter School~~
- ~~2. iLEAD Agua Dulce retains discretion to approve Independent Study for any pupil.~~
- ~~3. All Independent Study students must sign a new Independent Study Master Agreement (“MA”) every year.~~
- ~~4. Independent Study Teacher of Record – A certificated teacher of iLEAD Agua Dulce Charter schools must supervise, coordinate, and evaluate the work of each student engaged in Independent Study.~~
5. The School ~~The Independent Study Teacher of Record~~ may claim ~~grant~~ no more than one day of apportionment credit ~~(ADA)~~ for each day that the school is in session, and only to the extent of the time value of learner work products, as personally judged in each instance by a certificated teacher employed by the School ~~the Teacher of Record~~, or the combined time value of ~~pupil~~ learner work product and ~~pupil~~ learner participation in synchronous instruction, ~~per learning period.~~
 - For purposes of this section, “learner work products” may include the daily time value spent by a learner engaged in asynchronous instruction, including work completed on an online or computer-based instructional activity, regardless of whether learner work products are produced, if the computer program documents learner participation. The School shall maintain documentation of each hour or fraction of an hour of both learner work products (i.e., by assigning a time value to learner work products) and the time that the learner engaged in asynchronous instruction (e.g., tracking of time spent in asynchronous instruction).
 - For purposes of this section, “learner participation in synchronous instruction” may include, but is not limited to, learner work produced or performed, or documentation that the learner participated in an instructional period either virtually or verbally, as verified by a certificated employee and maintained by the School for each hour or fraction thereof of the synchronous instructional offering.
6. ~~In a charter school, for the purposes of,~~ The ratio of average daily attendance for independent study ~~pupils~~ learners to full time equivalent ~~FTE~~ certificated employees responsible for independent study shall not exceed a pupil-teacher ratio of 25:1 or the ratio of ~~pupils~~ learners

to full-time equivalent certificated **employees** for all other educational programs operated by the largest unified school district, as measured by average daily attendance, as reported at the second principal apportionment in the prior year, in the county or counties in which the **charter** School operates.

7. An individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study if their Individualized Education Program (IEP) specifically provides for that participation.
- ~~8. The School shall provide appropriate existing services and resources to enable students to complete their independent study successfully~~
- ~~9. The School Director shall report to the board the number of students in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality which the board may specify; and the number and proportion of students, by typical categories, who graduate or successfully complete their studies.~~
10. The School will provide content to **students learners** aligned to grade level standards that is substantially equivalent to in-person instruction. For high school **students learners**, this includes access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.
11. The School shall comply with all applicable laws, as may be updated from time to time, including but not limited to Education Code Section 51744 et seq., 5 CCR 11700 et seq., the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder.
12. The School Director or designee is authorized to take any necessary actions to implement these policies in accordance with applicable law.

~~Master~~ Written Agreements

A current written agreement for each independent study learner shall be maintained on file. ~~The School Director or designee shall ensure that the School executes a Written Independent Study Agreement with each participating student as prescribed by law.~~ Individual independent study **written** agreements and any subordinate contracts and assignments must be consistent with the School's adopted course of study.

~~The Independent Study Agreement for a student must require and cover a study plan that represents no less than the equivalent of a minimum school day for the student's grade level for every school day covered by the agreement.~~ Written agreements may include subsidiary agreements, such as course contracts, assignments and work records.

Written ~~Learning~~ Agreements Shall Include:

1. ~~A schedule of~~ The manner, frequency, **date**, time, and place for submitting a **student's learner's** assignments, for reporting the **student's learner's** academic progress, and for communicating with a **student's learner's** parent, legal guardian, or caregiver regarding a **pupil's learner's** academic progress.
2. The objectives and methods of study for the **student's learner's** work, and the methods utilized to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the **student learner**. These resources shall include confirming or providing access to all **students learners** to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the School's policies **adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747** regarding the maximum length of time allowed between the

assignment and the completion of a ~~student's learner's~~ assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the ~~student learner~~. should be allowed to continue in independent study.

5. The duration of the independent study ~~written~~ agreement, including the beginning and ending dates for the ~~student's learner's~~ participation in independent study under the ~~written~~ agreement. No independent study ~~written~~ agreement shall be valid for any period longer than one school year.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the ~~written~~ agreement, to be earned by the ~~pupil learner~~ upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of ~~students learners~~ who are not performing at grade level, or need support in other areas, such as English ~~Language Learners~~, individuals with exceptional needs in order to be consistent with the ~~student's learner's~~ IEP or plan pursuant to Section 504 of the Federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), ~~students learners~~ in foster care or experiencing homelessness, and ~~students learners~~ requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no ~~student learner~~ may be required to participate. In the case of a ~~student learner~~ who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the ~~student learner~~ through independent study only if the ~~student learner~~ is offered the alternative of classroom instruction.

