



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 23, 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-2026-06-16-v2.pdf
-

2. Public Comments

2.1. Public Comments

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



3. Action Items

3.1. Local Control & Accountability Plan

Discuss and take action on the 2026 - 2027 LCAP.

Resolution #:

Documents

- 26.27 Final iLEAD Agua Dulce LCAP.pdf
-

3.2. Final Budget Approval

Discuss and take action on the final budget approval. Approval of this item confirms the budget, which includes LCAP Expenditures.

Resolution #:

3.3. Prop 28 Annual Plan

Discuss and take action regarding the Prop 28 plan.

Resolution #:

Documents

- AD - 25_26 Prop 28 annual plan and fiscal update.pdf
-

3.4. School Plan for Student Achievement

Discuss and take action regarding 2026-2027 School Plan for Student Achievement.

Resolution #:

Documents

- _iLEAD Agua Dulce SPSA 26_27 board presentation.pdf
 - iLEAD Agua Dulce SPSA 26_27.pdf
-

3.5. 2026-2027 Family Guidebook

Discuss and take action on the 2026-2027 Family Guidebooks.

Resolution #:

Documents

- 2026-2027 Family Guidebook.pdf
-

3.6. Food Services MOU

Discuss and take action on the Food Services MOU.

Resolution #:

Documents

- MOU for Self Operation 26-27.pdf
-

3.7. Board Approval of Action to Remove Board member in Compliance with Anti-Nepotism Policy

Resolution #:



4. Discussion And Reports

4.1. Local Indicator Report

Discuss the 2025-2026 Local Indicators.

Documents

- 2026 iLEAD Agua Dulce Local Priority Self-Reflection Tool Rubric ✓.pdf
-

5. Closed Session

5.1. Public Employee Performance Evaluation

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

Resolution #:

6. Action Item

6.1. School Director Employment Agreement

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

Resolution #:

7. Board Comments

7.1. Board Comments

8. Closing Items

8.1. Next Meeting Date 9/08/2026

Board Members mark their calendars and confirm quorum.

8.2. 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, June 16, 2026
Started 4:00 PM
Ended 5:51 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 4:02 PM.

Status: Completed

1.2. Roll Call

Christine Johnson - Present

Kurt Knechtel - Present

Dianna Morris - Present

Mehgen Andrade - Present

Annaliisa Wilson - Absent

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: Mehgen Andrade
- Unanimously Approved

Resolution #:



Status: Carried

1.5. Board Meeting Minutes

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

Allison Bravo from iCA presented and answered questions of the board.

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

Resolution #:

Status: Carried

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.

Status: Completed

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.

No public comment(s) made.

Status: Completed

4. Action Items

4.1. CalSTRS Form 0765

Discuss and take action regarding the CalSTRS Form 0765.

Wendy Emeterio from iCA presented and answered questions of the board.

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

Resolution #:



Status: Carried

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.

Kelly O'Brien from iCA presented and answered questions of the board.

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

Resolution #:

Status: Carried

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.

Amanda Fischer from iCA presented and answered questions of the board.

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

Resolution #:

Status: Carried

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.

Amanda Fischer from iCA presented and answered questions of the board.

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

Resolution #:

Status: Carried

Documents

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

4.5. SPED Service Agreement

Discuss and take action regarding the updated SPED service agreement

Amanda Fischer from iCA presented and answered questions of the board.



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

Resolution #:

Status: Carried

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.

Farnaz Kaufman from iCA presented and answered questions of the board.

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

Resolution #:

Status: Carried

Documents

- _AD 26_27 Request For Annual Federal Title Funding.pdf
-

4.7. Title IX Policy

Discuss and take action regarding the Title IX policy.

Mellisa Garcia from iCA presented and answered questions of the board.

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

Resolution #:

Status: Carried

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.

Mellisa Garcia from iCA presented and answered questions of the board.

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

Resolution #:

Status: Carried

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.

Rick Crunelle from iCA presented and answered questions of the board.

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

Resolution #:

Status: Carried

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.

Rick Crunelle from iCA presented and answered questions of the board.

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

Resolution #:

Status: Carried

Documents

- 26_27 AD- DON.pdf
-

4.11. 2026-2027 Board Meeting Dates

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

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

Resolution #:

Status: Carried

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.

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

Resolution #:

Status: Carried



5. Discussion And Reports

5.1. School Director Report

Wendy Maxwell, Director, presented the Directors Report and answered questions of the Board.

Status: Completed

5.2. iCC1 Organization Restructure

Discuss the possible direction regarding organizational structure and changes

Amanda Fischer presented the report and answered questions of the Board.

Status: Completed

5.3. 2 Step Verification

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

Sean D'Auria presented the report and answered questions of the Board.

Status: Completed

5.4. Trainings and Compliance

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

Amanda Fischer presented the report and answered questions of the Board.

Status: Completed

6. Consent Items

6.1. Personnel Report

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

Resolution #:

Status: Carried

Documents

- 6.16.26_AguaDulcePersonnelReport (1).pdf
-

6.2. Check Registers

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

Resolution #:



Status: Carried

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

Nothing reported from Closed Session - No Vote Taken

Status: Completed

7.2. Conference With Legal Counsel - Anticipated Litigation

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

Nothing reported from Closed Session - No Vote Taken

Status: Completed

8. Board Comments

8.1. Board Comments

No comments made from the Board

Status: Completed

9. Closing Items

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

Board Members mark their calendars and confirm quorum.

Next meeting Tuesday, June 23rd, 2026.

Status: Completed

9.2. Adjournment

Meeting was adjourned at 5:51 PM.

Status: Completed

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: iLEAD Agua Dulce

CDS Code: 19-75309-0138297

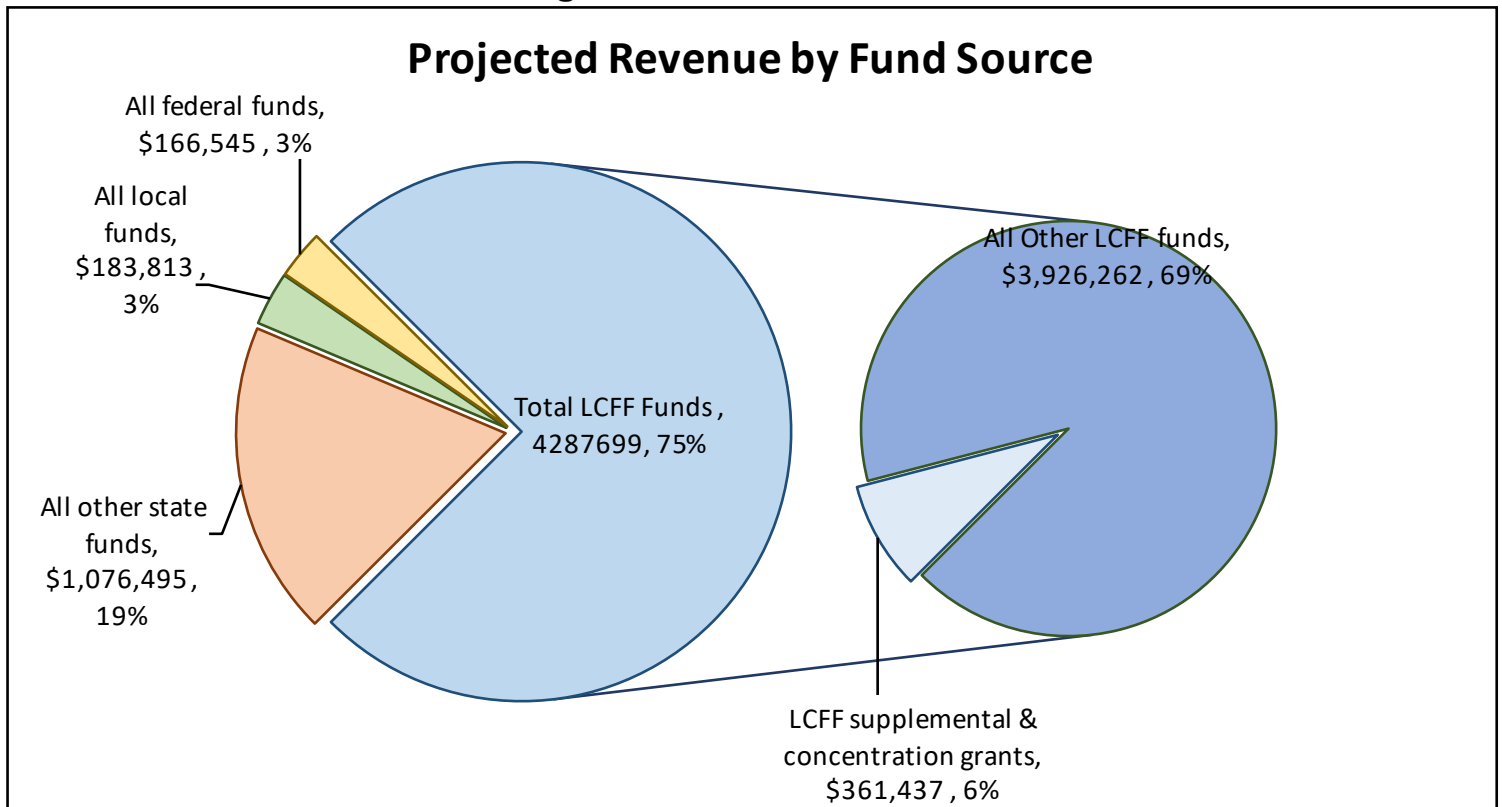
School Year: 2026/2027

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

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

Budget Overview for the 2026/2027 School Year

Projected Revenue by Fund Source

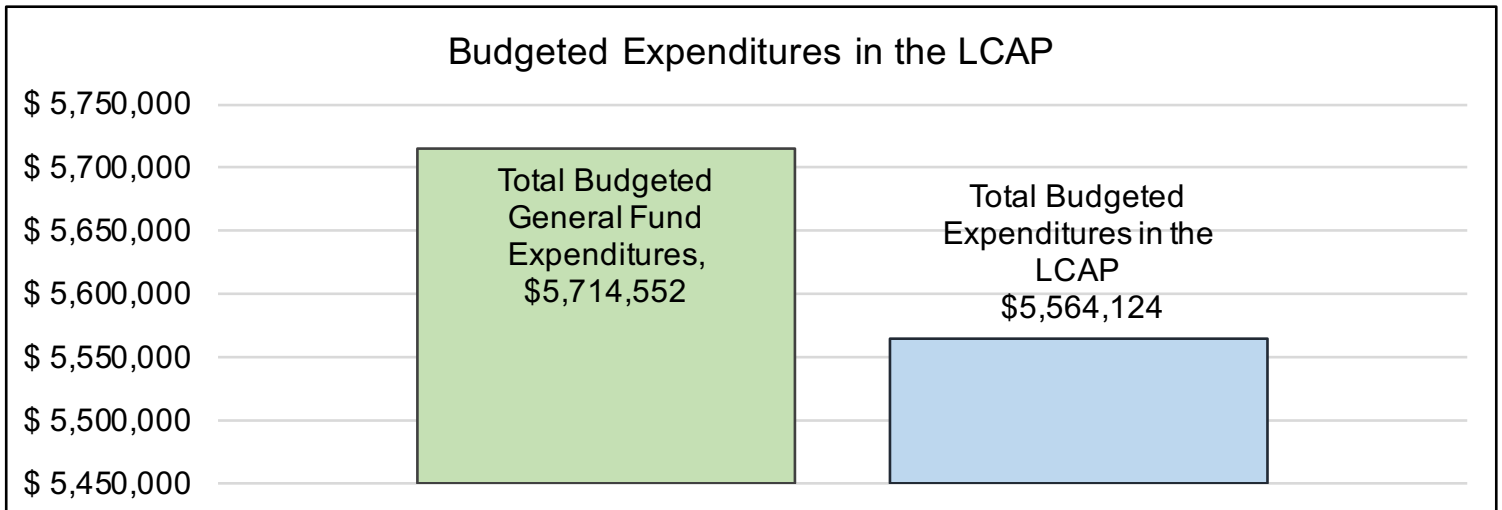


This chart shows the total general purpose revenue iLEAD Agua Dulce expects to receive in the coming year.

