



MEETING AGENDA - iLEAD Online Board

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

Meeting

Meeting Date	Thursday, April 14, 2022
Start Time	5:30 PM
End Time	7:00 PM
Location	This meeting will be held virtually. You may join us on ZOOM at: Zoom https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order	(5:30 PM - 5:30 PM)
1.2. Roll Call	(5:30 PM - 5:30 PM)
1.3. Pledge Of Allegiance	(5:30 PM - 5:30 PM)
1.4. Approve Agenda	(5:30 PM - 5:30 PM)
1.5. Approve Minutes	(5:30 PM - 5:30 PM)

2. Curriculum Moment

2.1. Curriculum Moment	(5:30 PM - 5:30 PM)
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3. Public Comments

3.1. Public Comments	(5:30 PM - 5:30 PM)
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4. Consent Items

4.1. Personnel Report	(5:30 PM - 5:30 PM)
4.2. Check Register	(5:30 PM - 5:30 PM)
4.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements	(5:30 PM - 5:30 PM)



5. Discussion And Reports

5.1. Learner Board Ambassador (5:30 PM - 5:30 PM)

5.2. School Director Report (5:30 PM - 5:30 PM)

6. Action Items

6.1. 2nd Interim Report (5:30 PM - 5:30 PM)

6.2. Revised Mental Health Policy (5:30 PM - 5:30 PM)

6.3. School Plan For Student Achievement (5:30 PM - 5:30 PM)

6.4. Learner Residency Policy (5:30 PM - 5:30 PM)

7. Board Comments

7.1. Board Comments (5:30 PM - 5:30 PM)

8. Closing Items

8.1. Graduation Date - Friday, June 10th 4pm (5:30 PM - 5:30 PM)

8.2. Next Meeting Date - May 19th 2022 (5:30 PM - 5:30 PM)

8.3. Adjournment (5:30 PM - 5:30 PM)

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

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

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



MEETING MINUTES - iLEAD Online Board

Meeting

Date	Thursday, February 17, 2022
Started	5:30 PM
Ended	7:00 PM
Location	This meeting will be held virtually. You may join us on ZOOM at: Zoom https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting
Chaired by	
Recorder	Rigo Ortega

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting called to order at 5:29pm

Status: Completed

1.2. Roll Call

Shawna Brown - Present

Brent Pellico - Present

Maria Fiore - Absent

Status: Completed

1.3. Pledge Of Allegiance

Pledge Of Allegiance was recited.

Status: Completed

1.4. Approve Agenda

Motioned: Brent Pellico

Seconded: Shawna Brown

Unanimously Approved

Maria Fiore - Absent

Due date:

Status: Completed



1.5. Approve Minutes

Motioned: Brent Pellico

Seconded: Shawna Brown

Unanimously Approved

Maria Fiore - Absent

Due date:

Status: Completed

Documents

- Special Board Meeting Minutes-2021-12-16-v1 (2).pdf
 - Minutes-2021-12-16-v1 (1).pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

Ana Kitselman presented the Curriculum Moment and answered questions of the board.

Status: Completed

Documents

- Screen Shot 2022-01-18 at 2.18.44 PM.png
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3. Public Comments

3.1. Public Comments

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

No public comment.

Status: Completed

4. Consent Items

4.1. Personnel Report

Motioned: Brent Pellico

Seconded: Shawna Brown

Unanimously Approved

Maria Fiore - Absent

Due date:

Status: Completed

Documents

- Personnel Report_Online 2.2.22.pdf



4.2. Check Register

Motioned: Brent Pellico

Seconded: Shawna Brown

Unanimously Approved

Maria Fiore - Absent

Due date:

Status: Completed

Documents

- iLEAD Online Payment Register 20220209.pdf
-

4.3. AB 361 Brown Act Resolution

Request approval of required Analysis of AB 361 Emergency Legislation regarding the ability of the Board and public to meet safely in person given measures to promote social distancing.

Motioned: Brent Pellico

Seconded: Shawna Brown

Unanimously Approved

Maria Fiore - Absent

Due date:

Status: Completed

Documents

- iLEAD Online - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements.pdf
-

5. Discussion And Reports

5.1. Learner Board Ambassador

Cassidy Jane, Matthew Iraheta, and Jameson presented the Learner Board Ambassador report and answered questions of the board.

Status: Completed

5.2. School Director Report

Erin Jones presented the School Director Report and answered questions of the board.

Status: Completed

Documents

- 2-17-22 Site Director Board Report .docx.pdf
-

5.3. Annual Form 700

Reminder to fill out the electronic Form 700 sent from the "COI Desk" through email by April 1.

Kim Lytle, iLEAD CA Support Provider, presented the AnnualForm 700 and answered questions of the board.



Status: Completed

Documents

- Annual Form 700 Electronic File Support Document.pdf
-

5.4. Mid Year LCAP and Supplement Funding Report

Given the additional funding received by the school after the adoption of the 2021 June LCAP, a report will be provided to review the additional funding streams, learning programs, trainings, educational partner engagement, materials, curriculum, and outcomes thus far within the 2021 - 2022 school year.

Lara Durell, iLEAD CA Support Provider, presented the Mid Year LCAP and Supplement Funding Report and answered questions of the board.

Status: Completed

Documents

- 2021-22 iLEAD Online LCAP Supplement DRAFT.docx.pdf
-

6. Action Items

6.1. First Interim Report

Request ratification of the First Interim Report related to the school budget through October 2021 which was required and submitted to your authorizer in December 2021.

Kelly O' Brien, iLEAD CA Support Provider, presented the First Interim Report and answered questions of the board.