Short Term Independent Study ~~Written~~ Agreements

Written Agreements for short-term independent study, defined as 15 or fewer school days, may be signed at any point during the school year in which the independent study takes place. A short-term independent study ~~contract~~ ~~written~~ agreement is a voluntary alternative to a regular classroom program of instruction when a learner is absent from school for not more than fifteen (15) consecutive school days and not more than twenty (20) school days a year.

Requests for an independent study ~~contracts-written~~ agreement must be given to the School Director, or designee, at least 3 school days prior to the first day of the absence (in the event of an emergency, contact the director.)

All assigned work is due on the day upon which the learner is scheduled to return to the classroom.

Long Term Independent Study ~~Written~~ Agreements

Written agreements for long-term independent study, defined as 16 days or longer, are still required to be fully signed prior to the commencement of independent study participation.

~~For learners participating in independent learner for more than 15 days, t~~~~The learning~~ ~~written~~ agreement shall be signed by the ~~pupil-student~~ ~~and, if the pupil-student is less than 18 years of age,~~ the ~~pupil's-learner's~~ parent, ~~or~~ legal guardian, ~~or caregiver if the learner is less than 18 years of age,~~ the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the ~~student learner~~., as applicable. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 15 (commencing with Section 6550)

of Division 11 of the Family Code. ~~The signed learning agreement constitutes permission from a pupil's parent or legal guardian, if the pupil is less than 18 years of age, for the pupil to receive instruction through independent study.~~

A physical or electronic copy of the signed ~~learning~~ written agreement shall be retained by the ~~charter~~ School for at least three years and as appropriate for auditing purposes.

For purposes of this section, an electronic copy includes a computer or electronic stored image of an original document, including, but not limited to, portable document format, JPEG, or other digital image file type, that may be sent via fax machine, email, or other electronic means.

In the event that the certificated employee designated as having responsibility for the general supervision of independent study ("Supervising Educational Facilitator of Record") changes/is replaced mid-year, the new Supervising Educational Facilitator of Record shall sign an Addendum to the written agreement for independent study. Only the Supervising Educational Facilitator is required to sign.

Before signing a written agreement, the parent, legal guardian or caregiver of a ~~pupil~~ learner may request that the School conduct a phone, videoconference, or in-person ~~learner student~~ parent-educator conference or other school meeting during which the ~~learner student~~, parent, legal guardian, or caregiver and, if requested by the ~~learner, student or~~ parent, legal guardian, caregiver, or an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the ~~student learner~~ in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Participation May Be Limited

- ~~1. An individual with disabilities, as defined in Education Code 56026, may participate in independent study if their individualized education program specifically provides for such participation. (Education Code 51745)~~
- ~~2. Students enrolling in independent study must be residents of the local county or an adjacent county. (Education Code 51747.3)~~

Maximum Length of Time to Show Evidence of Work Completion

For ~~pupils~~ learners in all grade levels and programs offered by the ~~School iLEAD Agua Dulce~~, the maximum length of time that may elapse between the time an independent study assignment is made and the date by which the learner must complete the assigned work, ~~to show evidence of work completion~~ shall be twenty-five (~~20~~ 25) school days.

Guidelines for Missing Evidence of Work Completion

If any ~~learner student~~ fails to complete at least 75% of work assigned for one learning period, or is not making satisfactory educational progress as defined below, ~~and/or~~ accumulates 20 absences in a school year due to insufficient work completion and/or engagement, ~~as evaluated by the School Director or designed shall Facilitator, the school may~~ conduct an evaluation ~~will be made~~ to determine whether it is in the best interest of the learner to remain in independent study. ~~is an appropriate strategy for the . to support the needs of the student, which may result in a determination that this independent study program is not an appropriate fit for the student.~~

A ~~learner student~~ is deemed to be making "satisfactory educational progress" if the ~~student learner~~ is on track to enter the next grade level at the completion of the current school year and/or progressing toward meeting their goals ~~and/or metrics~~ pursuant to their ~~Personalized Learning Plan and/or their Individualized Education Plan (IEP)~~. The School Director or designee is responsible for making this

determination based on all of the following indicators:

1. The ~~student's learner's~~ achievement and engagement in the independent study program, as indicated by the ~~student's learner's~~ performance on applicable ~~student learner~~-level measures of ~~student learner~~ achievement and ~~student learner~~ engagement set forth in Education Code Section 52060(d)(4)-(5).
2. The completion of assignments, assessments, or other indicators that show the ~~student learner~~ is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim ~~pupil learner~~ record. This record shall be maintained for a period of three (3) years from the date of the evaluation and if the ~~pupil learner~~ transfers to another California public school, the record shall be forwarded to that school.