The text description for the above chart is as follows: The total revenue projected for iLEAD Agua Dulce is \$5,714,552.00, which \$4,287,699.00 is Local Control Funding Formula (LCFF), \$1,076,495.00 is other state funds, \$183,813.00 is local funds, and \$166,545.00 is federal funds. Of the \$4,287,699.00 in LCFF Funds, \$361,437.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much iLEAD Agua Dulce plans to spend for 2026/2027. It shows the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: iLEAD Agua Dulce plans to spend \$5,714,552.00 for the 2026/2027 year. Of that amount, \$5,564,124.00 is tied to actions/services in the LCAP and \$150,428.00 is not included in budgeted expenditures that are not included in the LCAP will be used for the following:

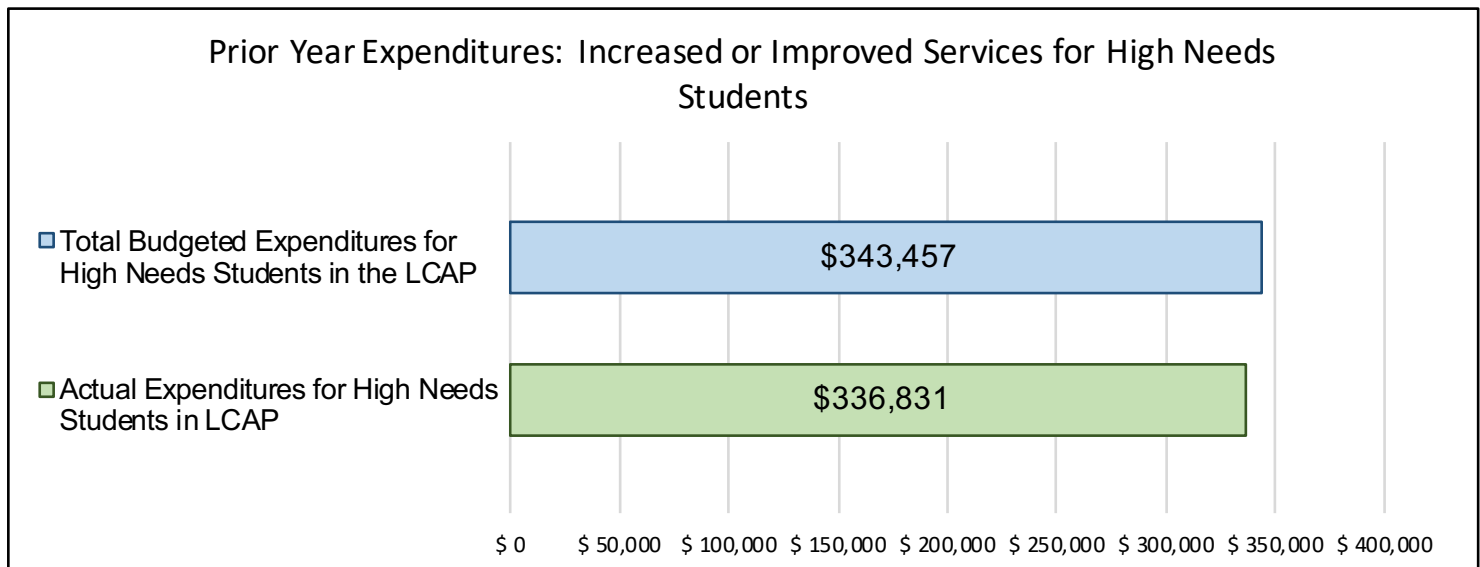
Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the board of education for other services not related to LCAP actions but essential for school operations, such as legal fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2026/2027

In 2026/2027, iLEAD Agua Dulce is projecting it will receive \$361,437.00 based on the enrollment of foster youth and low-income students. iLEAD Agua Dulce must describe how it intends to increase or improve services for students in the LCAP. iLEAD Agua Dulce plans to spend \$361,437.00 towards meeting this requirement, as detailed in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025/2026, iLEAD Agua Dulce's LCAP budgeted \$343,457 for actions to increase or improve services for high needs students. iLEAD Agua Dulce actually spent \$336,831.00 on actions to increase or improve services for high needs students in 2025/2026. The difference between the budgeted and actual expenditures of \$6,626.00 had the following impact on iLEAD Agua Dulce's ability to increase or improve services for high needs students:

ADA was less than originally anticipated when the 25-26 LCAP and budget was approved. Revised budgets and budget adjustments lowered the total allocation of Supplemental/Concentration monies available to increase/improve services for high needs students. iLEAD Agua Dulce spent 100% of all estimated actual Supplemental/Concentration funds in the 25/26 school year on actions to increase/improve services related to LCAP actions.

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.

The material difference for Goal 1 represents a net decrease of \$463,391.00 below planned expenditures, which was primarily driven by a drop in general student enrollment that lowered our overall baseline funding. This operational shift resulted in a \$469,150.00 spending drop for core site-based staffing (Action 1.2), alongside minor savings in partner collaboration (Action 1.4). 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.

Goal 2 actual expenditures exceeded the planned budget by \$57,521.00. 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.

Goal 3 actual expenditures came in \$139,290.00 below our original planned projections due to budget realignments necessitated by lower student enrollment numbers. 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	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	\$174,238.00	No

Environment That Learners Are Excited About	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.		
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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
9.21%	0.00%	\$0.00	9.21%

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. Baseline data from our 2023 Dashboard shows that socioeconomically disadvantaged learners, English learners, and homeless youth scored significantly lower in both ELA and Math than the schoolwide student baseline. To close these gaps on our physical campus, high-needs learners require hands-on, direct teacher support to successfully apply academic concepts to our project-based curriculum.	We are funding additional credentialed teachers and classified support staff to implement an inclusive, on-site push-in intervention model. This extra staff works inside our classrooms, outdoor spaces, and project labs to guide high-needs learners through face-to-face small-group tutoring, team teaching, and immediate 1-on-1 feedback loops. This personal interaction provides an academic safety net that maximizes learner engagement and accelerates achievement without separating them from their peers.	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.	This action funds specialized office and leadership support to provide face-to-face community meetups, primary language translations, and localized family workshops. These parent support paths are designed to draw families directly onto our campus for on-site iSUPPORT, School Site Council, and English Learner family supports, ensuring they can actively collaborate on schoolwide policy decisions.	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. Tate assessment profiles from the baseline dashboard placed the school in the Orange performance tier for both ELA and Math, with historical achievement gaps widest among low-income lines, English learners, and students with disabilities. Standard core materials alone do not provide enough scaffolding to close these gaps for struggling campus learners.	We are purchasing specialized, evidence-based Tier II and Tier III intervention materials and tools. These resource platforms align directly with our NWEA MAP screening data, giving our classroom teachers and support teams the precise, step-by-step diagnostic resources required to address specific academic skill deficits during small-group studio time and outdoor project blocks.	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)
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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. On-site high-needs learners require intensive counseling oversight to overcome attendance barriers and create successful secondary pathways.	We are funding increased academic counseling hours and personalized social-emotional resources principally directed toward high-needs cohorts. Counselors provide direct family re-engagement support, lead targeted social-emotional lessons during advisory periods, and host dedicated workshops to guide low-income and first-generation learners through college applications and career pathway tracking.	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).
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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	\$3,926,262.00	\$361,437.00	9.21%	0.00%	9.21%

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
\$3,926,262.00	\$361,437.00	9.21%	0.00% - No Carryover	9.21%	\$361,437.00	0.00%	9.21%	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

- 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).



Prop 28

Annual Review of Plan and Fiscal Update

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Prop 28 Overview

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

Funding Allocation

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



Purpose of These Funds

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



Use of these funds 25/26

Allocation:

24/25 remaining funds: \$14,589

25/26 allocation: \$ 59,335

Planned expenditures for
25/26

~\$45,000

Each years allocated funds
can be rolled over for 3 years

Program and Personnel Funded:

iLEAD Agua Dulces used prop 28 funds to pay for an In Person Arts Integration Partnership through the Performing Arts Center of Los Angeles County: iLEAD Agua Dulce students are inspired through Music Center art residencies that bring professional teaching artists into the classroom to explore creativity, collaboration, and self-expression. These engaging experiences help students develop their artistic skills while connecting music and the arts to their learning journey.



iLEAD Agua Dulce School Plan for Student Achievement 2026-2027



TITLE FUNDING: I, II, IV

- \$70,193 for the 25/26 school year

Title I

Targeted Academic
Intervention
(people)
\$52,260

Title II

Staff Training and Support
(training)
\$8,931

Title IV

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

26/27 \$56,608

\$9,273

\$10,000

25/26 Goals and Actions



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

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

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

Title Funds were expended as follows:

Title I - Care team support/intervention (People)

Title II - Induction program for new facilitators (Training)

Title IV - Educational supplies as well as health and safety supplies with a focus on makery and farm to table programs (Materials)

This Past Year's Program (25/26)



Successes

- Increase engagement to meet SEL Goal
- Increased mentoring and new facilitator support

Areas for Growth

- Expand Intervention Programs
- Continue building community



26/27 Goals - remain the same

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

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

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



iLEAD Agua Dulce Single Plan for Student Achievement 2026-2027

School Name: iLEAD Agua Dulce

About the School: At iLEAD Agua Dulce, you will find a school that prioritizes a positive, supportive, and inviting environment where our students (learners) can focus on their development. In addition to academic excellence, we are committed to supporting learners' development of emotional intelligence, life skills, and community engagement. Our teachers (facilitators) and Success Coaches are devoted to providing learners with the best academic and emotional support by way of small class sizes and individualized attention.

School Mission and Vision:

The mission of iLEAD Agua Dulce is to provide a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for learners in grades TK-12, inspiring them to become lifelong learners with the skills to lead in the 21st century.

The vision of iLEAD Agua Dulce is that all learners would become creative problem solvers, critical thinkers, compassionate leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. These are the qualities that develop our learners into leaders, today and in the future. Our learners achieve this through the iLEAD educational model.

CDS Code: 19 75309 0138297

SSC Approved: 5/13/26

Board Approved:

Purpose

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to use a continuous cycle of improvement for a Schoolwide Program and Additional Targeted Support and Improvement that increase growth and achievement for learners falling below proficient in English Language Arts and Math, increase staff capacity through professional development, and bolster a program that results in a well-rounded education.

The school's Single Plan for School Achievement goals are based upon a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the most current CA School Dashboard. Other school data, such as NWEA MAP assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with iLEAD Agua Dulce's Local Control Accountability Plan (LCAP) goals and include the same metrics/indicators where possible. Input and advice is solicited from key school community members including staff, learners, families, and school leadership.

The school receives Federal Title I, Title II, and Title IV funding. Title I funding is allocated for Math and ELA interventions. Title II is allocated for staff development to ensure equitable access to quality educators. Title IV funding is used to assure that learners receive a well-rounded education.



ESSA Requirements

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan will align our school goals in this SPSA to the school's Local Control and Accountability Plan (LCAP) as possible. The school will meet the Every Student Succeeds Act (ESSA) by having fidelity and coherence to the California State Standards and the school's educational program as outlined in the most recent charter petition and the Federal LCAP Addendum. The school will use Project-Based Learning, a focus on social emotional learning (SEL), and personalized support with a Multi-Tiered System of Support (MTSS). NWEA MAP assessments in math and reading are given 3 times annually to differentiate learning and target struggling learners for support, as well as monthly data protocol by class/grade level and semester school-wide data protocols. The focus on schoolwide coherence, teamwork, learner engagement, learner achievement is how we will strive to meet the ESSA requirements. Educational partners, including the SSC, staff, governing board, parents, and school leaders will review the SPSA annually and learning data to ensure that it reflects efforts to increase learner growth and achievement through data informed practices. The SPSA compliments the school's LCAP goals and actions to ensure efficiency in evidence-based continuous improvement practices and school resources.

Educational Partner Involvement and Comprehensive Needs Assessment

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

The annual SPSA process starts in the fall for the following school year and is finalized in the spring after learner assessment data and SPSA goals are analyzed. School leadership and staff use verifiable data in the fall to assess Title programming and make adjustments to programming based off the data. The Schoolsite Council meets to review verifiable data from the California Dashboard and Data Quest and give input to implementing programming and meeting goals. Lastly, the school's governing board reviews data in the fall.

Frequent feedback and planning conversations happen throughout the school year through iSUPPORT programs, leadership reflection and professional development, staff collaboration, data protocol meetings, and the school's continuous improvement cycle activities. The school makes a coordinated effort to collect, analyze, and use "Street Data".

During the spring planning process, school leadership sends annual family, learner, and staff surveys using Qualtrics, which uses evidence-based, nationally normed questions to gather feedback and input on school programming and needs for the following school year. The SPSA is analyzed and revised for the following school year by school leadership and the Schoolsite Council and presented to staff for input. The Board approves the SPSA in June alongside the school LCAP.

The school engages in a year-long process of continuous improvement to serve as its comprehensive needs assessment. This includes: analysis of internal and verifiable metrics as aligned to California state required LCAP metrics, annual program evaluation and planning, monthly grade level data protocol meetings, staff and parent meetings, annual survey data, and comprehensive budget analysis and review.



Goals, Strategies, Expenditures

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

Identified Need

iLEAD Agua Dulce scored 53.6 points below standard in ELA for all learners on the 2025 CAASPP. There is a need to increase academic achievement in ELA for identified learners needing intervention based on internal NWEA ELA MAP scores.

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the NWEA student or school growth norms.	2025 all learners grades K-8 CGI: -0.06	Meet or exceed a CGI score of -0.2 or higher in Spring 2026 all learners

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Tier II reading intervention	Identified learners falling below State proficiency levels grades K-8.	Designated Care Team Support Providers to work directly with identified learners falling below State proficiency levels. These employees will implement, and help monitor strategies and activities to support reading learning in alignment to California State Standards.	\$28,304	Title I
Training	all	Assure all New Facilitators have the support needed to clear their credentials and are trained in MTSS strategies	\$9,273	Title II

Annual Review

SPSA Year Reviewed: 2025-2026

Summary: iLEAD Agua Dulce Facilitators worked to implement an ELA intervention program in grades 1-5 for targeted learners falling



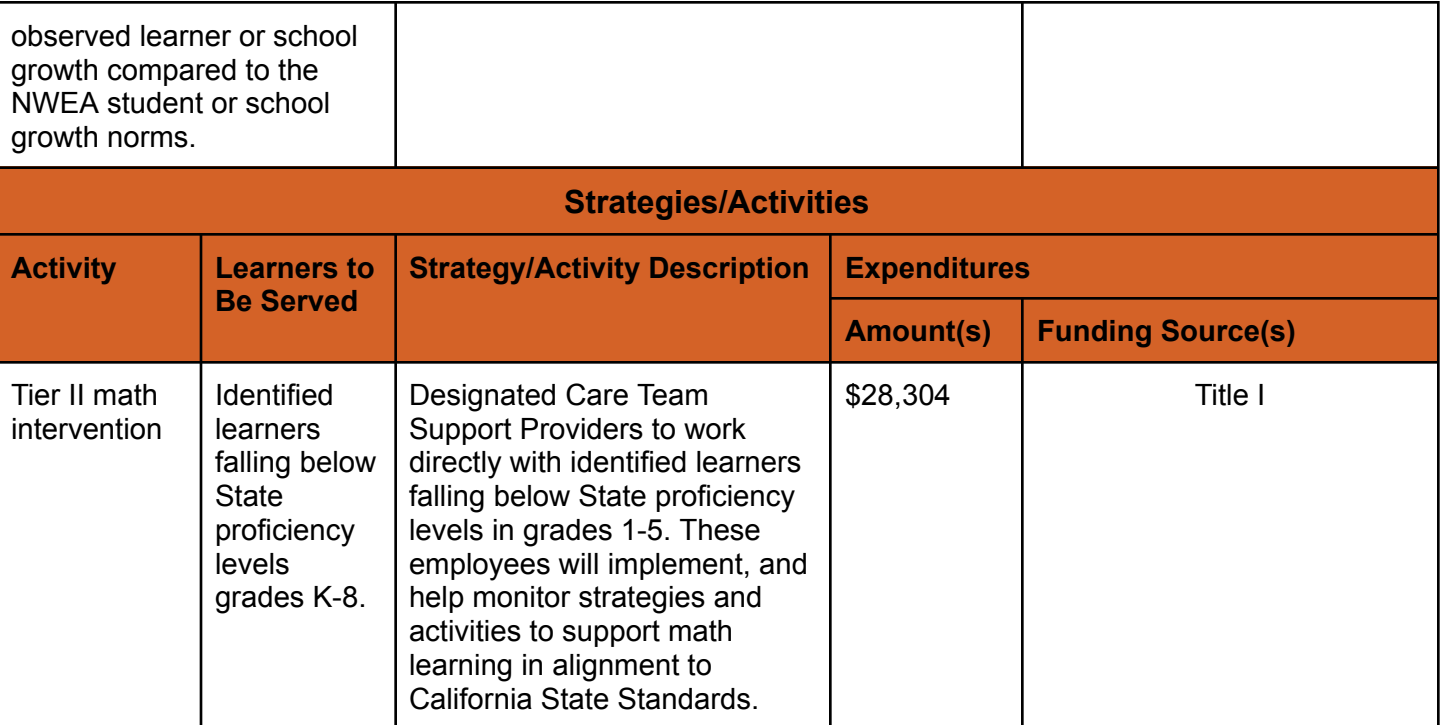
	well below state level of proficiency as measured by NWEA MAP scores in Fall 2025.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Facilitators and Care Team worked with targeted learners during instructional time in small groups to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's ELA goals. NWEA MAP data and new curriculum were used to design intervention activities for learners based on their skill development needs. NWEA MAP CGI Progress: As a learning community, one year of academic growth was met in both reading and math in 25/26, which is the strongest indicator that planned actions were implemented effectively
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. No Title I, II, or IV rollover is expected based on 2025-26 estimated actuals.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	iLEAD Agua Dulce will continue offering small group intervention programs using live classes, credentialed teachers and care team (classified aides), intervention software, and close monitoring of Tier II learners.