Motioned: Brent Pellico

Seconded: Shawna Brown

Unanimously Approved

Maria Fiore - Absent

Due date:

Status: Completed

Documents

- 2122 ONLINE FIRST INTERIM DISTRICT PACKET.pdf
-

6.2. Revised ESSER III Plans

Request ratification of the Board approved ESSER III Plan has been revised and resubmitted according to requirements of the County Office of Education.

Lara Durell, iLEAD CA Support Provider, presented the Revised ESSER III Plans and answered questions of the board.

Motioned: Brent Pellico

Seconded: Shawna Brown

Unanimously Approved

Maria Fiore - Absent



Due date:

Status: Completed

Documents

- Revised & Redlined iLEAD_Online_2021-22_ESSER_III_Expenditure Plan.pdf
-

6.3. 2022 Emergency Operations Plan

Request approval of the 2022 Emergency Operations Plan.

No EOP was presented or action taken for this online school.

Due date:

Status: Completed

6.4. 2022-2023 School Calendar

Request approval of the 2022-2023 School Calendar.

Kim Lytle, , iLEAD CA Support Provider, presented the calendar and answered questions of the Board.

Motioned: Brent Pellico

Seconded: Shawna Brown

Unanimously Approved

Maria Fiore - Absent

Due date:

Status: Completed

Documents

- 2022-23 draft iLEAD Online Tracks A & C v2201141120.pdf
-

6.5. Board Member Term

Request approval to renew Shawna's term for another three years.

Motioned to renew the term: Brent Pellico

Seconded: Shawna Brown

Unanimously Approved

Maria Fiore - Absent

Due date:

Status: Completed

6.6. Board Member Roles

Review and alter Board Member Roles of President, Secretary, and Treasurer as the Board sees fit.

Tabled for next board meeting

Due date:

Status: Completed



7. Board Comments

7.1. Board Comments

Board members appreciate everything that is done to prepare a smooth board meeting. And are happy with everything our Online school is doing for our learners.

Status: Completed

8. Closing Items

8.1. Next Meeting Date - March 17, 2022

Status: Completed

8.2. Adjournment

Meeting adjourned at 6:29pm

Status: Completed

EMPLOYMENT – New Hires

Justin Albright - Care Team - Classroom Support - 2/11/22
Rebecca Chua - Care Team - Tutoring - 2/28/22
Sebastian McCullough - Care Team - Tutoring - 3/31/22

RESIGNATIONS/TERMINATIONS

Jennifer Slider - Educational Facilitator - 3/8/22
Noelani Murray - Care Team - Student Support - 4/1/22

STATUS CHANGE

Kelly Dyer - part time Educational Facilitator to full time Spanish Facilitator - 2/16/22

Company Name: iLEAD Online
Report Name: Payment Register
Report Title 2: Mission Valley Bank
Footer Text: 02/03/2022-04/06/2022
Created On: 4/7/22
Location: 116--iLEAD Online