~~Any student wishing to transition to in-person instruction should make a written request to the School Director or designee or to their assigned teacher of record. Upon receipt of the written request, the School will assist the student with enrolling in the in-person program offered by their district of residence and will transfer the student's educational records within five school days.~~

Procedures for Tiered Reengagement

If a ~~student learner~~ does not generate attendance for more than 10% of required minimum instructional time over four continuous weeks of the school's approved instructional calendar, ~~students is~~ found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50% of the scheduled times of synchronous instruction in a school month as applicable by grade span, or ~~is for students who are~~ in violation of their written agreement pursuant to Education Code Section 51747(g), the School will:

- a. Verify current contact information for each enrolled ~~student learner~~ ;
- a. Notify parents, ~~legal~~ guardians, or ~~caregivers~~ of lack of participation within one school day of the ~~student's learner's~~ absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- b. Reach out to the ~~student learner~~ directly and/or parents, ~~legal~~ guardians, or ~~caregivers~~ as well as health and social services as necessary, to determine the ~~student's learner's~~ needs for reengagement; and
- c. ~~If the student has failed to complete at least 75% of work during one learning period, is failing to make satisfactory educational progress as defined herein, the School will~~ Schedule a ~~student learner~~-parent-educator conference (a meeting involving all individuals who signed the ~~student's learner's~~ written agreement) to review the ~~student's learner's~~ agreement and reconsider the independent study program's impact on the ~~student's learner's~~ achievement and well-being.
- d. Implement any local programs intended to address chronic absenteeism, as applicable.

Plan for Live Interaction and Synchronous Instruction

Based on each ~~student's learner's~~ grade level, the School ~~their assigned teacher(s) of record~~ will schedule and offer opportunities for synchronous instruction and ~~daily~~ live interaction at least as

frequently as set forth below.

“Live interaction” means interaction between the ~~student~~ learner and School staff, and may include peers, ~~provided for the purpose of~~ maintaining school connectedness. Examples of live interaction include ~~but are not limited to~~ check-ins, progress monitoring, provision of services, and instruction. ~~and~~ Live interaction may take place ~~can be~~ in-person or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communications by the ~~student’s~~ learner’s assigned teacher of record(s), and involving live two-way communication ~~between the teacher and learner.~~

1. For ~~students~~ learners in grades TK-3, inclusive, their assigned teacher(s) of record will schedule and offer opportunities for daily synchronous instruction ~~for all learners throughout the school year.~~
2. For ~~students~~ learners in grades 4-8, their assigned teacher(s) of record will schedule and offer opportunities for ~~at least~~ weekly synchronous instruction, and a School employee (classified or certificated) will schedule and offer daily live interaction ~~for all learners throughout the school year.~~
3. For ~~students~~ learners in grades 9-12, their assigned teacher(s) of record will schedule and offer opportunities for ~~at least~~ weekly synchronous instruction ~~for all learners throughout the school year.~~

The School will document each ~~student’s~~ learner’s participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part for which live interaction or synchronous instruction is provided. A ~~student~~ learner who does not participate in scheduled live interaction or synchronous instruction on a school day will be documented as non-participatory for that school day for purposes of ~~pupil~~ learner participation reporting and tiered reengagement.

Plan to Transition Learners Whose Families Wish to Return to In-Person Instruction

When any family notifies the School in writing of their wish to return to in-person instruction, the School will support the transition of the learner(s) from independent study expeditiously and in no case later than five (5) instructional days, by providing the family with a list of schools in the school district of residence and the surrounding area with options for in-person instruction.

Exceptions for Learners Under Professional Care

Learners who participate in an independent study program for fewer than 16 school days in a school year, and learners enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement procedures, plan for live interaction and synchronous instruction, and plan to transition learners whose families wish to return to in-person instruction provisions as described above. The School shall obtain evidence from appropriately licensed professionals of the need for learners to participate in independent study pursuant to this subdivision.

Methods of Evaluating Evidence of Work Completion

~~State mandated assessments (mandatory), portfolio, parent and Independent Study Facilitator’s observations, assigned work, work samples, student learner conferences, and any other testing as required by school, including, but not limited to, pre and post assessments.~~

~~Resources Available to Independent Home Study Students Learners~~

~~This student learner is entitled to school services including, but not limited to, school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, and community services.~~

Independent Study Instructional Continuity Plan for Learners Affected By School Closure Or Emergency

For any learner impacted by fire, flood, snowstorm, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by the local law enforcement agency, a strike involving transportation services to learners provided by a non-school entity or an order provided for in Education Code section 41422, the School shall offer those learners independent study within 10 instructional days of the first day of a school closure or emergency. Learners with exceptional needs shall receive the services identified in their individualized education programs and may participate in independent study.