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

Identified Need	iLEAD Agua Dulce scored 76.3 points below standard in Mathematics on the 2025 CAASPP. There is a need to increase academic achievement in math for identified learners needing intervention based on internal NWEA math MAP scores and CAASPP.
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Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of	Spring 2025 all learners grades K-8 CGI: -0.22	Meet or exceed a CGI score of -0.2 or higher in Spring 2026



Annual Review	
SPSA Year Reviewed: 2025-2026	Summary: iLEAD Agua Dulce Facilitators worked to implement a Math intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2025.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Facilitators worked with targeted learners during instructional time in small groups to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and intervention curriculum were used to design individual lessons and practice for learners based on their skill development needs. NWEA MAP CGI Progress: As a learning community, one year of academic growth was met in both reading and math in 25/26, which is the strongest indicator that planned actions were implemented effectively
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. No Title I, II, or IV rollover is expected based on 2025-26 estimated actuals.



Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

iLEAD Agua Dulce will continue offering small group intervention programs using intervention strategies and curriculum, credentialed teachers and care team (classified aides), and close monitoring of Tier II learners.

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

Identified Need

Due to COVID, there is an increase in the need for behavior intervention, social-emotional support, and learner engagement. Educational partner surveys, absenteeism data, suspension data, and educational partner input served as data during the comprehensive needs analysis to continue this goal for 2026-2027

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
Number of learners who met at least 1 SEL individual learning plan goal on SEL Survey	Fall 2025 survey: 14.5% of learners met their SEL goal.	Increase by 2% annually

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Increase Engagement	All learners	Increase hands-on learning opportunities on campus (makery and farm to table programs) to increase opportunities for engagement and meet SEL needs of learners.	\$10,000	Title IV

Annual Review

SPSA Year Reviewed: 2025-2026

Summary: iLEAD Agua Dulce utilized the makery, the farm to table program, and several community events in order to increase opportunities for engagement. We also participated in VAPA classes across grade levels with a culminating schoolwide performance at our annual Jamboree.



Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	According to the Spring survey the % of learners who have met their SEL goal had already increased to 40.5%
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. No Title I, II, or IV rollover is expected based on 2025-26 estimated actuals.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	iLEAD Agua Dulce will continue to provide solid Tier One instruction in ELA and Math and continue to implement Tier 2 support in ELA and Math.

Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,881
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$75,881
Total of Federal Title Funds for this school	\$75,881

**Family Guidebook
2026-2027**

Board Meeting Month/Year	June 2006
Overview of Document	The Family Guidebook outlines the school's educational philosophy, which centers on project-based learning, individualized instruction, and social-emotional development. It serves as a comprehensive resource for families, detailing operational procedures, student conduct expectations, technology usage policies, and guidelines for home study and family engagement.
Updates to Document	2026-2027 school year updates: ● Update of annual notifications ● Update of policies to match Board Approved policies ● Update to 2026-2027 dates



iLEAD Agua Dulce

2026-2027 Family Guidebook

Free To Think. Inspired To Lead.

INTRODUCTION

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

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

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

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

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SECTION 1:

iLEAD Agua Dulce's EDUCATIONAL OVERVIEW

MISSION AND VISION

iLEAD AGUA DULCE SCHOOLS MISSION STATEMENT

Free to Think. Inspired to Lead.

VISION STATEMENT

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

SCHOOLWIDE LEARNER OUTCOMES

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

iLEAD Agua Dulce by being a/an

Lifelong Learner

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

Empathetic Citizen

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

Authentic Individual

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

Design Thinker

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

OUR METHODOLOGY

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

INDIVIDUALIZED LEARNING

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

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

PROJECT-BASED LEARNING (PBL)

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

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

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

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

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

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

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

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

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

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

Not just knowing but also DOING

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

High levels of engagement

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

True learning

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

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

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

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

SOCIAL AND EMOTIONAL LEARNING (SEL)

It takes more than book-smarts to be an effective leader in the 21st century. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. **Social and Emotional Learning (SEL)** teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

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

7 Habits of Highly Effective People

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

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

CURRICULUM

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

CALIFORNIA STATE ACADEMIC STANDARDS

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

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

ENGAGING CURRICULUM OPTIONS

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

ENGLISH LEARNERS IDENTIFICATION NOTICE

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

FACILITATOR CONTINUITY (LOOPING)

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

ADVISORY/MORNING MEETINGS

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

GLOBAL UNDERSTANDING

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

MULTI-AGE GROUPINGS

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

HEALTHY YOUTH ACT

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

Parents/Guardian/Caregivers have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants
5. Receive notice by mail or another commonly used method of notification fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year

- 6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker

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

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

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

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

SECTION 2:

GENERAL OPERATIONS

OFFICE HOURS

8:00am to 4:00pm

PHONE NUMBER

(661) 268-6386

SCHEDULE

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

INSTRUCTIONAL CALENDAR

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

STAFF

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

POLICIES

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

SECTION 3:

DAILY OPERATIONS

DROP OFF AND VALET PROCEDURES

iLEAD Agua Dulce offers a convenient valet drop off system. This is the safest and most efficient way to drop off your learner(s). We strongly encourage all families, regardless of the learner's grade level, to use the valet system.

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

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

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

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

For a map and more information please visit our website: <https://ileadaguadulce.org/>

ATTENDANCE

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

ABSENCES

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

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

calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize learner absences.

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

EXCUSED ABSENCES

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

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

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

- (1) Due to their illness, including an absence for the benefit of the learner's mental or behavioral health.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than five days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the learner is the custodial parent/guardian/caregiver, including absences to care for a sick child, for which the school shall not require a note from a doctor.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of their religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian/caregiver and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. Please note: attendance at a religious retreat shall not exceed one school day per semester.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school.

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

(11) For the purpose of participating in a cultural ceremony or event. Please note: "cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.

(12) (A) For the purpose of a middle school or high school learner engaging in a civic or political event, as provided in subparagraph (B), provided that the learner notifies the school ahead of the absence. Please note: A "civic or political event" includes, but is not limited to, voting, poll working, public commenting, candidate speeches, political or civic forums, and town halls.

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

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

(13) (A) If an immediate family member of the learner, or a person that is determined by the learner's parent/guardian/caregiver to be in such close association with the learner as to be considered the learner's immediate family, has died, so long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency. Please note: "Victim services organization or agency" means an agency or organization that has a documented record of providing services to victims.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the learner or an immediate family member of the learner, or a person that is determined by the learner's parent/guardian/caregiver to be in such close association with the learner as to be considered the learner's immediate family, including, but not limited to, temporary or permanent relocation. (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee. Extensions are based on the school administrator's assessment of the necessity of their absence. Please note: "Immediate family" means the parent/guardian/caregiver, brother or sister, grandparent, or any other relative living in the household of the learner..

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

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

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

CHRONIC ABSENTEEISM

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

COMPULSORY EDUCATION

Each learner between the ages of 6 and 18 years is subject to compulsory full-time education. Each learner shall attend the public full-time school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent/legal guardian/caregivers is located and each parent/guardian/caregivers, or other person having control or charge of the learner shall send the learner to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent/legal guardian/caregiver is located. A learner shall not be enrolled for less than the minimum school day established by law. Exceptions are for learners enrolled in charter school, home school or other private school enrollments, and other online charter school options

Regular school attendance is essential for learning, academic success, and social development. Learners who attend school consistently are more likely to achieve higher academic outcomes, stay engaged in learning, graduate on time and avoid the need for academic or legal interventions. Parents/guardians/caregivers are legally responsible for ensuring their learner attends school regularly and on time. The school is committed to supporting learners and families in improving attendance. When attendance concerns occur, the school may offer attendance conferences, counseling or support services, academic interventions, referrals to school or community resources, and other support.

TARDINESS

We ask that you contact the school if you know your child is going to be tardy. A learner is considered tardy when they are not present in their preset in their assigned classroom or instructional area as the scheduled start time of the school day or class period. Consistent tardiness will result in learners missing valuable time with their classmates and will require them to make up missed activities.

TRUANCY

Learners are expected to be in school every school day. Any learner who is absent from school without a valid excuse (46010, 46010.3, 48205 Ed. Code) is considered truant. Missing a class period without a valid excuse is also considered truancy. Truancy is a serious offense and may lead to serious consequences. Examples of truancy include missing an entire day without an excuse, leaving school without permission or excessive unexcused tardiness. Repeated unexcused absences may lead to parent/guardian/caregiver notification, attendance conferences, referrals to a School Attendance Review Team (or similar intervention), and additional actions by the school. For questions regarding attendance policies, please contact Gladys Ramirez - gladys.ramirez@ileadaguadulce.org.

ILLNESS

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

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

web-site:

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

CONCURRENT ENROLLMENT

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

EXTENDED SCHOOL YEAR - MIGRANT EDUCATION

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

HIGH SCHOOL CLASS ENROLLMENT

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

INDEPENDENT STUDY

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

DRINKING WATER

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

BEFORE AND AFTER SCHOOL CARE

iLEAD Agua Dulce offers our own unique after school care program, iCREATE. iCREATE is an Innovative After School program providing learners a safe and welcoming space to exercise their mind, heart, body and creative spirit. Learners are guided through daily activities in the areas of science, arts, engineering, music, and indoor and outdoor activities, extending the philosophy of iLEAD Agua Dulce Schools. Learners are inspired to grow their own creative after school experience.

iCREATE is available for learners in grades TK through 8th grade, Monday through Friday. For more information and schedules, go to: <https://ileadaguadulce.org/programs/icreate-after-school-care/>

SCHOOL LUNCH PROGRAM

iLEAD Agua Dulce offers a school lunch program. iLEAD Agua Dulce offers healthy meals every school day because children need healthy meals to learn. Commencing in SY 2022-23 schools serving learners in grades TK-12 must provide two meals free of charge (breakfast and lunch) during each school day to learners requesting a meal, regardless of their free or reduced-price meal eligibility. Schools will still require eligible parents/guardians/caregivers to submit a Household Data Collection form in order to remain in compliance for accounting purposes only. For more information on the program please see the iLEAD Agua Dulce website at <https://ileadaguadulce.org/school-lunch-program/>.

Our school is committed to supporting learner health and wellness. Families and community members are invited to help develop and review our wellness policy twice a year. We value your input! The full policy is reviewed and updated every three years to ensure it stays current, you can find a copy of the wellness policy on our website. <https://ileadaguadulce.org/school-lunch-program/wellness-policy/>

ENRICHMENT ACTIVITIES

iLEAD Agua Dulce offers several clubs, sports and enrichment classes. For a list of current ongoing extra-curricular offerings, please see the iLEAD Agua Dulce Events Calendar at: <https://ileadaguadulce.org/community-calendar/>

TRANSPORTATION

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

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

LOTTERY GUIDELINES

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

SECTION 4:

LEARNER CONDUCT

EXPECTATIONS FOR SCHOOL BEHAVIOR

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

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

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

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

CONSEQUENCES

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

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

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

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

SUSPENSION AND EXPULSION POLICY

The Learner Suspension and Expulsion Policy for iLEAD Agua Dulce has been established and Board approved in order to promote learning and protect the safety and well-being of all learners. The school is committed to providing a safe, respectful, and supportive learning environment for all learners and staff. Positive behavior, restorative practices, and proactive interventions are prioritized whenever possible. Suspension and expulsion are considered serious disciplinary actions and are used only when other corrective measures have been unsuccessful or when a learner's behavior poses a threat to the safety, health, or educational environment of others.

SUSPENSION

A suspension is the temporary removal of a learner from school, class, or school activities for disciplinary reasons. While suspended, a learner may not be present on school grounds or attend any school-sponsored activity unless authorized by school administration.

Before issuing a suspension, the school will generally consider alternative methods of correction and intervention, including counseling, restorative conversations, behavior supports, conflict resolution, and parent/guardian/caregiver conferences. However, suspension may be necessary when a learner's conduct significantly disrupts the educational environment or endangers the safety of others.

GROUNDINGS FOR SUSPENSION

A learner may be suspended for behaviors including, but not limited to:

- Causing, attempting to cause, or threatening physical injury
- Fighting or acts of violence
- Possession, use, sale, or furnishing of weapons, dangerous objects, drugs, alcohol, tobacco, nicotine, or vaping products
- Bullying, cyberbullying, harassment, intimidation, or hazing
- Sexual harassment, sexual misconduct, or sexual battery
- Theft, robbery, extortion, or possession of stolen property
- Vandalism or damage to school or private property
- Possession of drug paraphernalia or imitation firearms
- Making terrorist threats or false emergency reports
- Hate violence or discrimination based on protected characteristics
- Academic dishonesty or falsification of records
- Repeated or severe violations of school rules that substantially disrupt the educational process

The school recognizes the serious impact of bullying and cyberbullying on learner well-being. Bullying includes verbal, physical, written, or electronic conduct that interferes with a learner's safety, mental health, academic performance, or ability to participate in school activities.