Date	Vendor	GL account/Account label	Method	Amount	Memo
2/3/22	SCH009--School Pathways Holdings, LLC	5310--Professional Dues, Membe	EFT	6,946.94	Subscriptions
2/9/22	ILEA300--iLEAD California	5852--Student Services Expendi	EFT	53,095.17	iCA - Student Support
2/9/22	ILEA300--iLEAD California	4120--Core Curriculum - Softwa	EFT	10,056.84	iCA - Software
2/9/22	ILEA300--iLEAD California	5920--Internet Services	EFT	105.99	iCA - Verizon
2/9/22	ILEA300--iLEAD California	5610--Rent - Facilities Rent a	EFT	1,773.27	February Rent
2/9/22	NATI000--National Benefit Services	9536--403b Payable	EFT	610.00	403b 01.20.2022
2/10/22	MESV000--MES Vision	3401--Health & Welfare Benefit	EFT	1,191.59	EE Benefits 01.22
2/11/22	APPL000--Apple Inc	4430--IT Equipment & Supplies	EFT	10,860.05	Macbook
2/11/22	MAKE000--Maker Learning Network	5830--Operating Expenditures -	EFT	250.00	Monthly Marketing Reimbursement - KHTS
2/11/22	AMAZ116--Amazon Capital Services (Online)	4430--IT Equipment & Supplies	EFT	847.97	IT Supplies
2/14/22	LOSA001--Los Angeles County Office of Education (LACOE)	9535--Retirement Liability	Check 3818	23,197.84	Online STRS
2/16/22	CIGN000--Cigna Healthcare	3401--Health & Welfare Benefit	EFT	1,692.80	EE Benefits 02.22
2/16/22	LEGA003--Legal Shield	3402--Health & Welfare Benefit	EFT	111.10	EE Benefits 01.22
2/16/22	CIGN000--Cigna Healthcare	3401--Health & Welfare Benefit	EFT	1,692.80	EE Benefits 01.22
2/16/22	LEGA003--Legal Shield	3402--Health & Welfare Benefit	EFT	111.10	EE Benefits 12.21
2/16/22	AFLA000--AFLAC	3402--Health & Welfare Benefit	EFT	2,643.36	EE Benefits 12.21
2/16/22	SUNL000--Sun Life Assurance Company of Canada	3401--Health & Welfare Benefit	EFT	1,165.42	EE Benefits 11.21
2/17/22	SUNL000--Sun Life Assurance Company of Canada	3401--Health & Welfare Benefit	EFT	711.42	EE Benefits 12.21
2/18/22	MAKE000--Maker Learning Network	3401--Health & Welfare Benefit	EFT	83.34	Monthly HSA Reimbursement - Dunys
2/18/22	ILEA300--iLEAD California	5920--Internet Services	EFT	295.82	iCA - Utilities
2/18/22	EMP1474--Edith Voqes	5230--Conference & Workshop Re	EFT	30.00	Registration
2/18/22	AMAZ116--Amazon Capital Services (Online)	4420--NonClassroom Furniture &	EFT	1,182.56	Classroom Supplies
2/18/22	MAKE000--Maker Learning Network	5809--Professional Services -	EFT	5,338.81	Monthly Employee Leasing
2/18/22	EMP0198--Jones, Erin	5310--Professional Dues, Membe	EFT	31.50	Subscriptions 08.21-02.22
2/18/22	NATI000--National Benefit Services	9536--403b Payable	EFT	450.00	403b 02.04.2022
2/18/22	UPSF000--UPS	5940--Postage Expense	EFT	1,156.85	Postage
2/23/22	PURC000--Purchase Power	5940--Postage Expense	EFT	6.81	Postage
2/23/22	ARTH000--First Insurance Funding	9520--Payroll Liabilities	EFT	5,383.17	8th payment Acct# ILEASCH-02
2/23/22	AMAZ116--Amazon Capital Services (Online)	4305--Educational Supplies (Cl	EFT	2,672.42	Classroom Supplies
2/23/22	EMP1605--Ruth Bohannon	9520--Payroll Liabilities	EFT	1,075.80	Payroll
2/24/22	EMP0374--Johnson, Valencia	5210--Travel for PD, Conferenc	EFT	31.53	College Fair Parking
2/24/22	PROC000--Procopio, Cory, Hagreaves & Savitch	5808--Professional Services -	EFT	4,218.00	Labor & Employment
2/24/22	LOSA001--Los Angeles County Office of Education (LACOE)	9535--Retirement Liability	Check 3800	51,516.58	Online STRS
2/25/22	MESV000--MES Vision	3401--Health & Welfare Benefit	EFT	-1,191.59	EE Benefits 01.22
2/28/22	MESV000--MES Vision	3401--Health & Welfare Benefit	EFT	1,191.59	EE Benefits 01.22
3/2/22	TMOB000--T-Mobile	5920--Internet Services	EFT	809.56	Hotspots Acct# 966783616
3/2/22	AMAZ116--Amazon Capital Services (Online)	4420--NonClassroom Furniture &	EFT	743.42	Classroom Supplies
3/3/22	CLIF000--Clifton Larson Allen LLP	5804--Professional Services -	EFT	2,625.00	2nd progress billing for audit
3/3/22	EMP0281--Kimberly Lytle	4345--Printing & Reproduction	EFT	120.63	Board Member Supplies
3/3/22	EMP0263--Cynthia Marcus-Kobler	5808--Professional Services -	Check 3802	875.00	Settlement
3/3/22	EMP0263--Cynthia Marcus-Kobler	5808--Professional Services -	Check 3801	2,625.00	Settlement
3/7/22	MAKE000--Maker Learning Network	5801--Professional Services -	EFT	33,481.99	Monthly Service Fees
3/9/22	SCH009--School Pathways Holdings, LLC	5310--Professional Dues, Membe	EFT	75.00	Subscriptions
3/16/22	ARTH000--First Insurance Funding	5410--Liability Insurance	EFT	5,383.17	9th payment Acct# ILEASCH-02
3/17/22	AMAZ116--Amazon Capital Services (Online)	4305--Educational Supplies (Cl	EFT	38.27	Classroom Supplies
3/24/22	UPSF000--UPS	5940--Postage Expense	EFT	376.78	Postage
3/24/22	NATI000--National Benefit Services	9536--403b Payable	EFT	1,670.00	403b 02.18.2022
3/30/22	PURC000--Purchase Power	5940--Postage Expense	EFT	4.99	Postage

3/30/22	AMAZ116--Amazon Capital Services (Online)	4420--NonClassroom Furniture &	EFT	442.96	Classroom Supplies
3/30/22	PROC000--Procopio, Cory, Haqreaves & Savitch	5808--Professional Services -	EFT	912.00	Labor & Employment
3/30/22	CORP002--Corporate Filings LLC	5822--Operating Expenditures -	EFT	39.00	Registered Agent Service
3/30/22	MAKE000--Maker Learning Network	3602--Worker Compensation Insu	EFT	2,385.12	Gallagher Workers Comp and Office Supplies
4/1/22	WEXH000--WEX Health Inc.	5827--Operating Expenditures -	EFT	98.60	EE Benefits Serv Chrq 09.21
4/1/22	LOSA001--Los Angeles County Office of Education (LACOE)	9535--Retirement Liability	EFT	55,576.21	Online STRS
Total				\$ 298,819.55	



AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements Board Approved:

Whereas, the Governor signed an Executive Order Suspending the Brown Act until October 1, 2021,

Whereas, the Governor signed Emergency Legislation AB 361 in September 2021,

Whereas, according to AB 361, the public charter school Board may take advantage of additional flexibility in teleconference meetings so long as the school complies with the following:

- The public has access via internet and/or telephone to the Board meeting and can provide public comment in some electronic form,
- The charter school uses its sound discretion and makes reasonable efforts to adhere, as closely as possible, to the other provisions of the Brown Act in order to maximize transparency and provide public access.

Whereas, AB 361 states that:

- If there is a state of emergency proclaimed by the Governor, the same suspension of teleconferencing rules apply, if either state or local officials have imposed or recommended measures to promote social distancing or, by Board vote a finding imminent risk to health or safety of attendees.

Whereas, SB 361 requires:

- The Board must provide means of how public comment will be available (internet/by phone);
- If a technical disruption occurs, no action can be taken; and
- No early requirement for public comment will be set into place and the Board shall allow for “real time” comments during full public comment period; and
- The Board makes a finding every 30 days to continue teleconferencing.