As soon as possible, unless prohibited under the direction of the local or state health officer, the School shall reopen for in-person instruction. Instruction for learners impacted by such emergencies shall be provided in accordance with relevant provisions of the School's Comprehensive School Safety Plan, laws generally governing independent study, and this policy.

Promoting Safe Environments for Student Learning and Engagement - Coverage

This policy is formerly known as the Employee-Student Relations policy. This new version was created by our outside legal counsel and is significantly more comprehensive than the existing policy. In addition to employees and learners, it now includes volunteers and contractors.

This new version contains the points from the current policy, fills some gaps that have existed, and meets the ever-changing legal requirements.

Additionally, the wording from the current policy was previously included verbatim in the employee guidebook. In the newest version of the employee guidebook, we have removed that section and replaced it with language that directs you to refer to this policy regarding employee-learner relations.



Policies for Promoting Safe Environments for Student Learning and Engagement

Board Approved:

1. Purpose and Scope

iLEAD Agua Dulce, which operates California public charter schools (“iLEAD” or the “School”), is committed to promoting safe environments for learner learning and engagement. iLEAD ensures that the School is a safe and nurturing place for learners that is free from fear, threats of violence, violent crimes, and sexual offenses committed by, or intended to be committed by, other learners, employees, volunteers, and contractors. The School also promotes safe environments for learning and engagement that are easily supervised through its facilities and furnishing of facilities. This policy is intended to meet the requirements of Education Code section 32100(b). The School may work with its insurance provider, public entity risk pool, joint powers authority, or other relevant stakeholder(s) as applicable or as needed to identify and adopt best practices to prevent violent crimes, injury, sex offenses, and egregious misconduct. The School’s CEO or designee is authorized to update this policy as needed to align with CDE guidance and/or applicable law.

2. Professional Boundaries and Appropriate Limits on Contact

iLEAD expects all employees, volunteers, contractors (collectively, “EVCs”), and learners to behave professionally and exercise good judgment when interacting with one another. In accordance with Education Code section 32100, this policy addresses professional boundaries (i) between learners and EVCs, (ii) among and between learners, and (iii) among and between EVCs, and (iv) establishes appropriate limits on contact during or outside of the school day between learners and EVCs via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the learner’s parent or guardian.

This policy may not apply to interactions that take place between learners and their own parents, legal guardians, or family members, where those individuals are also EVCs. However, EVCs who are parents, legal guardians, or family members of current learners are expected to behave professionally in the school environment.

i. Professional Boundaries Between Learners and EVCs

iLEAD expects its EVCs to maintain appropriate professional relationships with learners and be sensitive to the appearance of impropriety in their conduct with learners. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between learners and EVCs, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or grooming.

The following are examples of acceptable behavior by EVCs with respect to learners, including but not limited to:

- Handshakes
- “High-fives” and light fist/hand bumps
- Physical contact or touch required under an IEP, behavioral contract, or 504 Plan
- In an in-person setting: avoiding being alone with a learner, keeping any doors wide open if you are in a room alone with a learner unless in a counseling or other similar setting, keeping reasonable and appropriate space between you and the learner unless permitted by iLEAD (e.g., nurses, etc.)
- Holding hands while walking with young learners or learners with disabilities
- For employees and designated contractors, assisting with toileting of young or disabled learners in view of another staff member and in compliance with applicable policies
- Stopping and correcting learners if they cross your own personal boundaries, including, but not limited to, touching your legs, or buttocks, frontal hugs, kissing, or caressing
- Prioritizing professional behavior during all moments of learner contact

The following are examples of unacceptable behavior by EVCs with respect to learners, including but not limited to:

- Kissing of ANY kind
- Full frontal or rear hugs and lengthy embraces
- Touching buttocks, thighs, chest, stomach, or genital area
- Wrestling or roughhousing, except as permitted in the context of an athletics program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a learner in a private situation or in an unobserved location
- Intentionally being alone with a learner outside of ordinary job duties (e.g., a 1:1 counseling setting), including but not limited to being alone with a learner when away from school and outside of school hours
- Furnishing alcohol, tobacco products, vaping products, CBD products, marijuana, drugs or controlled substances to a learner or failing to report knowledge of a learner’s possession of such
- “Dating” or “going out with” a learner
- Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
- Taking photographs or videos of learners for personal use or posting photographs or videos of learners online without iLEAD’s express permission
- Either partially or fully undressing in front of a learner or asking a learner to undress with the intent to view/expose private body parts
- Sharing a bed, mat, or sleeping bag with a learner
- Making, or participating in, sexually inappropriate comments to or in the presence of learners