SUSPENSION PROCEDURES

Whenever possible, learners will be informed of the reason for the suspension, the evidence supporting the decision, and given an opportunity to respond before the suspension is imposed.

Parents/guardians/caregivers will be notified promptly regarding:

- The reason for the suspension
- The length of the suspension
- Expectations for the learner's return to school
- Any conference or follow-up meeting requested by the School

Suspensions generally may not exceed five (5) consecutive school days per incident, and total suspensions may not exceed the limits established by California Education Code.

ACADEMIC SUPPORT DURING SUSPENSION

Learners suspended for two or more school days may request assignments and classwork to help maintain academic progress during the suspension period. Completed work submitted within the required timeframe will be accepted and graded in accordance with school policy.

EXPULSION

Expulsion is the involuntary removal of a learner from the school due to serious or repeated misconduct. Expulsion is considered only after careful review of the circumstances and after the learner has been provided due process protections, including the right to a hearing.

OFFENSES THAT MAY RESULT IN EXPULSION

Certain offenses require immediate suspension and recommendation for expulsion, including:

- Possession or sale of a firearm
- Brandishing a knife
- Selling controlled substances
- Sexual assault or sexual battery
- Possession of explosives

Additional serious offenses that may lead to expulsion include:

- Causing serious physical injury
- Robbery or extortion
- Assault or battery against a school employee
- Possession of dangerous weapons or illegal substances
- Ongoing or repeated misconduct that threatens school safety or substantially disrupts the learning environment

A learner will not be expelled solely for willful defiance or disruption.

EXPULSION HEARING AND APPEALS

Learners recommended for expulsion are entitled to a formal hearing before a neutral hearing officer. Families will receive written notice of the hearing and have the right to:

- Review evidence
- Present witnesses and evidence
- Be represented by legal counsel or an advocate
- Question witnesses and testimony

Following the hearing, families may appeal the decision to the School's Board of Directors within the timeline established by School policy.

LEARNERS WITH DISABILITIES

Disciplinary actions involving learners with an Individualized Education Program (IEP) or Section 504 Plan will follow all applicable state and federal laws. When required, the School will hold a manifestation determination meeting to determine whether the conduct was related to the learner's disability before additional disciplinary action is taken.

The Learner Suspension and Expulsion Policy may be read in full detail here: <https://ileadschools.org/board/agua-dulce/taxonomy/board-policies/>

REQUIREMENT OF PARENT/GUARDIAN/CAREGIVERS SCHOOL ATTENDANCE

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

EMERGENCY REMOVAL

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

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

LEARNER SEARCH

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

ELECTRONIC NICOTINE DELIVERY SYSTEMS (E-CIGARETTES)

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

offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

TOBACCO FREE CAMPUS

The use of tobacco and nicotine products is prohibited on school grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco products include, but are not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

RELEASE OF LEARNER TO PEACE OFFICER

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

PARENT/GUARDIAN/CAREGIVER RESPONSIBILITY

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

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

TESTING

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

- Literacy K-2 Screener
- Mathematics Placement Test (MAP Growth): For Grade 9 learners new to the school
- CAASPP (California Assessment of Student Performance and Progress): Grades 3-8 and 11 in the spring
- CAST Science (California Science Test): Grades 5, 8, and a high school grade level (as determined each year) in the spring
- Physical Fitness Test: Grades 5, 7, and 9 during the second semester
- MAP (Measures of Academic Progress) Growth Test*: Grades TK-12 in the fall and spring

ACADEMIC DISHONESTY

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

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

LEARNER PERSONAL DEVICE USAGE

TK - 8th GRADE POLICY: AWAY FOR THE DAY

Expectations: Devices must be turned off completely.

Storage: Devices must be stored securely in a backpack or a designated classroom storage/caddy for the entire duration of the school day.

Access: Learners cannot use cell phones during lunch, assigned breaks, or passing periods. They may only be accessed for emergency purposes with direct permission from school staff.

9th - 12th GRADE POLICY: INSTRUCTIONAL FOCUS

Expectations: Cell phones, smart watches, and earbuds must be off or set to "Do Not Disturb" and put away till the end of every class period.

Authorized Use: During non - instructional time (e.g., lunch, assigned breaks, passing periods), They may only be accessed.

LIABILITY

The school assumes no responsibility for the loss, theft, or damage of any kind.

CYBERBULLYING AND PRIVACY

Using devices to record fights, bullying, or photograph/film learners without consent is not permitted.

Once learners leave campus, responsibility for the use of personal electronic devices rests with parents/guardians. The School is not responsible for monitoring phone calls, text messages, social media activity, or other communications that occur outside of school supervision. The School reserves the right to address off-campus conduct that affects learner safety or substantially disrupts the educational environment.

SECTION 5:

TECHNOLOGY

At iLEAD Agua Dulce, technology is a powerful tool for inquiry, collaboration, creativity, and the development of 21st-century skills. Our goal is to cultivate Lifelong Learners and Design Thinkers who navigate the digital landscape safely, ethically, and productively.

iLEAD Agua Dulce's technology resources, including internet access, school networks, electronic devices, software accounts, and school-vetted Artificial Intelligence (AI) platforms, are provided to enhance the educational experience. Following these guidelines ensures a safe, positive, and legally compliant learning environment for all learners, facilitators, and staff.

SUPERVISION AND MONITORING

All iLEAD Agua Dulce-provided technology, devices (including but not limited to Chromebooks, tablets, and laptops), network infrastructure, user accounts (such as school emails and educational portals), and cloud storage remain the exclusive property of iLEAD Agua Dulce. School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that users are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any learner or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

INTERNET SAFETY & NETWORK USE GUIDELINES

iLEAD Agua Dulce School computers provide access to the internet, filtered to protect learners from inappropriate content at the network level. By integrating digital literacy and digital citizenship lessons throughout our curriculum, we equip our learners to navigate the current digital landscape safely and responsibly, partnering with our families to understand and uphold these shared expectations.

Equipping our learners with the skills to thrive in the 21st century demands providing them with access to technology, and this is reflected in the integration of computers and educational software into every classroom curriculum. Learners will have email access with filtering and built-in restrictions; iLEAD Agua Dulce Schools employs strong guidelines for Web usage and Internet security. We comply with the level of security required by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA). While we maintain robust, network-level filters, iLEAD Agua Dulce also implements multi-layered protections across our digital ecosystem. This includes platform-level restrictions on school-issued Google Workspace accounts, such as enforcing Google SafeSearch to block explicit search results, activating strict profanity and explicit content filters, and restricting communication capabilities. Despite these extensive network, search, and device-level safeguards, there are still instances when inappropriate content or websites can bypass security measures. Please be

assured that iLEAD Agua Dulce remains deeply committed to actively monitoring, updating, and restricting access to such materials.

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

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

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

NETWORK STEWARDSHIP AND BANDWIDTH

To preserve the performance and integrity of this shared digital environment, iLEAD Agua Dulce’s network is reserved as an essential resource for classroom instruction. Consequently, non-educational, high-bandwidth activities, including unapproved media streaming, non-academic online gaming, cryptocurrency mining, and peer-to-peer file sharing, are strictly prohibited on all school networks and devices to ensure optimal connection speeds and performance for everyone.

DIGITAL CITIZENSHIP & RESPONSIBLE ONLINE CONDUCT

To maintain a safe, supportive, and legally compliant learning environment, all learners must abide by the following unified principles of digital citizenship and online conduct. Any transmission, creation, search, or distribution of material in violation of federal or state law is strictly prohibited. This includes, but is not limited to, the distribution of, or engagement in, the following:

1. Learners must protect personal privacy by never publishing or sharing passwords, personal addresses, phone numbers, or confidential details of themselves or others. Additionally, the school operates under a media opt-out policy; unless a parent/guardian/caregivers has explicitly submitted a completed Media Opt-Out Form during online registration, the school reserves the right to publish a learner's picture, video, first name, or schoolwork on official, school-managed digital platforms.
2. Learners must interact online with respect and integrity. Viewing, creating, or distributing defamatory, abusive, obscene, profane, sexually explicit, threatening, or racially offensive materials, including swearing, vulgarities, and harassing messages, is strictly prohibited.

3. Learners must not use school resources, devices, software accounts, or networks for commercial ventures, personal profit, advertising, solicitations, or political lobbying.
4. Learners must not use school systems or networks to search for, access, distribute, or share information that facilitates a crime or encourages the use of controlled substances.
5. Learners must respect the works of others by complying with copyright laws, adhering to software license agreements, and completely avoiding plagiarism.
6. Learners must protect shared school equipment and networks by avoiding unauthorized access, bypassing network filters, or introducing computer viruses and malware. If a security loophole or vulnerability is identified, learners must immediately report it to an educational facilitator or staff member rather than demonstrating or sharing it with others.

CYBERBULLYING AND HARASSMENT

iLEAD Agua Dulce is committed to providing a safe, welcoming, and inclusive learning environment. We provide classroom instruction that promotes positive communication, social-emotional skills, digital citizenship, and strategies to prevent and safely respond to bullying and cyberbullying. Cyberbullying is defined as the use of electronic communication, including text messages, social media, emails, online gaming chats, or synthetic media, to bully, intimidate, harass, or humiliate another learner or staff member. Any learner who engages in cyberbullying, harassment, or intimidation on school premises, during school-sponsored activities, or on school-provided devices and networks will be subject to disciplinary action. This policy also applies to off-campus online behavior if it causes, or is reasonably likely to cause, a substantial disruption to school activities, safety, or attendance.

Consistent with our commitment to harassment-free environments, learners are strictly prohibited from utilizing generative AI or other technology tools to create or distribute synthetic media, "deepfakes," altered images, or synthetic audio that target, harass, mimic, impersonate, or defame any learner, facilitator, or staff member.

If a learner is targeted by harmful online content on a third-party social networking site, the School Director or designee may file an official complaint with the platform to have the offending material removed immediately. Violation of this policy may result in disciplinary action and/or the loss of the privilege to use technology and/or civil or criminal liability.

ACADEMIC INTEGRITY AND RESPONSIBLE USE OF AI

At iLEAD Agua Dulce, we recognize that Artificial Intelligence ("AI") is a powerful machine-learning tool that can enhance our mission of cultivating Lifelong Learners and Design Thinkers. We embrace the potential of AI to support innovative instruction and administrative efficiency while remaining committed to its responsible, ethical, and legal use. AI tools should be used to enhance learning, not replace independent critical thinking and independent work. Learners should always cite their sources when using AI-generated content.



Since AI platforms can generate inaccurate information or "hallucinations," learners must cross-reference and verify all AI-assisted research and calculations using reliable secondary sources (such as academic journals, books, or vetted databases), as they remain fully responsible for the factual accuracy of any work they submit. Because technology is evolving rapidly, individual class facilitators reserve the right to establish specific rules regarding when and how AI tools may be used for a particular project, unit, or presentation. If a facilitator states that an assignment must be completed without AI assistance, learners must fully comply with that boundary.

SECTION 6:

HIGH SCHOOL

GENERAL OVERVIEW

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

GRADUATION PATHS

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

IB PATH

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

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

All IB courses are UCOP A-G approved, and IB courses are considered as rigorous or more rigorous than advanced placement (AP) courses. Eligible high school learners may receive financial assistance to cover the costs of the International Baccalaureate examination fees, or both. Please contact toya.williams@ileadaguadulce.org for information.

COLLEGE READY/UC/AG PATH

California State University and the University of California school systems have established seven admission requirements labeled A-G. Learners who are planning on directly attending a University of California (UC) or California State University (CSU) are required to complete these specific [UC Admissions Requirements](#) during their high school experience. This track requires 240 credits to graduate. More information on the A-G requirements can be found on the [University of California website](#). A-G courses are approved by the UC system. A list of iLEAD Agua Dulce School's currently approved A-G courses may be found in [UC Doorways](#).

BASIC PATH

The basic graduation path offers increased flexibility and options for learners who are looking for a more individualized high school experience and path to future college and career goals.

CERTIFICATE OF COMPLETION

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

ALTERNATIVE DIPLOMA

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

EXEMPTIONS

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

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

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

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

The school Director or designee shall have authority to grant exemptions from local graduation requirements in accordance with law and Board policy. Individual local exemption determinations shall not require separate Board approval. A learner is permitted to graduate upon completion of the California state minimum graduation requirements when: the learner has experienced significant, documented unforeseen circumstances beyond the learner's control (e.g., severe medical condition, family crisis, displacement, or other hardship), and the learner has made a good faith effort to meet the school's graduation requirements, and completion of additional requirements is not reasonably possible within the learner's four-year high school timeline. Any such determination shall be made on a case-by-case basis and shall not establish precedent. To request a graduation exemption from school graduation requirements, a written request using the Exemption of High School Graduation Credits Form must be submitted in writing no less than 20 school days prior to the date of graduation.

High school learners may be temporarily or permanently exempted from PE requirements or seek an athletic exemption. Exemptions must be requested by filling out the [Physical Education \(PE\) Exemption Request Form](#) and submitting to the school counselor or administrator for board approval.

EARLY GRADUATION

Learners who have completed the Board approved Graduation Requirements and wish to graduate early (either before their fourth year of high school or before the end of the school year during their fourth year) must complete a written early graduation application. The application will be reviewed by school staff and may be approved or denied for various reasons. Please see the school counselor for more information.