Therefore, based on the Board’s 30-day reconsideration of the current circumstances of the State of Emergency and situations of the State of Emergency continues to directly impact the ability of members to meet safely in person, and/or the State or local officials continue to impose or recommend measures to promote social distancing;

The Board has determined that it will hold its next meeting in a hybrid mode allowing Board Members and the public to attend the meetings in person using social distancing requirements or virtually given individual needs and choice of the attendee.

iLEAD Online
School Director's Report -Erin Jones
4-14-22

PL

Data Informed Instruction
Testing Protocols Training focus
Optimistic MAP predictions +improved participation
Tutoring Program expansion

School Celebrations/Events

Springfest- LowerSchool April

Enrollment

Track A + C full year- 335
Track C summer only- 37

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM**
July 1, 2021 to June 30, 2022

Charter School Name: iLEAD Online
 CDS #: 19753090136531
 Charter Approving Entity: Acton-Aqua Dulce Unified School District
 County: Los Angeles
 Charter #: 1902

This charter school uses the following basis of accounting:

Please enter an "X" in the applicable box below; check

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	4,207,393.00	3,356,732.00	772,545.00	3,356,732.00		3,356,732.00	0
Education Protection Account - Current Year	8012	91,700.00	62,374.00	20,689.00	62,374.00		62,374.00	0
State Aid - Prior Years	8019	0.00	0.00		0.00		0.00	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	194,395.00	237,422.00	49,482.00	237,422.00		237,422.00	0
Other LCFF Transfers	8091, 8097	0.00	0.00		0.00		0.00	0
Total, LCFF Sources		4,493,488.00	3,656,528.00	842,716.00	3,656,528.00		3,656,528.00	0
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	0.00	0.00			0.00	0.00	0
Special Education - Federal	8181, 8182	0.00	0.00			0.00	0.00	0
Child Nutrition - Federal	8220	0.00	0.00			0.00	0.00	0
Other Federal Revenues	8290	233,872.00	254,135.00	82,753.00	0.00	254,135.00	254,135.00	0

	Total, Federal Revenues		233,872.00	254,135.00	82,753.00	0.00	254,135.00	254,135.00	0
3.	Other State Revenues								
	Special Education - State	StateRevSE	316,736.00	277,311.00	14,252.00		277,311.00	277,311.00	0
	Child Nutrition Programs	8520	0.00	0.00			0.00	0.00	0
	Mandated Costs Reimbursements	8550	9,860.00	9,860.00	7,844.00	9,860.00		9,860.00	0
	Lottery - Unrestricted and Instructional Materials	8560	91,248.00	82,080.00		58,680.00	23,400.00	82,080.00	0
	Low Performing Student Block Grant	8590	0.00	0.00		0.00	0.00	0.00	0
	All Other State Revenues	StateRevAO	140,673.00	140,673.00	8,120.00	0.00	140,673.00	140,673.00	0
	Total, Other State Revenues		558,517.00	509,924.00	30,216.00	68,540.00	441,384.00	509,924.00	0
4.	Other Local Revenues								
	Transfers from Sponsoring LEAs to Charter Schools	8791	0.00	0.00		0.00		0.00	0
	All Other Local Revenues	LocalRevAO	600,000.00	900,000.00	540,463.00	900,000.00	0.00	900,000.00	0
	Total, Local Revenues		600,000.00	900,000.00	540,463.00	900,000.00	0.00	900,000.00	0
5.	TOTAL REVENUES		5,885,877.00	5,320,587.00	1,496,148.00	4,625,068.00	695,519.00	5,320,587.00	0
B.	EXPENDITURES								
1.	Certificated Salaries								
	Teachers' Salaries	1100	2,264,698.00	1,948,553.00	1,143,817.00	1,777,079.00	171,474.00	1,948,553.00	0
	Certificated Pupil Support Salaries	1200	60,320.00	48,400.00	151.00	38,720.00	9,680.00	48,400.00	0
	Certificated Supervisors' and Administrators' Salaries	1300	115,340.00	308,901.00	188,368.00	282,430.00	26,471.00	308,901.00	0
	Other Certificated Salaries	1900	199,102.00	58,240.00	42,493.00	58,240.00	0.00	58,240.00	0
	Total, Certificated Salaries		2,639,460.00	2,364,094.00	1,374,829.00	2,156,469.00	207,625.00	2,364,094.00	0
2.	Non-certificated Salaries								
	Instructional Aides' Salaries	2100	29,796.00	230,198.00	116,866.00	204,718.00	25,480.00	230,198.00	0
	Non-certificated Support Salaries	2200	0.00	0.00		0.00	0.00	0.00	0
	Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	4,600.00	0.00	0.00	0.00	0
	Clerical and Office Salaries	2400	250,550.00	286,147.00	141,820.00	286,147.00	0.00	286,147.00	0
	Other Non-certificated Salaries	2900	254,800.00	0.00	763.00	0.00	0.00	0.00	0
	Total, Non-certificated Salaries		535,146.00	516,345.00	264,049.00	490,865.00	25,480.00	516,345.00	0