- Making sexual jokes, or jokes/comments with sexual overtones or double-entendres to or in the presence of learners
- Seeking emotional involvement (which can include intimate attachment) with a learner beyond the normative care and concern required of an employee, volunteer, or contractor
- Listening to or telling stories that are sexually oriented to or in the presence of learners
- Discussing your personal troubles or intimate issues with a learner
- Becoming involved with a learner so that a reasonable person may suspect inappropriate behavior

iLEAD also maintains additional related policies in this regard, including the Employee Guidebook; Uniform Complaint Procedures Policy; and Title IX Policy for Sexual Harassment and Grievance Procedures.

ii. Professional Boundaries Among and Between Learners

Learners are expected to maintain respectful, safe, and appropriate boundaries among and between each other in all School-related settings, including in-person and online.

The following are examples of acceptable behavior among and between learners, including but not limited to:

- Using respectful language in all interactions, both in person and online
- Keeping physical contact appropriate and respecting personal space
- Respecting other learners' belongings
- Asking for and respecting consent before sharing photos or videos of other learners
- Being mindful of any age and grade level differences with and among other learners
- Setting clear personal boundaries, including being able to voice discomfort and say "no" without pressure
- Using iLEAD online platforms responsibly and for their intended educational purposes

The following are examples of unacceptable behavior among and between learners in the School setting, including but not limited to:

- Using disrespectful language in person or online
- Engaging in unwanted physical contact with other learners or invading another learner's personal space
- Engaging in any form of sexual contact
- Making, or participating in, sexually inappropriate comments
- Making sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Pressuring peers to share images or personal information
- Manipulating, coercing, or attempting to control another learner's behavior or relationships
- Exploiting differences in age, grade, or social standing of other learners or manipulating other learners for personal gain

- Ignoring any learner's stated boundaries
- Engaging in bullying, harassment, intimidation, or retaliation of any kind

iLEAD also maintains additional related policies in this regard, including the Family Guidebook; Uniform Complaint Procedures Policy; Title IX Policy for Sexual Harassment and Grievance Procedures; and Internet Use Policy and Agreement.

iii. Professional Boundaries Among and Between EVCs

EVCs are expected to maintain respectful, safe, and appropriate boundaries among and between each other in all School-related settings, including in-person and online.

The following are examples of acceptable behavior among and between EVCs, including but not limited to:

- Maintaining clear separation between personal and professional relationships
- Maintaining respectful, professional communication, both in person and online
- Keeping physical contact appropriate and limited to professional norms (e.g., handshakes)
- Using School-approved channels for School-related communications
- Respecting roles, responsibilities, and lines of supervision and authority
- Respecting others' time and workloads
- Protecting the confidentiality of information pertaining to learners and other EVCs; no gossip or "watercooler" talk among EVCs
- Addressing concerns or conflicts through appropriate School channels

The following are examples of unacceptable behavior among and between EVCs in the School setting, including but not limited to:

- Inappropriately pressuring colleagues or other EVCs for personal favors
- Retaliating against or undermining others who raise concerns or report issues
- Blurring personal and professional relationships
- Showing favoritism, bias, or preferential treatment to certain individuals over others
- Ignoring established roles, responsibilities, and lines of supervision and authority
- Engaging in gossip, rumors, or unprofessional discussions about others
- Using one's position to inappropriately exert influence, pressure, or control over others
- Threatening, physically aggressive, or violent behavior
- Theft, damage, or destruction of the property of the School or other EVCs

iLEAD also maintains additional related policies in this regard, including the Employee Guidebook; Harassment, Discrimination, and Retaliation Prevention Policy; Uniform Complaint Procedures Policy; and Title IX Policy and Grievance Procedures for Sexual Harassment.

iv. Limits on Contact Between Learners and EVCs via Social Media Internet Platforms, Text Messaging, and Other Forms of Communication

In addition to the general professional boundaries between learners and EVCs described in Section (i) above, it is important to address reasonable limits on contact between learners and EVCs during or outside of the school day via social media internet platforms, text messaging, and any other forms of communication (e.g., phone) that do not otherwise include the learner's parent or guardian.