GRADUATION REQUIREMENTS

High School Subject Area	Basic Instruction Graduation Requirements	CSU/UC Graduation Requirements	IB Path Graduation Requirements
English	3 Years (30cr)	4 Years (40cr)	4 Years (40cr)
Math	2 Years (20cr) Algebra 1 required	3 Years (30cr) Geometry or Integrated Math 2 required	4 Years (40cr) Including Math Analysis and Approaches, SL Year 1 and SL Year 2 (may be 5 years if used Integrated Math 1)
Science	2 Years (20cr) Biological Sci lab recommended (10cr) Physical Sci (10cr)	2 Years required (3 recommended) Biological Science with lab(10cr) Physical Science with lab(10cr)	4 Years (40cr) Including Biology SL or Physics SL Year 1 and 2
History/Soc Studies	3 Years (30cr) World History (10cr) U.S. History (10cr) American Govt (5cr) And Economics (5cr) <i>*commencing with the class of 2031, may be substituted with 5 credits of Personal Finance</i>	3 Years (30cr) World History (10cr) U.S. History (10cr) American Govt (5cr) And Economics (5cr) <i>*commencing with the class of 2031, may be substituted with 5 credits of Personal Finance</i>	4 Years (40cr) World History/Modern Civ; IB History of The Americas Yr 1 and Yr 2 (HL); U.S. Government (5cr); Economics (5cr) <i>*commencing with the class of 2031, may be substituted with 5 credits of Personal Finance</i>

Language other than English	OR	2 Years (3 recommended) must be in the same language (20cr)	4 Years (40cr) Including SL Year 1 and Year 2
Visual and Performing		1 Year (10cr) VAPA Options: dance,	4 Years (40cr) Including HL Year 1 and HL

Arts/ CTE	1 Year (10 cr)	drama/theater, music,visual arts (same VAPA 10cr)	Year 2
Physical Education	1 Year (10 cr)	1 Year (10cr)	1 Year (10cr)
Electives	Various Electives College and Career Prep, including state-required electives (60cr)	A-G Electives (10cr) Various Electives College and Career, including state-required electives (70cr)	Required for IB Diploma Candidates (20cr): Creative Action Service (CAS) Extended Essay (EE) Theory of Knowledge (TOK)
			Various Electives College and Career Prep, including state-required electives (10cr)
Total Credits	180 Credits	240 Credits	280 Credits

NCAA

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

GOLDEN STATE SEAL

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

BILITERACY SEAL

The State Seal of Biliteracy (SSB) is a recognition conferred by the State Superintendent of Public Instruction for graduating high school learners who have attained a high level of proficiency in speaking,

reading, and writing in one or more languages in addition to English. Learners who are eligible for the seal will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

STATE SEAL OF CIVIC ENGAGEMENT

The California State Seal of Civic Engagement (SSCE) is an award recognizing learners who demonstrate excellence in civics education, participation, and understanding of the U.S. and California constitutions. It is awarded to learners who complete civic projects, engage in community service, and reflect on democratic participation, with a seal affixed to their high school diploma.

WORK-BASED LEARNING AND INTERNSHIP

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

CAREER AND TECHNICAL EDUCATION

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

The following Career and Technical Education pathways are available for the 2026-2027 school year. Additional offerings may be available through the local community college. Contact Ms. Toya Williamson for more information.

- Entrepreneurship Pathway
- Education Pathway

HIGH SCHOOL ADVISEMENT

SCHOOL COUNSELORS

School Counselors serve high school learners in the areas of academic, college and career, and social emotional. School counselors partner with the learner and family to guide course selection and ensure

the completion of all graduation requirements in alignment with future college and career goals. School Counselors are available to conduct regular graduation checks and provide necessary support to prepare learners for life after graduation.

COLLEGE AND CAREER PLANNING TOOLS

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

- **Scoir:** Scoir is a college search and exploration tool which allows learners to find and connect with thousands of colleges. Scoir offers virtual tours and videos, tracks deadlines and testing requirements, and allows quick access to the college advisor for pressing questions. College planning and the application process are completed through Scoir.
- **College Admissions/Planning:** School counselors and staff provide support for learners and their families assistance with college planning and application process.
- **California Career Guidance Initiative:** CaliforniaColleges.edu is California's state-funded, comprehensive, digital platform with the tools learners need to develop their college and career plans, available at no cost to learners, educators, and parents/guardian/caregivers in public school districts.
- **College Board:** For college-bound learners, it is highly recommended they create an account on www.collegeboard.org early in their high school career. This keeps the learner informed of important testing dates and registration deadlines for college tests (including SAT/SAT Subject Tests, AP Exams, and CLEP). Learners can find free PSAT/SAT practice exams and AP practice questions on the College Board website.

HIGH SCHOOL POLICIES AND PROCEDURES

TRANSCRIPTS

- **Requests:** Transcript requests (unofficial and official) can be made to toya.williams@ileadaguadulce.org.
- **College Credit Courses:** Learners must request official transcripts from the college for final grade assignments when they participate in dual enrollment. High school credit will not be awarded for a community college course until an official transcript is received. Learners MUST request transcripts the last day of the college semester and have them submitted to the school upon arrival in spring no later than June 15th.
- **Transfer:** Learners transferring from another public school must provide an official transcript during the enrollment process to verify previously completed coursework.
- **PSA/Private:** Learners who have previously filed a Private School Affidavit (PSA) or attended a private school must provide a transcript during the enrollment process. In addition, learners may be asked to submit a portfolio and/or work samples to verify previously completed coursework in order to grant credits accordingly. Unless courses were taken through an online program with approval, these courses will be listed without the A-G designation.

COURSE LOAD

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

SUMMER COURSE LOAD

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

ADD/DROP DEADLINES

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

DEADLINES		
	Fall 2026	Spring 2027
Add	Sept 7th	Feb 1st
Drop without a "W"	Sept 7th	Feb 1st
Drop with a "W"	Sept 9-18	Feb 3-Mar 12
Drop with a "WP" or "WF" (Withdrawal Pass, Withdrawal Fail)	Sept 21-Dec 17	Mar 15-Jun 4

MID YEAR TRANSFERS

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

INCOMPLETE GRADE

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

COURSE EXTENSIONS

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

MATH PLACEMENT

We are committed to placing every incoming 9th-grade learner in the math course that best supports their academic success, college readiness, and future career goals. In alignment with the California Mathematics Placement Act of 2015, our school counselor utilizes a fair, transparent, and objective protocol to determine the correct placement in our math sequence. This process evaluates multiple measures, including NWEA MAP scores (from spring of 8th grade or upon fall entry), middle school transcripts, report cards, and facilitator recommendations. To ensure your learner is thriving, the counselor/facilitators will conduct a mandatory one-month placement checkpoint to evaluate their progress and make any necessary adjustments. Additionally, families have the right to request a math placement reassessment; this request must be submitted to the school in writing within 30 days of the initial placement.

MIDDLE SCHOOL LEARNERS SEEKING HIGH SCHOOL CREDIT

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

ACADEMIC HONESTY

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

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

GRADING SCALE

Assignments will be reviewed and evaluated by the course facilitator. Progress reports are issued mid-semester, while reports of progress grades are provided at the end of the semester grading period. High school grades are based on evidence of the learner's progress shown through learner work and

assessments. Insufficient, weak, late or missing assignments will affect the learner's grades.

GRADE SCALE			
Letter Grade	Standard GPA	IB GPA	Dual Enrollment
A	4.0	5.0	5.0
B	3.0	4.0	4.0
C	2.0	3.0	3.0
D	1.0	N/A	N/A
F	0.0	N/A	N/A
W	N/A	N/A	N/A
WF	0.0	0.0	0.0
CR	N/A	N/A	N/A
NC	N/A	N/A	N/A

CREDIT/NO CREDIT GRADES

Specific classes may be designated as a Credit/No Credit (CR/NC) grading option. To earn a grade of "Credit" (CR), a learner must demonstrate mastery of the course standards equivalent to a traditional letter grade of "C-" or better. Courses completed with a grade of "Credit" will grant high school graduation/completion credits toward the subject area. Neither a grade of "Credit" nor "No Credit" is calculated into the learner's cumulative Grade Point Average (GPA). Learners may not choose a Credit/No Credit option for standard, letter-graded courses unless specified by an active Individualized Education Program (IEP) or 504 Plan. Certain colleges, universities, and athletic eligibility clearinghouses (such as the NCAA) may not accept "CR" grades for core admissions requirements, or they may calculate a "CR" grade as a "D" or "C" when computing incoming GPAs.

GRADE APPEALS

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

OFF-CAMPUS LUNCH

The governing board of iLEAD Agua Dulce, pursuant to Education Code 44808.5, has decided to permit the learners enrolled at iLEAD Agua Dulce to leave the school grounds during the lunch period. Neither

the school nor any officer or employee thereof shall be liable for the conduct nor has safety of any learner during such time as the learner left the school grounds pursuant to this section.

WORK PERMITS

Learners interested in employment under the age of 18 who have not passed the CHSPE are required to obtain a school issued work permit. Work permits are contingent upon good academic standing and attendance. Learners on academic probation are not eligible for a work permit (EC\$49130). Download the B1-1 Form from the [CDE website](#) and have the employer complete the workplace information. Return the signed form to the counselor, Ms. Toya Williams. The [Labor Rights Pamphlet](#) details important information for young workers and is important to review before and after obtaining a work permit. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy. A work permit must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor.

ENTERTAINMENT PERMIT

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

HIGH SCHOOLERS AGE 18+ COLLEGE CREDIT COURSES

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

HIGH SCHOOLS AGE 18+ PRIVACY POLICY

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

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

EDUCATIONAL RIGHTS FOR ADULT LEARNERS

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

CAL GRANT PROGRAM - EC 69432.9

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

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

FEDERAL STUDENT AID - EC 51225.8

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

EDUCATION OF HOMELESS YOUTH: RIGHT TO APPLY TO FINANCIAL AID

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

CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM

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

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

EDUCATIONAL EQUITY: IMMIGRATION AND CITIZENSHIP STATUS

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

CALIFORNIA COLLEGE GUIDANCE INITIATIVE - EC 60900.5

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

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

COLLEGE TESTING

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

COLLEGE ENTRANCE EXAMINATION BOARD (CEEB) CODE: 055000

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

PSAT

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

SAT/ACT

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

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

CLEP

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

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

COLLEGE CREDIT COURSES

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

CREDIT EVALUATION

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

GRADE EVALUATIONS

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

TRANSCRIPTS

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

- Please request e-transcripts to be sent directly to: toya.williams@ileadaguadulce.org.
- For paper transcripts, please have the college forward official sealed transcripts to iLEAD Agua Dulce's address upon course completion each semester:

iLEAD Agua Dulce
11311 Frascati St
Agua Dulce, CA 91390

CONCURRENT ENROLLMENT

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

REGISTERING FOR CONCURRENT ENROLLMENT COLLEGE COURSES

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

DUAL ENROLLMENT

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

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

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

HIGH SCHOOL ACTIVITIES

COLLEGE/CAREER EXPLORATION

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

SERVICE PROJECTS

iLEAD Agua Dulce periodically provides service projects for learners to earn volunteer hours. To inquire about opportunities, please contact Ms. Toya Williams.

CLUBS

iLEAD Agua Dulce offers leadership opportunities, please contact Ms. Toya Williams. toya.williams@ileadaguadulce.org.

SENIOR EVENTS

iLEAD Agua Dulce offers senior events. For information, please contact Ms. Toya Williams [.toya.williams@ileadaguadulce.org](mailto:toya.williams@ileadaguadulce.org).

GRADUATION

iLEAD Agua Dulce offers an end-of-the-year graduation ceremony for all graduates who have completed diploma and Certificate of Completion course requirements. This event celebrates each learner's hard work and achievements throughout their high school career. Friends and family members are invited to participate. In accordance with California law (Education Code Section 35183.1), learners have the right to wear traditional tribal regalia or items of religious or cultural significance during graduation ceremonies and related events without needing advance approval from school administration. These culturally significant adornments may be attached to the graduation gown or worn with—or in place of—the traditional graduation cap. To ensure a safe and respectful celebration for all families, the school only restricts attire that promotes illegal substances, contains vulgarity, or creates a substantial, material disruption to the ceremony.

SECTION : 7

EXPLORATION (HOME STUDY)

PROGRAM DESCRIPTION

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

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

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

WRITTEN AGREEMENT AND ASSIGNMENT WORK RECORD (AWR)

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

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

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time.

ATTENDANCE

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

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

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

INADEQUATE PROGRESS & THE INVOLUNTARY DISENROLLMENT PROCESS

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

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

NOT MAKING SATISFACTORY EDUCATION PROGRESS (INADEQUATE PROGRESS)

Inadequate Progress, established by the school's Independent Study Policy, occurs when the learner fails to complete at least 75% of work assigned for one learning period, or is not making satisfactory educational progress as defined below, or accumulates 20 absences in a school year due to insufficient work completion and/or engagement, the School Director or designee shall conduct an evaluation to determine whether it is in the best interest of the learner to remain in independent study.

A learner is deemed to be making "satisfactory educational progress" if the learner is on track to enter the next grade level at the completion of the current school year and/or progressing toward meeting 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 learner's achievement and engagement in the independent study program, as indicated by the learner's performance on applicable learner-level measures of learner achievement and learner engagement set forth in Education Code Section 52060(d)(4)-(5).
2. The completion of assignments, assessments, or other indicators that show the learner is working on assignments.
3. Learning required concepts, as determined by the supervising educational facilitator.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising educational facilitator.

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

PROCEDURES FOR TIERED ENGAGEMENT

If a 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, 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 in violation of their written agreement pursuant to Education Code Section 51747(g), the School will:

- Verify current contact information for each enrolled learner ;
- Notify parents, guardians, or caregivers of lack of participation within one school day of the learner's absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- Reach out to the learner directly and/or parents, legal guardians, or caregivers as well as health and social services as necessary, to determine the learner's needs for reengagement; and
- Schedule a learner-parent-educator conference (a meeting involving all individuals who signed the learner's written agreement) to review the learner's agreement and reconsider the independent study program's impact on the learner's achievement and well-being.
- Implement any local programs intended to address chronic absenteeism, as applicable.

ADDITIONAL CONSIDERATION FOR LEARNERS WITH A SECTION 504 PLAN OR IEP

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

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

If the answer to either (1) or (2), above, is yes, then the attendance/participation is a manifestation of the learner's disability and the school will follow applicable state and federal laws to ensure that the learner

is offered a free appropriate public education.

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

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

INVOLUNTARY DISENROLLMENT PROCESS

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parent/legal guardian/caregiver(s) shall be notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the parent/ legal guardian/caregiver(s), or if the learner is a homeless child or foster youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the learner is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker.