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
3. Employee Benefits								
STRS	3101-3102	446,597.00	400,003.00	214,192.00	361,441.00	38,562.00	400,003.00	0
PERS	3201-3202	0.00	0.00		0.00	0.00	0.00	0
OASDI / Medicare / Alternative	3301-3302	79,211.00	73,780.00	56,013.00	66,485.00	7,295.00	73,780.00	0
Health and Welfare Benefits	3401-3402	288,000.00	280,800.00	29,150.00	256,062.00	24,738.00	280,800.00	0
Unemployment Insurance	3501-3502	17,360.00	23,653.00	17,865.00	21,570.00	2,083.00	23,653.00	0
Workers' Compensation Insurance	3601-3602	95,238.00	86,413.00	2,379.00	77,988.00	8,425.00	86,413.00	0
Retiree Benefits	3701-3702	0.00	37,336.00		34,047.00	3,289.30	37,336.30	(0)
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00		0.00	0.00	0.00	0
Other Employee Benefits	3901-3902	32,109.00	0.00		0.00	0.00	0.00	0
Total, Employee Benefits		958,515.00	901,985.00	319,599.00	817,593.00	84,392.30	901,985.30	(0)
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	63,000.00	9,000.00	6,080.00	9,000.00	0.00	9,000.00	0
Books and Other Reference Materials	4200	100.00	100.00		100.00	0.00	100.00	0
Materials and Supplies	4300	68,188.00	20,038.00	5,594.00	20,038.00	0.00	20,038.00	0
Noncapitalized Equipment	4400	71,000.00	35,500.00	34,464.00	35,500.00	0.00	35,500.00	0
Food	4700	0.00	0.00		0.00	0.00	0.00	0
Total, Books and Supplies		202,288.00	64,638.00	46,138.00	64,638.00	0.00	64,638.00	0
5. Services and Other Operating Expenditures								
Subagreements for Services	5100	0.00	0.00		0.00	0.00		
Travel and Conferences	5200	10,000.00	12,145.00	6,447.00	0.00	12,145.00	12,145.00	0
Dues and Memberships	5300	75,000.00	0.00	22,173.00	0.00	0.00	0.00	0
Insurance	5400	35,335.00	35,335.00	13,208.00	35,335.00	0.00	35,335.00	0
Operations and Housekeeping Services	5500	0.00	0.00	746.00	0.00	0.00	0.00	0
Rentals, Leases, Repairs, and Noncap. Improvements	5600	18,432.00	12,500.00	12,413.00	12,500.00	0.00	12,500.00	0
Professional/Consulting Services and Operating Expend.	5800	1,301,924.00	982,793.00	436,607.00	616,916.00	365,876.70	982,792.70	0
Communications	5900	15,948.00	15,948.00	13,546.00	15,948.00	0.00	15,948.00	0

Total, Services and Other Operating Expenditures		1,456,639.00	1,058,721.00	505,140.00	680,699.00	378,021.70	1,058,720.70	0
6. Capital Outlay								
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
	Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00	0
	Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0
	Equipment	6400	0.00	0.00	0.00	0.00	0.00	0
	Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0
	Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00	0
	Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00	0
7. Other Outgo								
	Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0
	All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00	0
	Debt Service:							
	Interest	7438	0.00	0.00	0.00	0.00	0.00	0
	Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00	0
	Total, Other Outgo		0.00	0.00	0.00	0.00	0.00	0
8. TOTAL EXPENDITURES		5,792,048.00	4,905,783.00	2,509,755.00	4,210,264.00	695,519.00	4,905,783.00	0
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B)		93,829.00	414,804.00	(1,013,607.00)	414,804.00	0.00	414,804.00	0
Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)

D. OTHER FINANCING SOURCES / USES									
1.	Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0
2.	Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00	0
4.	TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00	0
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		93,829.00	414,804.00	(1,013,607.00)	414,804.00	0.00	414,804.00	0
F. FUND BALANCE, RESERVES									
1.	Beginning Fund Balance								
a.	As of July 1	9791	0.00	0.00		0.00		0.00	0
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00				0.00	0
c.	Adjusted Beginning Balance		0.00	0.00		0.00	0.00	0.00	
2.	Ending Fund Balance, Oct 31 (E + F.1.c.)		93,829.00	414,804.00		414,804.00	0.00	414,804.00	
Components of Ending Fund Balance:									
	Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00		0.00	0.00	0.00	
	Reserve for Stores (equals object 9320)	9712	0.00	0.00		0.00	0.00	0.00	
	Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00		0.00	0.00	0.00	
	All Others	9719	0.00	0.00		0.00	0.00	0.00	
	Legally Restricted Balance	9740	0.00	0.00			0.00	0.00	
	Designated for Economic Uncertainties	9770	0.00	0.00		0.00		0.00	
	Other Designations	9775, 9780	0.00	0.00		0.00	0.00	0.00	
	Net Investment in Capital Assets (Accrual Basis Only)	9796	0.00	0.00		0.00	0.00	0.00	
	Undesignated / Unappropriated Amount	9790	93,829.00	414,804.00		414,804.00	0.00	414,804.00	0

39)

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: iLEAD Online
 CDS #: 19753090136531
 Charter Approving Entity: Acton-Agua Dulce Unified School District
 County: Los Angeles
 Charter #: 1902
 Fiscal Year: 2021-22

Description	Object Code	2021-22 (populated from Alternative Form Tab)			Totals for 2022-23	Totals for 2023-24
		Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	3,356,732.00		3,356,732.00	3,611,988.00	3,910,479.00
Education Protection Account - Current Year	8012	62,374.00		62,374.00	67,036.00	72,544.00
State Aid - Prior Years	8019	0.00		0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	237,422.00		237,422.00	247,305.00	239,858.00
Other LCFF Transfers	8091, 8097	0.00		0.00	0.00	0.00
Total, LCFF Sources		3,656,528.00		3,656,528.00	3,926,329.00	4,222,881.00
2. Federal Revenues						
No Child Left Behind	8290		0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182		0.00	0.00	32,000.00	33,600.00
Child Nutrition - Federal	8220		0.00	0.00	0.00	0.00
Other Federal Revenues	8290	0.00	254,135.00	254,135.00	140,461.00	60,910.00
Total, Federal Revenues		0.00	254,135.00	254,135.00	172,461.00	94,510.00
3. Other State Revenues						
Special Education - State	StateRevSE		277,311.00	277,311.00	289,795.00	302,903.00