Communications between learners and EVCs should be transparent, School-related, documentable, and accessible to parents/guardians:

- Learners and EVCs may not communicate through 1:1 emails, text messages, instant messages, electronic or digital communications via any online or social media platform, phone calls, notes, or letters, unless the communication serves a legitimate educational purpose and complies with the requirements herein.
 - If 1:1 communication by an EVC is permitted by iLEAD (e.g., for homework, meetings, coordination of athletics events, etc.), messages must be limited to logistics and necessary information (e.g., practice time, cancellations, etc.).
 - EVCs should not have personal or ongoing/lengthy private exchanges with learners.
 - If a learner sends a 1:1 non-routine message to an EVC, the EVC should loop in the School and/or the learner's parent or guardian as appropriate.
 - No late-night messages. Appropriate hours for sending any 1:1 communications to a learner, if warranted, are 7 AM to 6 PM unless otherwise approved by iLEAD.
 - "Disappearing messages" are never allowed between EVCs and learners. EVCs and learners may not communicate with each other through any medium designed to eliminate messages or hide or alter message history (e.g., Snapchat).
- EVCs may not "friend" or "follow" learners on any social media accounts, and vice versa for learners, except as expressly approved by iLEAD, e.g., on iLEAD-managed accounts or between family members.
- EVCs may not seek out or engage with learners' personal posts (likes, comments, direct messages) on social media, and vice versa for learners.

3. Safe, Supervised Environments: School Facilities and Online Settings

iLEAD operates educational programs that provide instruction and educational activities in a range of settings, including in-person at iLEAD-operated sites or vendor facilities and through virtual platforms such as learning management systems, video conferencing, and other online environments. Across all instructional settings, whether in-person or online/virtual, iLEAD promotes safe environments that are appropriate for learning and engagement and are easily supervised.

Physical environments used by iLEAD and/or iLEAD's vendors for in-person learner activities should have:

- Clear lines of sight for adult supervision of learners at all times, with no isolated, unsupervised, or hidden spaces or furnishings (e.g., no tall furniture blocking sightlines).
- Adequate lighting, both indoors and outdoors.
- Maintain a layout that supports orderly movement and emergency egress, with clear wayfinding signage, as appropriate for the space, so that learners do not end up in unsupervised or restricted areas.
- Schedules and procedures shall ensure continuous supervision of learners.
- Furnishings that are age-appropriate, safe, and in good repair.
- Windows or vision panels on classroom doors, or open doors, as appropriate.

Online platforms used by iLEAD and/or iLEAD's vendors for virtual learner learning should have:

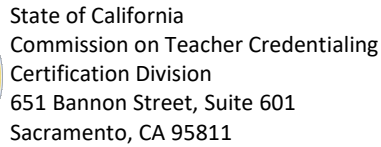
- Log-in credentials to restrict access to authorized users, prevent unauthorized entry, and protect learner data and privacy.
- The ability for authorized staff to review activity occurring in the platform.
- Records or logs of communications, and reasonable controls on private or 1:1 interactions.
- Reasonable monitoring of chat, breakout rooms, and collaborative tools.
- Digital citizenship or similar rules of use.

iLEAD's vendors are responsible for reviewing their facilities, furnishings, online platforms, and supervision policies to ensure compliance with this policy. Learners using online learning environments for their iLEAD independent studies are expected to remain focused on educational purposes when in those online environments, and to comply with iLEAD's applicable policies, e.g., Internet Use Policy.

4. Reporting Violations and Consequences

Any suspected violation of this policy should be reported immediately to iLEAD. Prompt reporting is essential to promote safe environments for learner learning and engagement.

Any violation of this policy may result in disciplinary action and may also be reported to relevant legal authorities, as appropriate.



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Revised Declaration of Need for year: _____

Page 1 of 4

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

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

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

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
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_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
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Mailing Address

E-Mail Address

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit

Estimated Number Needed

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

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

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

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

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

Authorizations for Single Subject Limited Assignment Permits

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

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

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

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

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

iLEAD Agua Dulce 2026-2027

Regular Scheduled Board Meetings

Board Approved:

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

September 8, 2026

October 13, 2026

November 10, 2026

January 19, 2027

February 9, 2027

March 16, 2027

April 29, 2027 - Board Development Dinner (5pm)

May 18, 2027

June 22, 2027

June 29, 2027

EMPLOYMENT – NEW HIRES

Jimenez, Roberto	Custodian FT Hourly (backfill)	05.15.26
Espinoza, Shauna	Care Team - Instructional Support PT Hourly (backfill)	05.14.26

RESIGNATIONS/TERMINATIONS

Cardenas, Jesus	Custodian	05/04/2026
Bloch, Ashley	Care Team - Student Support	06/09/2026