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

1. Notice of the School's intent to remove the learner.
2. The opportunity of the parent/legal guardian/caregiver(s) (or educational rights holder, attorney, county social worker, or tribal social worker as applicable, hereinafter included within "parent/legal guardian/caregiver(s)") to request a hearing adjudicated by a neutral officer within a reasonable number of days, at which the learner has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the learner has the right to bring legal counsel or an advocate. The parent/legal guardian/caregiver(s) must submit the request for a hearing in writing prior to the effective date to the effective date of the learner's removal and the request must be received by the School within five (5) school days from the date of the Notice.

If parent/legal guardian/caregiver(s) requests a hearing in accordance with the above:

- The hearing will be scheduled and the family will be notified of the date/time/location of the hearing.
- The learner shall remain enrolled and shall not be removed until/unless the School issues a final decision to disenroll.
- A hearing decision not to disenroll the learner does not prevent the School from making a similar recommendation in the future should learner attendance/participation issues occur or re-occur.

If no hearing is requested, the learner shall be removed from the School on the date listed on the Notice.

The learner's district of residence will be notified of the removal within thirty (30) calendar days. The school shall, upon request, provide that school district with a copy of the cumulative record of the learner, including report cards or a transcript of grades, and health information.

CHRONIC ABSENTEEISM

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

INSTRUCTIONAL FUNDS

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

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

LEARNING PERIOD EXPECTATIONS

ASSIGNMENT WORK RECORD (AWR)/INDIVIDUALIZED LEARNING PLAN (ILP)

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

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

on the AWR/ILP must be accessible to the teacher for planning purposes and to monitor progress.

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

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

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

LEARNING PERIOD MEETINGS

Learners and parent/guardian/caregivers must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 25 instructional days in addition to weekly check-ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as needed to support learner progress. At these meetings, the educational facilitator will review the body of work and collect work samples for each subject as listed on the Written Agreement. The learner will showcase, discuss, and provide work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. Additionally, the facilitator will work in collaboration with the family to assign work for the next learning period meeting. Should an emergency arise, the parent/guardian/caregiver should communicate with the educational facilitator to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Written Agreement could result in removal from iLEAD Agua Dulce Schools independent study program.

MONTHLY WORK SAMPLES

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

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the AWR/ILP.
- Reflect original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
 - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.

- Not contain any religious materials or references unless the course on the Written Agreement requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the supervising educational facilitator.

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

LEARNING LOG

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

Learning Period (LP) End Dates			
LP1	09/11/26	LP6	03/05/27
LP2	10/09/26	LP7	04/02/27
LP3	11/13/26	LP8	05/07/27
LP4	12/17/26	LP9	06/04/27
LP5	02/05/27		

SYNCHRONOUS INSTRUCTION AND DAILY LIVE INTERACTION

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

ORDERING TECHNOLOGY WITH INSTRUCTIONAL FUNDS

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

DEVICE USAGE

The right to use a school computer at home is a privilege. If learners do not adhere to the rules and guidelines in this Guidebook, the privilege to use their school computer/tablet/electronic device at home

may be restricted or eliminated. An Equipment and Technology agreement form must be signed before the EF can place the technology order.

I. Hardware and Software

A. In the box

- Computer/Electronic Device
- Power supply

B. On the device

- Operating System software

C. Backup and file storage

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

D. Software support

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

II. Learner and Parent/Guardian/Caregiver Responsibilities

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

A. Handling and care of the device

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

B. Power management

- It is the learner's responsibility to recharge the device's battery.
- Whenever the electronic device is not in use, close the screen to put it to sleep in order to extend battery life.

C. Transport

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

D. Ethical and appropriate use

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

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

E. Financial responsibility

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

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

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

G. Monitoring and supervision

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

H. Internet access at home

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

HIGH SCHOOL POLICIES AND PROCEDURES

WRITTEN AGREEMENT

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

WRITTEN AGREEMENT ADDENDUM

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

LEARNER WITHDRAWAL/GRADUATION

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

OTHER HIGH SCHOOL SPECIFICS

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

SECTION 8:

POLICIES AND PROCEDURES

ACCELERATION AND RETENTION PROCEDURES

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

ASBESTOS MANAGEMENT PLAN

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

ATTIRE

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

BULLYING

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

CHILD ABUSE AND NEGLECT REPORTING

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

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

CIVILITY ON SCHOOL GROUNDS

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

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

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500). It is unlawful for any person, except a parent/guardian/caregiver acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

COMPLAINT PROCEDURE

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

CUSTODY ISSUES AND EDUCATIONAL RIGHTS

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

DIRECTORY INFORMATION - ANNUAL NOTIFICATION

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

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

The deadline to opt out of directory information sharing is 09/01/2026. Directory information regarding a learner identified as experiencing homelessness shall not be released, unless a parent/guardian/caregiver, or eligible learner, has provided written consent that directory information may be released.

Exception to this practice: *A learner experiencing homelessness may be automatically included in directory information only to facilitate free oral and vision health screenings. If a parent/guardian/caregiver or unaccompanied youth is not interested in their student's information being shared for free oral and vision health screening, the parent/guardian/caregiver or unaccompanied youth must provide written notification that they do not consent to this release.*

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

DISEASE PREVENTION STRATEGIES

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

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

DRUG AND ALCOHOL/TOBACCO PREVENTION

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

ELECTRONIC LISTENING OR RECORDING DEVICE

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

EMERGENCY AND HEALTH PROCEDURES

EMERGENCY MEDICAL AUTHORIZATION

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

LEARNER MEDICATIONS ASSISTANCE

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

CONFIDENTIALITY OF MEDICAL INFORMATION ACT

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

EMERGENCY TREATMENT FOR ANAPHYLAXIS

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

EMERGENCY MEDICAL CARE: EPINEPHRINE AUTO-INJECTORS

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

ORAL HEALTH ASSESSMENT

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

HEALTH CARE COVERAGE

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

DIABETES TYPE 1

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

IMMUNIZATIONS

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

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

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

IMMUNIZATIONS: HPV: CANCER PREVENTION

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

MENSTRUAL PRODUCTS

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

PHYSICAL EXAMINATION

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

LEARNER SAFETY: PARENTAL NOTIFICATION: SYNTHETIC DRUGS

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

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

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

OPIOID OVERDOSE PREVENTION

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

SUDDEN CARDIAC ARREST (SCA)

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a learner who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A learner who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A learner who is removed

from play may not return to that activity until they are evaluated by, and receive written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the learner and the learner's parent/guardian/caregiver before a learner participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

MEDICAL OR HOSPITAL SERVICE

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

EMERGENCY PROCEDURE

DRILLS

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

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

ACTUAL EMERGENCY

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

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

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

SCHOOL SAFETY PLAN

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

FACILITATOR QUALIFICATIONS

Parent/Guardian/Caregivers may request the following regarding their child's facilitator(s):

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

To request this information, please contact: director@ileadaguadulce.org

FIELD STUDIES

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

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

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

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

FOSTER YOUTH

Learners supervised by the Department of Children and Family Services (DCFS) and placed in licensed foster homes, Short-Term Residential Therapeutic Programs [STRTP, (formerly referred to as group homes), with relatives, or residing with biological parent(s) have additional rights and enrollment protections that promote school stability. Learners who are the subject of a DCFS voluntary placement agreement or Department of Probation (in certain circumstances) are also included within the definition of learners in foster care. In addition, a dependent child of the court of an Indian tribe, consortium or tribes, or tribal organization is afforded the same guarantee of rights as the foster children identified through the county court systems.

Each school is required to designate a staff person as an educational liaison for foster children to ensure that foster your are:

- Entitled to stable school placements in the least restrictive education programs, with access to academic resources, services, and extracurricular activities that are available to all learners. This includes the right to remain in the school of origin and the right to matriculate with their peers.

- Learners in foster care must be immediately enrolled in school regardless of the availability of school records, immunization records, school uniforms, or the existence of fines from a previous school. Educators, school personnel, social workers, probation officers, caregivers, and other interested parties shall work together to serve the educational needs of learners in foster care.
- Proper and timely transfer between schools. This includes the coordination between the local educational agency and the county placing agency, and the transfer of educational information and records of the foster youth to the next educational placement.
- Learners in foster care have the right to attend their school of origin and, if applicable, matriculate in the secondary school in the same attendance area even when the learner is placed with a family who resides in a different attendance area. The school district serving the learner in foster care shall allow the youth to continue their education in the school of origin while the learner is identified as a foster youth. If the jurisdiction of the court terminates prior to the end of an academic year, the learner in foster care shall be allowed to continue their education in the school of origin for the duration of the academic school year, unless the learner attends high school as they have the right to attend until they graduate.
- If a dispute arises over school selection or enrollment, the school must immediately enroll the learner in the school where enrollment is sought. During the Dispute Resolution process, the learner is to maintain enrollment in the school sought pending the final resolution of the dispute.
- No lowering of grades if the foster youth is absent from school due to a decision by a court or placing agency to change their placement, or due to a verified court appearance or related court ordered activity.
- Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the foster youth. The foster youth shall not be required to retake the portion of the course already completed unless it has been determined that he or she is reasonably able to complete the requirements in time to graduate from high school.
- Not required to retake a course the learner has satisfactorily completed.
- Learners in foster care may qualify for an exemption from local graduation requirements. Designated school staff shall notify learners and their parent/legal guardian of their eligibility to be exempt from coursework and other requirements adopted by the school in addition to the statewide coursework requirements. To qualify the learner must be in foster care and have transferred schools after what would have been their second year of high school, the learner cannot reasonably complete the additional graduation requirements within four (4) years, and the educational rights holder must determine that the graduation exemption is in the learner's best interest. If these criteria are satisfied, the learner may be offered the exemption to complete the state graduation requirements of 130 credits in specific course work within the four years and be offered a fifth year if needed.
- Once a learner is found eligible for this exemption, their eligibility continues even if the learner's foster care case closes or the learner transfers to another school. It is unlawful for a school, learner, educational rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a learner eligible for an exemption from local requirements
- Parents/legal guardians, foster caregivers, social workers and/or probation officers should notify the school district as soon as they become aware that a learner is changing school placements so that partial credits may be calculated, if applicable, and school records can be transferred in a timely manner. For learners experiencing a change in residence, a Best Interest Determination meeting should be held with the educational rights holder to determine whether the learner will remain in the school of origin and if transportation is needed.

- If a learner in foster care is issued a suspension (including in-school suspension), recommended for expulsion, scheduled for a manifestation determination meeting, or involuntarily transferred to a continuation school, notification must be made to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. Attorneys and social workers have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.
- If these rights are not followed, a complaint of noncompliance may be filed with the local educational agency under the Uniform Complaint Procedures..

For information regarding the right of foster youth, contact Gladys Ramirez at (661) 268-6386.

GUN-FREE SCHOOL ZONE ACT

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

GUN SAFETY

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

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

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

The school provides specific guidance and a list of statewide resources aimed at preventing teen dating violence. This guidance is designed to improve learner safety and strengthen connections between learners and supportive adults. Resources can be accessed on our website at link to School Website.

The school has adopted a Uniform Complaint Procedure (UCP) to address complaints of discrimination or bullying. School personnel who witness an act of discrimination or bullying must take immediate steps to intervene when it is safe to do so. Incidents of racial discrimination or harassment at athletic events must be reported using the standardized form available at [link to form on School Website](#).

To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at [INSERT PHONE NUMBER HERE](#).

Effective July 1, 2026, our campus maintains at least one all-gender restroom that is unlocked and available to all learners during school hours.

HARM OR DESTRUCTION OF ANIMALS

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

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

HOMELESS YOUTH

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-age children experiencing homelessness to access to the same free and appropriate public education provided to learners who have permanent housing.

Every School is required to appoint a homeless liaison to ensure parents and learners experiencing homelessness are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

A learner experiencing homelessness is defined as an individual who lacks a fixed, regular, and adequate nighttime residence who may live:

- In an emergency or transitional shelter;
- In substandard housing, car, garage, or other places not designed as a regular sleeping accommodation for human beings
- In another family's house or apartment due to a loss of housing or as a result of economic hardship (doubled or tripled-up);
- In a hotel or motel as a result of economic hardship;
- Temporarily in a trailer, recreational vehicle (RV), motor home, or campsite;
- Temporarily with an adult who is not their parent/legal guardian, known as an unaccompanied youth experiencing homelessness.

Unaccompanied youth, such as teen parents not living with their parent/legal guardian or learners that have run away or have been pushed out of their homes, have access to these same rights.

The Student Housing Questionnaire (SHQ) is distributed annually at the beginning of each school year by all schools along with other required enrollment/registration forms to all learners. The SHQ allows parents/legal guardians, unaccompanied youth, or caregivers to self-identify their current living situation. At any time during the school year, learners, parents/legal guardians, or caregivers may use the SHQ to self-identify. The SHQ shall be available in the primary language of the family. A paper version needs to be provided, upon request. The SHQ must include information on the educational rights for learners experiencing homelessness.

Learners experiencing homelessness are expected to attend school regularly and have the right to:

- Immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers. It is the responsibility of the enrolling school to request all necessary documents from the previous school(s).
- Education and other services (e.g., to participate fully in all school activities and programs for which a learner is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment).
- Be notified of the possibility of graduating within four years with reduced state requirements, and the ability to remain for a fifth year to graduate with reduced state or full LEA requirements, if the learner experiencing homelessness transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.
- For the district to accept and issue partial credits for courses that have been satisfactorily completed by the learner experiencing homelessness.
- Enrollment protections that promote school stability, including the right to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area even if they no longer live within the attendance boundaries of those schools.
- Learners experiencing homelessness have the right to attend their school of residence or their school of origin, which includes the school at which the youth was last enrolled or that the learner attended in the last 15 months to which they have a connection.
- At the request of the parent/legal guardian, unaccompanied youth, or caregiver, the LEA shall ensure that transportation is provided as appropriate and feasible to and from the school of origin.
- Refer parents/legal guardians and unaccompanied youth to applicable programs and services. Referrals may include but are not limited to community-based organizations, special education services, tutoring, preschool programs, before and after school enrichment programs, and any other appropriate educationally related services.