	Child Nutrition Programs	8520		0.00	0.00	0.00	0.00
	Mandated Costs Reimbursements	8550	9,860.00		9,860.00	13,646.00	14,700.00
	Lottery - Unrestricted and Instructional Materials	8560	58,680.00	23,400.00	82,080.00	86,184.00	90,493.00
	Low Performing Student Block Grant	8590	0.00	0.00	0.00	0.00	0.00
	All Other State Revenues	StateRevAO	0.00	140,673.00	140,673.00	140,673.00	140,673.00
	Total, Other State Revenues		68,540.00	441,384.00	509,924.00	530,298.00	548,769.00
4.	Other Local Revenues						
	Transfers from Sponsoring LEAs to Charter Schools	8791	0.00		0.00	0.00	0.00
	All Other Local Revenues	LocalRevAO	900,000.00	0.00	900,000.00	900,000.00	900,000.00
	Total, Local Revenues		900,000.00	0.00	900,000.00	900,000.00	900,000.00
5.	TOTAL REVENUES		4,625,068.00	695,519.00	5,320,587.00	5,529,088.00	5,766,160.00
B.	EXPENDITURES						
1.	Certificated Salaries						
	Teachers' Salaries	1100	1,777,079.00	171,474.00	1,948,553.00	2,190,286.00	2,234,092.00
	Certificated Pupil Support Salaries	1200	38,720.00	9,680.00	48,400.00	49,368.00	50,355.00
	Certificated Supervisors' and Administrators' Salaries	1300	282,430.00	26,471.00	308,901.00	315,079.00	321,381.00
	Other Certificated Salaries	1900	58,240.00	0.00	58,240.00	59,405.00	60,593.00
	Total, Certificated Salaries		2,156,469.00	207,625.00	2,364,094.00	2,614,138.00	2,666,421.00
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	204,718.00	25,480.00	230,198.00	399,922.00	407,920.00
	Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
	Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
	Clerical and Office Salaries	2400	286,147.00	0.00	286,147.00	291,870.00	297,707.00
	Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
	Total, Non-certificated Salaries		490,865.00	25,480.00	516,345.00	691,792.00	705,627.00
	Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2022-23	Totals for 2023-24
3.	Employee Benefits						

STRS	3101-3102	361,441.00	38,562.00	400,003.00	473,159.00	482,622.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	66,485.00	7,295.00	73,780.00	59,753.00	60,979.00
Health and Welfare Benefits	3401-3402	256,062.00	24,738.00	280,800.00	286,416.00	292,144.00
Unemployment Insurance	3501-3502	21,570.00	2,083.00	23,653.00	24,126.00	24,609.00
Workers' Compensation Insurance	3601-3602	77,988.00	8,425.00	86,413.00	99,178.00	101,161.00
Retiree Benefits	3701-3702	34,047.00	3,289.30	37,336.30	41,507.00	42,338.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		817,593.00	84,392.30	901,985.30	984,139.00	1,003,853.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	9,000.00	0.00	9,000.00	9,180.00	9,364.00
Books and Other Reference Materials	4200	100.00	0.00	100.00	102.00	104.00
Materials and Supplies	4300	20,038.00	0.00	20,038.00	20,439.00	20,848.00
Noncapitalized Equipment	4400	35,500.00	0.00	35,500.00	15,810.00	16,126.00
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		64,638.00	0.00	64,638.00	45,531.00	46,442.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	0.00	12,145.00	12,145.00	12,388.00	12,635.00
Dues and Memberships	5300	0.00	0.00	0.00	6,120.00	6,242.00
Insurance	5400	35,335.00	0.00	35,335.00	36,041.00	36,762.00
Operations and Housekeeping Services	5500	0.00	0.00	0.00	0.00	0.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,500.00	0.00	12,500.00	18,870.00	19,247.00
Professional/Consulting Services and Operating Expend	5800	616,916.00	365,876.70	982,792.70	1,002,449.00	1,022,498.00
Communications	5900	15,948.00	0.00	15,948.00	16,592.00	16,027.00
Total, Services and Other Operating Expenditures		680,699.00	378,021.70	1,058,720.70	1,092,460.00	1,113,411.00
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00

Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,210,264.00	695,519.00	4,905,783.00	5,428,060.00	5,535,754.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		414,804.00	0.00	414,804.00	101,028.00	230,406.00
Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2022-23	Totals for 2023-24
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00

4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		414,804.00	0.00	414,804.00	101,028.00	230,406.00
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance		0.00	0.00			
a. As of July 1	9791	0.00	0.00	0.00	414,804.00	515,832.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		0.00	0.00	0.00	414,804.00	515,832.00
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		414,804.00	0.00	414,804.00	515,832.00	746,238.00
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance	9740		0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9770	0.00		0.00	0.00	0.00
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	0.00
Net Investment in Capital Assests (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	0.00
Undesignated / Unappropriated Amount	9790	414,804.00	0.00	414,804.00	515,832.00	746,238.00



iLEAD Online Single Plan for Student Achievement

School Name: iLEAD Online

About the School: iLEAD Online Charter School is a K-12 independent study online public charter school authorized by the Acton Agua Dulce Unified School District in Los Angeles County and opened in July, 2017. The school meets the needs of families who prefer virtual learning for their children who are supported by a credentialed academic coach, facilitators and a program which supports educational options and flexibility. The school provides students and families flexibility of scheduling throughout the week to complete coursework and activities and offers a broad course catalog and unique customizable project approach for demonstrating mastery of the California State Standards.

School Mission and Vision:

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

The vision of iLEAD Online is that all learners will possess the knowledge, skills, and confidence to achieve health and wellness, master academic standards, develop a deep understanding of subject matter and collaborate effectively with the community in which they live. All learners will graduate college and career ready by meeting rigorous graduation requirements.