STATUS CHANGE

N/A

iLEAD Agua Dulce - Payment Register

Location: 118--iLEAD Agua Dulce

Period: 05/08/2026 - 06/10/2026

Created on: 06/11/2026



Date	Vendor ID	Vendor Name	Amount
05/08/26	CHRI006	Christy White, Inc,	\$4,162.50
05/08/26	CIGN000	Cigna Healthcare	\$1,019.87
05/08/26	JACQ000	Jacqueline So	\$332.83
05/08/26	LAWO000	Law Offices of Young, Minney & Corr, LLP	\$85.00
05/08/26	MCCA000	McCalla Company	\$555.16
05/08/26	PANT000	Panther Pest Control	\$225.00
05/08/26	PURE000	Pure Oasis Water	\$253.45
05/08/26	SCHO017	Scholastic Inc.	\$2,813.63
05/08/26	SCOO000	Scout Education	\$676.00
05/08/26	VENB000	Venbrook Insurance Services	\$1,958.60
05/08/26	WAS118A	WM Corporate Services, Inc 3008.	\$2,656.71
05/08/26	ILEA300	iLEAD California	\$1,449.09
05/11/26	RAMP118	Ramp	\$1,871.21
05/12/26	AMAZ100	Amazon Capital Services (iCA)	\$1,531.70
05/12/26	QMDE000	QM Design Group, Inc	\$4,356.61
05/12/26	SCHO015	School Zone Transportation, Inc	\$800.00
05/12/26	THES000	The Signal- Santa Clarita Valley	\$1,395.00
05/12/26	VENB000	Venbrook Insurance Services	\$1,958.60
05/12/26	ILEA300	iLEAD California	\$29,409.92
05/12/26	ILEA300	iLEAD California	\$31,147.31
05/12/26	ILEA300	iLEAD California	\$115.78
05/12/26	ILEA300	iLEAD California	\$231.56
05/12/26	ILEA300	iLEAD California	\$115.78
05/12/26	ILEA300	iLEAD California	\$45,990.43
05/12/26	ILEA300	iLEAD California	\$231.56
05/12/26	ILEA300	iLEAD California	\$1,438.72
05/12/26	ILEA300	iLEAD California	\$2,639.48
05/12/26	ILEA300	iLEAD California	\$2,639.48
05/13/26	GRAB000	Kara and Nick Grable	\$5,925.00
05/13/26	LEGA003	Legal Shield	\$32.85
05/13/26	QMDE000	QM Design Group, Inc	\$61.41
05/14/26	NONS000	Nonstop Administration & Insurance Services, Inc.	\$6,431.39
05/14/26	PSAD000	PS Administrators	\$27.65
05/18/26	VENB000	Venbrook Insurance Services	(\$1,958.60)
05/19/26	PSAD000	PS Administrators	\$32.91
05/20/26	ACTO001	Acton Karate & Krav Maga	\$900.00
05/20/26	AMAZ100	Amazon Capital Services (iCA)	\$14.15
05/20/26	BETT002	BetterCloud Inc	\$3,282.50
05/20/26	CHRI007	Christine Johnson	\$186.38
05/20/26	HUGO000	Hugo's Gymfitness [S]	\$2,165.00
05/20/26	KESH000	Keshav Education Inc	\$720.00

Date	Vendor ID	Vendor Name	Amount
05/20/26	HOLL003	Maestro Performance Products	\$310.00
05/20/26	EDGE000	The Edge Martial Arts, Inc.	\$275.00
05/20/26	THES005	The Swim Ranch	\$1,048.50
05/20/26	UEAI000	Universal Electronic Alarms Inc.	\$54.95
05/20/26	VANL001	Van Leuven, Amy	\$325.00
05/20/26	WEST000	West Coast Music Academy [S]	\$598.00
05/22/26	VILP000	Allyson Vilppu	\$165.39
05/22/26	AMAZ100	Amazon Capital Services (iCA)	\$4,107.94
05/22/26	AMER008	Ameritex Office Solutions	\$350.00
05/22/26	WILL005	Elsa Williamson	\$123.81
05/22/26	MCCA000	McCalla Company	\$279.42
05/22/26	NATI000	National Benefit Services	\$473.29
05/22/26	NATI000	National Benefit Services	\$475.34
05/22/26	PURE000	Pure Oasis Water	\$213.70
05/22/26	SCOO000	Scoot Education	\$1,628.00
05/22/26	EDI118A	Southern California Edison 9069	\$4,669.87
05/22/26	SPEC003	Specialized Therapy Services	\$2,580.82
05/22/26	MAXW000	Wendy Maxwell	\$50.31
05/22/26	ILEA300	iLEAD California	\$82.43
05/22/26	ILEA300	iLEAD California	\$314.78
05/26/26	GARN000	Garner Holt Education through Imagination, LLC	(\$375.00)
05/26/26	MUSQ000	Sienna-Sofia Musquiz	\$12.00
05/27/26	PSAD000	PS Administrators	\$347.14
05/28/26	GARN000	Garner Holt Education through Imagination, LLC	\$375.00
05/28/26	HEAL005	Healthcare Staffing Professional, Inc	\$5,956.96
05/28/26	MUTU001	Mutual of Omaha Insurance Company	\$555.12
05/28/26	ILEA300	iLEAD California	\$179.02
06/01/26	CIGN003	Cigna Health and Life Insurance Company	\$7,006.10
06/01/26	LOSA001	Los Angeles County Office of Education (LACOE)	\$36,027.13
06/04/26	AMAZ100	Amazon Capital Services (iCA)	\$113.80
06/04/26	ANDE005	Anderson's	\$704.56
06/04/26	DANC007	Dancin' In Acton, Inc.	\$130.00
06/04/26	FRED002	Kathleen Fredette	\$100.00
06/04/26	HOLL003	Maestro Performance Products	\$155.00
06/04/26	ZARN000	Todd Zarnitz	\$1,500.00
06/04/26	WAS118A	WM Corporate Services, Inc 3008.	\$2,656.71
06/04/26	ILEA300	iLEAD California	\$593.76
06/04/26	ILEA300	iLEAD California	\$199.44
06/04/26	ILEA300	iLEAD California	\$968.18
06/04/26	ILEA300	iLEAD California	\$1,314.78
06/05/26	ACTO001	Acton Karate & Krav Maga	\$816.00
06/05/26	AGUA001	Agua Dulce Hardware	\$6.57
06/05/26	PERF00	Performing Arts Center of Los Angeles County	\$42,923.54
06/05/26	THES005	The Swim Ranch	\$1,048.50
06/05/26	VANL001	Van Leuven, Amy	\$325.00