If a dispute arises over school selection or enrollment, the school must immediately enroll the learner in the school where enrollment is sought. During the Dispute Resolution process, the learner is to maintain enrollment in the school sought pending the final resolution of the dispute. For further information on the Dispute Resolution process, please contact Gladys Ramirez at (661) 268-6386.

Learners experiencing homelessness may qualify for an exemption from local graduation requirements. Designated school staff shall notify learners and their parent/legal guardian of their eligibility to be exempt from coursework and other requirements adopted by the school in addition to the statewide

coursework requirements. To qualify the learner must be identified as experiencing homelessness, have transferred schools after what would have been their second year of high school, the learner cannot reasonably complete the additional graduation requirements within four (4) years, and the educational rights holder (or unaccompanied youth) must determine that the graduation exemption is in the learner's best interest. If these criteria are satisfied, the learner may be offered the exemption to complete the state graduation requirements of 130 credits in specific course work within the four years and be offered a fifth year if needed.

Once a learner is found eligible for this exemption, their eligibility continues even if the learner's homeless status changes or the learner transfers to another school. It is unlawful for a school, learner, or educational rights holder to request or require a school transfer for the purpose of making a learner eligible for an exemption from local requirements.

Learners experiencing homelessness shall be issued partial or full credits for coursework completed while attending another school. The Homeless Liaison must be notified if a learner experiencing homelessness is referred for expulsion for a discretionary act and invited to any IEP meetings where a manifestation determination is to be made.

For further information on the rights of learners experiencing homelessness, please contact Gladys Ramirez at (661) 268-6386

HUMAN TRAFFICKING

iLEAD Agua Dulce School is committed to maintaining a safe and supportive learning environment for all learners. California law requires schools to provide age-appropriate instruction and information designed to prevent human trafficking, including sexual exploitation and labor trafficking.

Age-appropriate human trafficking prevention information may be provided to learners as part of health education, safety instruction, or other school-based programs. Instruction is designed to help learners recognize unsafe or exploitative situations, understand how traffickers may target or recruit youth, develop strategies to seek help from trusted adults and know how to access local and national support resources.

Learners and families are encouraged to report concerns related to human trafficking, exploitation, or unsafe situations. Support and resources include:

- School staff, including administrators, counselors, or teachers
- Local law enforcement or child welfare agencies, if there is immediate danger
- Connecting to the National Human Trafficking Hotline by calling 1-888-373-7888, Text "HELP" or "INFO" to 233733 or online at <https://humantraffickinghotline.org>

Reports to the hotline may be made confidentially, and support is available 24 hours a day.

IMMIGRATION ENFORCEMENT: SCHOOL NOTIFICATION AND EDUCATION

All learners in iLEAD Agua Dulce have a right to a free public education, regardless of their immigration status, or the immigration status of their parents/guardians/caregivers. This school district will not deny enrollment to any child based on immigration status. For more information, please review the school's Immigration policy found here: <https://ileadschools.org/board/agua-dulce/taxonomy/board-policies/>

LEARNER FEES

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

LEARNER RECORDS

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

A parent/guardian/caregiver's request to access their learner's educational records must be submitted in a written form to gladys.ramirez@ileadaguadulce.org and the school will have up to forty-five (45) business days from the day of receipt of the request to provide access to the records. Copies of learner records are available to parent/guardian/caregivers for a fee of per page.

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

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

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

For more information on FERPA, visit the U.S. Department of Education's website at:

[Protecting Student Privacy](#)

Educational Rights for Adult Learners: Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education

records, to a parent/guardian/caregiver without the prior written consent of an eligible learner if the disclosure meets the condition. (e.g. if learners are dependents of the parent/guardian/caregivers under IRS tax codes or for a health or safety emergency). Please reach out to gladys.ramirez@ileadaguadulce.org to request all educational rights to be transferred to the learner as an adult learner.

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

Right to File a Complaint

Parent/guardian/caregiver/eligible learners may file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.
More info: <https://studentprivacy.ed.gov/>

LOCAL CONTROL FUNDING FORMULA (LCFF) & LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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

MENTAL HEALTH AND SUICIDE PREVENTION POLICY

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

In order to initiate access to available learner mental health services, you may contact the following mental health provider: Toya Williams at toya.williams@ileadaguadulce.org. Our school will notify parents/guardians/caregivers at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year, via email.

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

PESTICIDE USE

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

PROPERTY DAMAGE

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

RESIDENCY

A learner may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district; a learner who is placed in foster care may remain in their school of origin; an emancipated learner who resides within the boundaries of the school district; a learner who lives in the home of a caregiving adult that is located within the boundaries of the school district; a learner residing in a state hospital located within the boundaries of the school district; or a learner whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. Learners in military and migrant families may remain in their school of origin and shall have waived residency restrictions due to the frequency of movement of their families. Please contact gladys.ramirez@ileadaguadulce.org for more information on the protections afforded to these learner groups per California law.

SCHOOL ACCOUNTABILITY REPORT CARD

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

SERVICES TO DISABLED LEARNERS

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

CHILD FIND SYSTEM

Under state law, each public school system is responsible for finding children with disabilities in its area. All learners with disabilities are entitled to a Free Appropriate Public Education (FAPE) designed to meet their individual educational needs. Special education and related services are provided at no cost to parent/guardian/caregivers and are based on an Individualized Education Program (IEP) developed by a team that includes the parent/guardian/caregiver.

The school has an obligation to identify, locate, and evaluate learners who may have disabilities and who may be in need of special education and related services. Parent/Guardian/Caregivers may request an assessment at any time by submitting a written request to the school.

If a learner is found eligible for special education, an IEP meeting will be held to develop an individualized plan. Parent/Guardian/Caregivers are members of the IEP team and have the right to: participate in IEP

meetings, receive notice of meetings, provide input regarding their learners educational needs and consent to or decline proposed services, as permitted by law

Learners with disabilities are educated in the least restrictive environment (LRE) appropriate to their needs and, to the maximum extent appropriate, with peers who do not have disabilities. Services and supports are determined by the IEP team and are based on the learner's unique needs

A copy of the Special Education Procedural Safeguards Notice is provided at required times and is available upon request.

Parental/Guardian/Caregiver consent is required before an initial special education assessment is conducted or special education services are provided for the first time. Consent may be withdrawn in writing, consistent with applicable law.

When a learner with an IEP reaches 18 years of age, educational decision-making rights transfer to the learner unless a legal exception applies. Parent/Guardian/Caregiver will be notified prior to this transfer of rights when a learner with an IEP reaches 18 years of age, educational decision-making rights transfer to the learner unless a legal exception applies. Parent/Guardian/Caregivers will be notified prior to this transfer of rights.

INSTRUCTION FOR LEARNERS WITH TEMPORARY DISABILITIES

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

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

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

SEXUAL HARASSEMENT

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

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

SURVEYS

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

TITLE IX POLICY

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

UNIFORM COMPLAINT POLICY AND PROCEDURE (UCP) - ANNUAL NOTIFICATION

iLEAD Agua Dulce has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The school shall investigate via the Uniform Complaint Procedures (UCP) alleging failure to comply with those laws and regulations including, but not limited to allegations of discrimination, harassment, intimidation, or bullying against any protected group or noncompliance with laws relating to all programs and activities implemented by the school that are subject to UCP as cited below. The school shall seek to resolve at the local level those complaints in accordance with the UCP set forth in the California Code of Regulations, Title 5, Sections 4600-4695, and the policies and procedures of the school.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. The district prohibits retaliation against any person who files a complaint or participates in an investigation

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging learner fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian/caregiver in writing within 60 days. The parent/guardian/caregiver may appeal to CDE within 30 days if not in agreement with the final report. As laws change, guidebooks will be updated. Please contact gladys.ramirez@ileadaguadulce.org if you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

WILLIAMS COMPLAINT POLICY & PROCEDURES

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

SECTION 9:

COMMUNICATION

COMMUNICATION METHODS

WEBSITE

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

MONDAY MESSAGE

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

SOCIAL MEDIA

You can follow our journey at ileadaguadulce.org

CLASS NEWSLETTERS/WEBSITE

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

PHONE/TEXT

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

To update your information, email: gladys.ramirez@ileadaguadulce.org

PARENT SQUARE

iLEAD Agua Dulce uses Parentsquare as a form of communication. Parents/Caregivers/Guardians who wish to receive text messages must opt into Parentsquare. Please download the app for ParentSquare through the App store on your phone or visit their website at: <https://www.parentsquare.com/>

SECTION 10:

FAMILIES AND iLEAD AGUA DULCE WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

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

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

Volunteering and participation are always optional. We do strongly encourage participation in order to foster the home-school connection and work tirelessly to create a culture where families feel welcome to come onto campus often, but of course, we understand that is not an option for every family. If possible, families are asked to participate 40 hours per year, which works out to 1 hour per week or 4 hours per month. These hours can be earned through a variety of opportunities intentionally designed to accommodate a range of schedules and ability to participate, including classroom volunteering, operational / facilities assistance, relevant professional expertise, administrative tasks or by attending Parent University workshops and seminars.

See the Volunteering page for a list of volunteer needs, and watch the Monday Message for current volunteer needs at: <https://ileadaguadulce.org/volunteer/>

Families having difficulties meeting the participation commitment should contact:
jacque.so@ileadaguadulce.org

EXAMPLES OF FAMILY VOLUNTEER WORK

- In-class support as an educator aide
- Adult workshops – parent/guardian/caregivers teaching other parents/guardians/caregiver
- Outside research in support of specific school projects
- Driving on field trips (must register as driver)
- Organizing a community service project for learners
- Supervising at the school – lunch periods, recess, before school

- Operation support – maintenance of the campus
- Hosting an activity in your home or business

EXAMPLES OF FAMILY VOLUNTEER WORK

To volunteer at iLEAD Agua Dulce, you must meet the following safety and legal requirements. A “Regular Volunteer” is defined as someone who volunteers more than 16 hours in a month, or more than 32 hours in a school year. The requirements for Regular Volunteers are stricter and specifically noted below.

1. Administrative Steps

- Application: Complete the official Volunteer Application with the school.

2. Core Safety Clearances

- TB Clearance: Submit a Tuberculosis (TB) risk assessment or test result (valid for 4 years).
- Megan’s Law: All volunteers must be cleared against the CA Sex Offender database.
- Live Scan (Fingerprinting): Mandatory for all *Regular Volunteers*. Please visit the website at <https://ileadaguadulce.org/volunteer/> for a list of locations as well as the necessary LiveScan paperwork.

3. Training Requirements (SB 848 / AB 506) All *Regular Volunteers* must complete the following trainings:

- Mandated Reporter Training.
 - Available through the state at: <https://mandatedreportertraining.com/volunteers/>
- Child Abuse Prevention training (California currently includes both the Mandated Reporter training and the Child Abuse Prevention training as one single training).
 - Available through the state at: <https://mandatedreportertraining.com/volunteers/>
- Provide a certificate of completion to jacque.so@ileadaguadulce.org.

RECORDING VOLUNTEER HOURS

All volunteers should record their volunteer hours into the Check In system located in the iLEAD Agua Dulce lobby. Hours completed off-campus can be forwarded to jacque.so@ileadaguadulce.org

VISITORS/OBSERVATION PROCEDURES

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

- All campus visitors/observers must have the consent and approval of the school director/designee. Permission to visit/observe must be given at the time requested, if at all possible, or within a reasonable period of time following the request. This does not preclude visits occurring

the same day as requested. School Director/designee must accompany the visitor/observer to the classroom and remain with them during the visitation/observation..

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

TRADITIONS

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

- Multicultural Feast (Fall)
- Winter Production (Winter)
- Spring School Community Event (ex. Art Festival, Back Yard Bash, School Carnival)

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

SECTION 11:

GOVERNANCE

HISTORY

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

SCHOOL GOVERNANCE

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

The listing of the current iLEAD Agua Dulce Board of Directors can be found on the iLEAD Agua Dulce website: <https://ileadschools.org/board/agua-dulce/>

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

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

SECTION 12:

NOTIFICATIONS

TITLE I

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

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

If you would like this information, please contact the school at (661) 268-6386.

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

AGREEMENT

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

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

iLEAD Flex:, a California not for Profit Corporation, 3700 W Ave L, Lancaster, CA 93536 (Flex),

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

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

WITNESSETH:

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

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

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

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

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

Section 2. Scope of Services.

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

B. Food service equipment*, food supplies, and equipment for the operation of the Food Service Program will be provided by Lancaster to Agua Dulce, Flex, SCVi, and Empower will be the financial responsibility of Lancaster. Equipment will be provided if the National School Lunch Program budget or grants can sustain the cost of the need. Otherwise, the school is responsible for the purchase.

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

This Participation Percentage for each school was determined by an estimate of projected student participation at each school site for the 2026-27 school year. On or before October 30 each year the Participation Percentage for each school can be adjusted based on the actual percentage of learners served at each school site compared to the total number of learners served at all five school sites. If this adjustment results in a deficiency for any school, such school shall pay the deficiency to Lancaster within thirty (30) days of receipt of the invoice. If this adjustment results in surplus owed to any school, Lancaster will pay such school the surplus amount within thirty (30) days of receipt of the invoice.

The initial Participation Percentage for the 2026-2027 School Year will be as follows:

1. Lancaster: 0.29 or 29%
2. SCVi: 0.24 or 24%
3. Flex: 0.16 or 16%
4. Agua Dulce: 0.25 or 25%
5. Empower: 0.06 or 6%

C. The Food Service Program will generate revenues through the National School Lunch Program for meals provided to each school. All revenues derived from the School Food Service Program will be maintained and accounted for by Lancaster and maintained in a dedicated bank account. A fund balance of \$367,062 will be established for use in the case of emergency food service operation needs. This amount is equal to approximately 3 months of operational expenditures. This fund balance will be funded from food service revenues derived from the above expenses. Once the \$367,062 fund balance has been established, the remaining revenues generated, above this established amount that is in excess, from the food service operation will be shared on a monthly basis with the five schools (Lancaster

to Agua Dulce, Flex, SCVi, and Empower) if the revenue exceeds the above fund balance, based on the Participation Percentage and should be spent only on the NSLP program.

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

Section 4. Terms and Termination. This Agreement shall become effective upon execution by the last party, as indicated by the date stated under each party's signature and shall remain in effect until June 30, 2027. Any of the parties to this Agreement may terminate this Agreement by providing at least 90 days' written notice to the other parties. This Agreement may be extended upon the mutual written consent of all parties.