CDS Code:

19 75309 0136531

SSC Approval Date: March 14, 2022 **Local Board Approval Date:**

Purpose

The purpose of this plan is for targeted support and improvement for learners falling below proficient in English Language Arts and Math.

The school 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 Online'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 and parents.

The school receives Federal Title I, Title II, and Title IV funding from the Federal government.

Title I funding is allocated for Math and ELA interventions for targeted learners falling below proficiency levels. During the 2021-2022, Title II and Title IV funding will be transferred to the Title I budget in order to add additional support for direct services to targeted learners.



ESSA Requirements

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. 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, Board parents, and school leaders will review the SPSA 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

The annual SPSA process starts in the spring for the following school year and is finalized in the fall after initial learner assessment data is analyzed. The school utilizes numerous ways to obtain feedback and input for the development of the Single Plan for Student Achievement (SPSA) plan. The SPSA is reviewed and input is welcomed by the learners, staff, parents, Board Members, and community members. Staff reviews and analyzes the SPSA through staff meetings. A School Site Council meeting is held to review, give input, and approve the plan before going to the School Board Members for approval.



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 math.

Identified Need	There is a need to increase academic achievement in math and ELA for identified learners needing targeted 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 Grades 2-8 & 11	71.2% of learners were close, meeting, or exceeding benchmark standards on the 2021 Fall math MAP scores.	Improve by 2% in the Spring 2022 math MAP scores.

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Targeted Math Intervention	Identified learners falling below State proficiency levels.	Facilitator to work directly with identified learners falling below State proficiency levels. This facilitator will design, implement, and monitor strategies and activities to support math learning in alignment to California State Standards.	\$12,193	Title I



Goals, Strategies, Expenditures

Goal 2: Enhance academic support and interventions in order to address the needs of low-achieving learners in ELA and those at risk of not meeting the challenging state standards grades 9-12.

Identified Need	There is a need to increase academic achievement in ELA for identified learners needing targeted intervention based on internal NWEA ELA MAP scores.
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Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores Grades 2-8 & 11	90.5% of learners were close, meeting, or exceeding benchmark standards on the 2021 Fall ELA MAP scores.	Improve by 2% in the Spring 2022 ELA MAP scores.

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Target ELA Intervention	Identified learners falling below State proficiency levels.	Facilitator to work directly with identified learners falling below State proficiency levels. This employee will design, implement, and monitor strategies and activities to support ELA learning in alignment to California State Standards.	\$15,960	Title I

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$56,177
Total Federal Funds Provided to the School from the LEA for CSI	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$28,153
Total of Federal Title Funds for this school	\$56,177



Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)



[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory



groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.



[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]



Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as



instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the



strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and



b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

- i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
- ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
- iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
- v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
- ii. increase the amount and quality of learning time, and
- iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.



c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

- i. strategies to improve students' skills outside the academic subject areas;
- ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
- iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
- iv. professional development and other activities for facilitators, paraprofessionals, and other school personnel to improve instruction and use of data; and
- v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).



F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, facilitators, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:



1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, facilitators, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.



Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

iLEAD Online Charter School Learner Residency Policy

Board Approved:

California law requires that in order for a learner to be enrolled in iLEAD Online Charter School (“iLEAD Online”), the learner must reside within Los Angeles County, Ventura County, Kern County, San Bernardino County, or Orange County (collectively, the “Authorized Counties”). (Ed. Code, § 51747.3(c).)

The purpose of this Policy is to accomplish the following:

1. Define Residency
2. Outline Proof of Residency Requirements
3. Establish Where School Materials will be Mailed
4. Outline the Procedures for Children of Military Families
5. Outline the Procedures for Homeless Youth
6. Outline the Procedures for Foster Youth
7. Outline the Procedures for Migratory Youth
8. Outline the Procedures for the Investigation of Inaccurate, Suspicious or False Addresses for Learner Residency
9. Outline the Procedures for Disenrollment

1. Definition of Residency: For purposes of this Policy, a learner has residency in the state and county of the primary residence of the parent/guardian with whom that learner lives. If custody of a learner is shared between parents living separately, the learner may attend iLEAD Online if one of the parents meets the residency requirements.

2. Location of Learner Served. Some students at iLEAD Online may be eligible to receive specialized services, including but not limited to occupational therapy, speech therapy, and certain types of counseling services. Due to the licensing requirements for such services, by law some services may only be provided to a learner when the learner is physically located in California. For this reason, a learner on vacation or who otherwise seeks to participate in their educational program while outside California is responsible for notifying the school ahead of time and making the appropriate arrangements for such services.

3. Proof of Residency: Upon enrollment in iLEAD Online, the student’s parent/guardian is required to provide proof of residency. If the student’s residence changes, a parent/guardian must notify the school and provide updated residency information. Acceptable evidence that the

learner meets the residency requirements must be established by documentation showing the name and address of the parent/guardian, including but not limited to any of the following:

1. Property tax payment receipts.
2. Rental property contract, lease, or payment receipts.
3. Utility service contract, statement, or payment receipts (e.g., gas, water, electricity, etc.).
4. Pay stubs.
5. Voter registration.
6. Correspondence from a government agency (e.g., Social Security, Medi-Cal, etc.).
7. Any other acceptable evidence as determined by the iLEAD Online Director (e.g., Housing Questionnaire).

If the parent/guardian is not the primary resident at the home and does not have proof of residency (e.g., if living with another family), a Shared Residence Affidavit must be filled out by the parent/guardian and the primary resident.

4. Mailing of School Materials: All school materials will be mailed to the address identified in the student's proof of residency documentation. Mail or materials will only be sent to an address other than the address on-file with the school upon prior written approval from the iLEAD Online Director or designee.