Date	Vendor ID	Vendor Name	Amount
06/05/26	WEST000	West Coast Music Academy [S]	\$690.00
06/05/26	WILE001	Wileman, Gina M	\$550.00
06/08/26	AGUA001	Agua Dulce Hardware	\$116.85
06/08/26	AMAZ100	Amazon Capital Services (ICA)	\$1,924.99
06/08/26	KESH000	Keshav Education Inc	\$720.00
06/08/26	LAWO000	Law Offices of Young, Minney & Corr, LLP	\$1,091.50
06/08/26	NATI000	National Benefit Services	\$469.89
06/08/26	SCOO000	Scoot Education	\$1,659.00
06/08/26	SPEC003	Specialized Therapy Services	\$653.99
06/08/26	EDGE000	The Edge Martial Arts, Inc.	\$160.00
06/08/26	ILEA300	iLEAD California	\$252.53
06/08/26	ILEA300	iLEAD California	\$1,003.22
Total			\$290,939.45

iLEAD Agua Dulce - Payment Register Summary

Location: 118--iLEAD Agua Dulce

Period: 05/08/2026 - 06/10/2026

Created on: 06/11/2026



GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	\$5,436.05
3402	Health & Welfare Benefits - Classified positions	\$2,983.23
4210	Professional Development References	\$186.38
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	\$5,880.87
4315	Art Supplies	\$122.14
4325	Custodial Supplies	\$834.58
4335	Home Study Stipend	\$10,936.00
4340	Office Supplies	\$1,201.04
4345	Printing & Reproduction Supplies	\$350.00
4355	Facilities Supplies	\$731.22
4410	Classroom Furniture & Equipment	\$53.77
4420	NonClassroom Furniture & Equipment	\$68.03
5240	Professional Development - Meetings & Collaborations	\$332.83
5510	Utilities - Electricity	\$4,669.87
5540	Utilities - Trash	\$5,313.42
5560	Operations - Security	\$54.95
5630	Repairs & Maintenance - Facilities	\$225.00
5801	Professional Services - Service Fees	\$46,018.08
5804	Professional Services - Auditing & Tax Preparation	\$4,162.50
5808	Professional Services - Legal Fees	\$1,176.50
5809	Professional Services - Shared/Leased Employees	\$8,861.45
5824	Operating Expenditures - Fundraising & Grantwriting	\$2,813.63
5829	Operating Expenditures - Events	\$451.72
5830	Operating Expenditures - Marketing & Advertising	\$12,177.94
5840	Operating Expenditures - Software Licenses	\$547.08
5852	Student Services Expenditures - Special Education Contracted Services	\$75,674.00
5853	Student Services Expenditures - Student & Group Activities	\$1,773.65
5854	Student Services Expenditures - Electives & Enrichment	\$42,923.54
5855	Student Services Expenditures - Substitutes	\$3,963.00
9310	Prepaid Expenditures (Expenses)	\$11,700.12
9535	Retirement Liability	\$36,027.13
9536	403b Payable	\$1,418.52
9544	Credit Card Payable - iAD	\$1,871.21
Total		\$290,939.45