Section 5. Force Majeure. The parties will exercise every reasonable effort to meet their respective obligations under this Agreement, but will not be responsible or liable for any failure or delay in the performance of their obligations hereunder arising out of or caused by, directly or indirectly, forces beyond its control, including, without limitation, strikes, work stoppages, accidents, acts of war or terrorism, civil or military disturbances, nuclear or natural catastrophes or acts of God, pandemics, epidemics, and interruptions, loss or malfunctions of utilities.

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

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

Section 8. Notices. All notices, demands, or other writings required to be given or made or sent in this Agreement, or which may be given or made or sent, by either

party to the other, will be deemed to have been fully given or made or sent when in writing and addressed as follows:

iLEAD LANCASTER CHARTER SCHOOL:

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

iLEAD AGUA DULCE:

School Director
11311 Frascati Street, Agua Dulce CA 91390

iLEAD FLEX:

School Director
3700 W Ave L, Lancaster, CA 93536

SANTA CLARITA VALLEY INTERNATIONAL:

School Directors
28060 Halsey Canyon Road, Castaic CA 91384

EMPOWER GENERATIONS:

School Director
44236 10th Street West, Lancaster 93534

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

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

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

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

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

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

**[SIGNATURE PAGE
FOLLOWS]**

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

iLEAD LANCASTER CHARTER SCHOOL:

Deborah Autrey, School Director
This ____ day of _____ 2026

iLEAD AGUA DULCE:

Wendy Maxwell, School Director
This ____ day of _____ 2026

iLEAD Flex:

Amanda Fischer, CEO
This ____ day of _____ 2026

SANTA CLARITA VALLEY INTERNATIONAL:

Martha Spansel, School Director
This ____ day of _____ 2026

EMPOWER GENERATIONS:

Sajae Davison, School Director
This ____ day of _____ 2026

Exhibit A
Scope of Work Performed by Lancaster for
Agua Dulce, Flex, SCVi and Empower Generations and the School's**
Responsibilities

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

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

Lancaster will be responsible for the following:

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

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

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

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

**Empower Generations will fall under Exhibit A once delivery from iLEAD Lancaster begins. They will remain under Exhibit B until that time.

Exhibit B

Scope of Work Performed by Lancaster for Empower Generations and Schools' Responsibilities

Lancaster employees will be responsible for the following:

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

Empower Generations will be responsible for:

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

**LEA: iLEAD Agua Dulce
2025-2026**

Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (2025-2026 School Year)

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

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

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

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

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

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

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

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

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

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

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

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

Section 1: Building Relationships between School Staff and Families

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

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

Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in *Building Relationships Between School Staff and Families*.

Data from the latest Family Survey underscores iAD's exceptional ability to build meaningful connections between school staff and homes. Notably, 87% of families shared highly favorable feedback regarding Parent/Guardian Involvement, while 81.6% expressed strong satisfaction with overarching school communication. Families frequently praise the staff's prompt responsiveness to questions, alongside consistent updates regarding school policies, campus events, and academic progress. This collaborative dynamic is anchored by a widespread consensus among parents that the school genuinely respects and integrates their input.

Open-ended feedback continuously celebrates the empathetic and supportive nature of the faculty, frequently characterizing the campus culture as a "warm and inviting community" with a distinct "village/family feel."

Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in *Building Relationships Between School Staff and Families*.

Moving forward, iAD is dedicated to deepening the partnership between faculty and families by prioritizing transparent, predictable, and frequent communication channels. A central objective is the delivery of prompt, actionable updates regarding student achievements and academic targets, directly addressing previous opportunities for growth in clarity and information sharing. Simultaneously, iAD will dedicate resources to leadership development to cultivate a cohesive and highly communicative administrative cabinet. We recognize that robust internal alignment at the leadership level directly translates into healthier engagement across our entire school community.

A pivotal area of future growth centers on evolving our personalized learning pathways and visibly executing the recommendations of our educational partners. By expanding on our existing methodologies designed to challenge and support each learner, ensuring every student receives the dedicated attention they deserve. Ultimately, by systematically collecting and demonstrating real action on feedback from staff and families, iAD aims to cultivate an environment of mutual trust and collective responsibility for student outcomes.

Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to *Building Relationships Between School Staff and Families*.

iAD will proactively enhance the engagement of underrepresented families by focusing on improving communication and fostering a more inclusive school environment. Recognizing that strong relationships are built on clear and consistent dialogue, iAD plans to implement new strategies to ensure all families, particularly those who may have felt unheard, receive timely and constructive feedback regarding student progress and school activities. This will involve exploring diverse communication methods that are accessible and tailored to the specific needs of these families, moving beyond previous inconsistencies and ensuring that all voices are valued and integrated into the school community.

Furthermore, the LEA is committed to fostering a school culture that actively seeks and incorporates input from all family groups. This will involve creating more structured opportunities for underrepresented families to provide feedback and participate in school improvement initiatives. iAD will also ensure that any feedback received, especially concerns related to individualized support or specific program offerings, is visibly addressed with transparent follow-through. By actively demonstrating that their input leads to tangible improvements, iAD aims to build greater trust and a stronger sense of belonging for all families within the school community.

Section 2: Building Partnerships for Student Outcomes

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			X		

Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			X		
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			X		
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			X		
Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)					
<i>Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.</i>					
There has been much growth in the areas of ELA and Math this school year. Facilitators worked on targeted Tier one instruction in the areas of ELA and Math Core curriculum and supporting digital programs were used strategically. Tier 2 intervention was introduced in the Spring and will continue in the 2026-2027 school year. The school also partnered with ELA, Math, MTSS, and intervention specialists to curate lessons based summative and formative assessment data that supported learner growth. Facilitators worked closely with learners as they progressed through state standards.					
<i>Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.</i>					
The school needs to continue its work on communication in regards to supporting our learners at school as well as home. End of year survey feedback indicates that families request more timely, clear and transparent communication from the school and facilitators, including advance notice of events, classroom updates, and consistent follow up. They would like more structured opportunities to be involved in curriculum and events, clearer support for learners, and more parent partnership in school initiatives.					
<i>Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.</i>					
Our school information nights as well as school events work to bridge gaps between school and home. Facilitators will be encouraged to provide timely feedback to families, partnering to support learners along their individualized learning path.					
Section 3: Seeking Input for Decision-Making					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			X		
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				X	
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					X
Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)					
<i>Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.</i>					

iLEAD Agua Dulce is committed to the meaningful engagement of its educational partners and regularly seeks input in the decision-making process. For example, we cultivate their feedback in the development of the LCAP. For the annual update, feedback from families, learners, community members, board members, learners, and iLEAD Agua Dulce staff and leadership was utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received, action steps under iLEAD Agua Dulce's three existing goals were maintained, expanded or modified to further learner achievement and continue the development of program offerings modified to further learner achievement and continue the development of program offerings.

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

During the 2025-26 school year, monthly iSUPPORT meetings were held to allow opportunity for school staff and families to connect regarding the school program. Informal feedback was also received by families through family involvement at school wide events. Additionally, monthly EL collaborations with the EL coordinators within the school and across iLEAD Schools provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program. Twice a year, iLEAD Agua Dulce learners and staff completed the iLEAD Comprehensive Growth Card, a measure of learner growth in the Schoolwide Learner Outcomes, as well as their progress towards academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent and learner surveys regarding aspects of the program were sent in the spring of 2025 to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps).

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

When developing each action for iLEAD Agua Dulce, the needs of all learners were considered by looking at the NWEA MAP results, SST, and attendance data by sub-populations. Stakeholder feedback regarding safety, school events, diversity, equity and inclusion (DEI) were also considered to develop a well-rounded plan that ensured the needs of all learners were being met. The actions developed are important for all learners, especially foster youth, English learners and low-income students. The action steps include growth for educators (professional development in MTSS, best practices and all students to monitor academic, social-emotional and school offerings for all sub-populations. It is a comprehensive plan that considers the data from many angles including educational partner feedback, parent meetings, academic, SST, and social-emotional data. iLEAD Agua Dulce assigned a family liaison to support foster youth, English learners and low-income students with community resources, school-wide resources and regular check-ins for any specific social-emotional or academic needs. Additionally, the school operates a Wellness Center and utilizes MTSS to support learners. Academic provisions such as additional tutoring and after school workshops was provided to support academic growth in English Learners, Foster Youth and Low Income Learners.

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

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

iLEAD Agua Dulce administered the Spring 2026 Learner Educational Partner Survey to learners in grades 3–12 across the classroom-based, independent study, and exploration/home study programs to measure perceptions of school safety, connectedness, academic engagement, and career connected learning. A total of 190 learner responses were collected. Respondents represented multiple student groups, including English learners (7.37%), learners with disabilities (22%), socioeconomically disadvantaged learners (50%), and learners identifying as Hispanic/Latino through embedded demographic filters.

Overall survey results reflected positive perceptions of school climate across all programs. School Safety received an overall score of 3.4 out of 4 with 83.9% favorable responses. Sixty-nine percent of learners reported they “almost always” feel safe at school, and 76% responded favorably regarding knowing who to talk to or what to do if they feel unsafe.

School Connectedness received an overall score of 3.2 with 76.8% favorable responses. Learners reported strong relationships with adults and positive opportunities to express themselves authentically. Academic Engagement also received an overall score of 3.2 with 77.9% favorable responses, particularly in the areas of receiving useful feedback and being encouraged to think critically and solve problems. Career Connected Learning received an overall score of 3.0 with 72.4% favorable responses, reflecting learner access to college and career readiness opportunities, project-based learning experiences, and individualized pathways aligned to learner interests.

Disaggregated data reflected similar positive trends across student groups. Learners with disabilities reported strong outcomes in career connected learning (75.9% favorable) and academic engagement (74.8% favorable). Socioeconomically disadvantaged learners reported positive perceptions of school safety (81.6% favorable) and connectedness (75.5% favorable). Hispanic/Latino learners reported particularly strong outcomes in school connectedness (77.7% favorable), academic engagement (74.9% favorable), and career connected learning (78.3% favorable).

Open-ended learner feedback consistently highlighted individualized learning, flexible pacing, supportive staff relationships, project-based learning experiences, homeschool flexibility, and opportunities for authentic learning experiences as strengths of the program. Learners and families frequently referenced caring teachers, meaningful relationships, hands-on learning opportunities, and the ability to personalize curriculum and learning experiences to meet individual needs.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the Spring 2026 survey data identified several significant strengths within iLEAD Agua Dulce's school climate and educational program. Learners consistently reported feeling safe, connected, and supported by staff across all programs. Survey data and open-ended responses reflected the positive impact of strong learner-adult relationships, individualized learning pathways, and flexible instructional models that allow learners to engage in learning at their own pace while exploring personal interests and strengths.

Learners and families particularly valued opportunities for project-based learning, authentic presentations of learning, hands-on experiences, homeschool flexibility, and enrichment opportunities connected to learner interests. Many responses highlighted caring teachers, meaningful educational facilitator relationships, and the ability to personalize curriculum and learning experiences. Hispanic/Latino learners and learners with disabilities reported especially strong perceptions of connectedness, engagement, and career connected learning opportunities, suggesting that personalized supports and relationship-centered practices are positively impacting multiple student groups.

The data also identified areas for continued growth. While overall connectedness scores remained positive, peer connection indicators were lower than adult relationship indicators across several groups. Some learners also reported lower participation and engagement levels in academic activities and career exploration opportunities. Additionally, a portion of learners indicated uncertainty about who to talk to if they feel unsafe, reinforcing the need to continue strengthening awareness of available supports and intervention systems.

The survey findings reinforced the importance of continuing to expand opportunities for collaboration, learner voice, peer interaction, and authentic engagement experiences across all programs. iLEAD Agua Dulce recognizes the need to continue strengthening inclusive practices, social-emotional supports, and college and career readiness opportunities to ensure every learner feels connected, supported, challenged, and empowered within the school community.

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

Narrative #3:

Based on analysis of the Spring 2026 school climate survey data, iLEAD Agua Dulce will continue strengthening systems and practices that support learner connectedness, engagement, safety, and personalized learning. While survey results demonstrated strong perceptions of supportive adult relationships, individualized learning opportunities, and school safety, the school identified opportunities to further strengthen peer connectedness, learner participation, and awareness of available supports and resources.

To address these areas, iLEAD Agua Dulce will continue implementing and refining Multi-Tiered System of Supports (MTSS) practices to provide academic, behavioral, attendance, and social-emotional interventions tailored to learner needs. Staff will continue utilizing learner data, regular check-ins, and collaborative support systems to identify learners who may benefit from additional academic or social-emotional support. The school will also continue strengthening restorative practices, relationship-centered approaches, and inclusive classroom environments that promote belonging and learner voice.

The school will further expand opportunities for collaboration, project-based learning, presentations of learning, and authentic peer engagement experiences across programs. Learner feedback highlighted the value of hands-on projects, group work, homeschool flexibility, and personalized learning pathways; therefore, the school will continue prioritizing instructional models that promote learner agency, creativity, and real-world application of learning.

Additionally, iLEAD Agua Dulce will continue expanding college and career readiness opportunities through enrichment programs, career exploration experiences, individualized learning plans, and community partnerships that support learner interests and postsecondary goals. Professional learning for staff will continue to focus on trauma-informed practices, culturally responsive teaching, differentiated instruction, and strategies for supporting diverse learners, including English learners and learners with disabilities.

The school will continue using educational partner feedback, climate survey data, attendance trends, and learner outcome data as part of its continuous improvement process to monitor progress and refine supports for all student groups.

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

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

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

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

All learners have access, and are enrolled in, a broad course of study as defined by EC sections 51210 and 51220(a)-(i), as all courses offered intentionally follow those codes. All learners identified as unduplicated pupils, as well as individuals with exceptional needs are served via push in services in their classrooms. No learners are removed for services. The use of Individualized Learning plans (ILPs)

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

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

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

To ensure access to a broad course of study for all learners, there will be continued support to ensure all learners complete courses successfully. iAD will implement the following new programs in 26-27:

- Amira Literacy Screener
- Pear Assessment
- Math Dreambox for grades 6-8
- UFLI for grades TK-2