5. Children of Military Families iLEAD Online shall allow the child of a military family to continue their education in iLEAD Online, regardless of any change of residence of the military family during that school year, for the duration of the student's status as a child of a military family. For a learner whose status changes due to the end of military service of their parent during a school year, iLEAD Online shall comply with either of the following, as applicable:

1. If the learner is enrolled in any grade K-8 at iLEAD Online, the learner must be allowed to continue their education in iLEAD Online through the duration of that academic school year; or
2. If the learner is enrolled in high school at iLEAD Online, the learner must be allowed to continue their education in iLEAD Online through graduation.

A “child of a military family” means a learner who meets the definition of “children of military families” in Education Code section 49701. This definition requires that the learner live with a parent who is on full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.

6. Homeless Youth: iLEAD Online will immediately enroll a homeless youth seeking enrollment in accordance with the federal McKinney-Vento Homeless Assistance Act and Education Code section 48850, regardless of whether the learner can show proof of residency. iLEAD Online will be considered the school of origin for a homeless youth if the learner was attending iLEAD Online when permanently housed, if iLEAD Online was the last school in which the learner was enrolled, or if otherwise required by law. Regardless of any change of residency, a homeless child may continue their education in the school of origin through the duration of homelessness. If the homeless student’s status changes before the end of the academic year so that the learner is no longer homeless, either of the following apply, regardless of where the learner resides:

1. If enrolled in high school at iLEAD Online, the formerly homeless youth must be allowed to continue their education at iLEAD Online through graduation.
2. If enrolled in any grade K-8 at iLEAD Online, the formerly homeless youth must be allowed to continue their education in iLEAD Online through the duration of the academic school year.

“Homeless child” and “homeless youth” have the same meaning as in 42 U.S.C. section 11434a(2).

7. Foster Youth: iLEAD Online will be considered the school of origin for a foster youth if the child was attending iLEAD Online when permanently housed, if iLEAD Online was the last school in which the learner was enrolled, or if otherwise required by law. Regardless of any change of residency, a foster child shall be allowed to continue their education in the school of origin for the duration of the jurisdiction of the court. iLEAD Online will serve former foster youth, as defined below, whose residency has changed as follows:

1. If the jurisdiction of the court is terminated before the end of an academic year at iLEAD Online, the former foster child who is in any grade K-8 must be allowed to continue their education in iLEAD Online through the duration of the academic school year.
2. If the jurisdiction of the court is terminated while a foster child is in high school at iLEAD Online, the former foster child must be allowed to continue their education in iLEAD Online through graduation.

“Foster child” has the same meaning as “foster youth,” as that term is defined in Education Code section 42238.01(b).

8. Migratory Youth: iLEAD Online shall allow a migratory youth to continue their education in iLEAD Online, regardless of any change of residence of the migratory youth during that school year, for the duration of the student’s status as a migratory youth. For a learner whose status changes as a migratory youth during a school year, iLEAD Online shall comply with either of the following, as applicable:

1. If the migratory youth is enrolled in any grade K-8 at iLEAD Online, the pupil must be allowed to continue their education in iLEAD Online through the duration of that academic school year.

2. If the migratory youth is enrolled in high school at iLEAD Online, the pupil must be allowed to continue their education in iLEAD Online through graduation.

The term “migratory youth” means a learner who meets the definition of “currently migratory child” in Education Code section 54441.

9. Investigation of Inaccurate, Suspicious or False Addresses for Learner Residency: If an employee of iLEAD Online reasonably believes that the parent/guardian of a learner has provided false or unreliable proof of residency, the school’s Director or designee may make reasonable efforts to determine that the learner actually meets the residency requirements. In order to initiate an investigation, the iLEAD Online employee who reasonably believes that false or unreliable proof of residency has been provided must document the facts supporting their belief and provide them to the iLEAD Online Director or designee.

An investigation of residency may include:

1. Searching the learner information system(s) by entering the student’s and parent’s/guardian’s names to locate siblings and review their residence information.

2. Speaking with the learner(s) and/or the parent/guardian for residence information. At no time, however, should any employee inquire about a student’s/family’s immigration status.

3. Mailing a letter to all known current and previous addresses requesting residency verification. The envelope should have “Do Not Forward-Address Correction Requested” written or stamped on it so that the letter will be returned to the school with the family’s current address. The new address should be entered into the learner information system(s). If the letter is not

returned or is returned with no forwarding information, the learner and their parent/guardian must be contacted to provide new information.

4. Conducting a home visit to establish residency at either the current or previous address.
5. Reviewing other publicly available documents to verify the address of students.

An investigation does not allow for the surreptitious photographing or video- recording of pupils whose residency is being investigated. “Surreptitious photographing or video-recording” means the covert collection of photographic or videographic images of persons or places subject to an investigation. The collection of images is not covert if the technology is used in open and public view.

At all times during an investigation of residency, those engaged in the investigation shall identify themselves truthfully as such to individuals contacted or interviewed during the course of the investigation.

Disenrollment Procedures: If iLEAD Online determines that a learner no longer meets the residency requirements to attend iLEAD Online, the iLEAD Online Director or designee shall notify the parent/guardian in writing of the school’s intent to disenroll the learner for that reason. The written notice shall be provided at least five school days before the effective date of the disenrollment, and shall be provided in the native language of the learner, the parent/guardian, or the educational rights holder. The notice shall inform the learner, the parent/guardian, or the educational rights holder of the right to request a hearing before a neutral officer within a reasonable number of days. If the parent, guardian, or educational rights holder requests a hearing, the learner shall remain enrolled until the school issues a final decision. At the hearing, the learner shall have a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and shall have the right to bring legal counsel or an advocate. If the parent does not request a hearing by the date stated in the written notice, the learner shall be disenrolled.
