



## 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

<b>Meeting Date</b>	Tuesday, October 26, 2021
<b>Start Time</b>	5:00 PM
<b>End Time</b>	6:30 PM
<b>Location</b>	Address: 11311 Frascati Street, Agua Dulce, CA 9190 Zoom Meeting: <a href="https://zoom.us/j/5395735793">https://zoom.us/j/5395735793</a> Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
<b>Purpose</b>	Regular Scheduled Meeting

### Agenda

#### 1. Opening Items

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1.1. Call The Meeting To Order	(5:00 PM - 5:00 PM)
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1.2. Roll Call	(5:00 PM - 5:00 PM)
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1.3. Pledge Of Allegiance	(5:00 PM - 5:00 PM)
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1.4. Approve Agenda	(5:00 PM - 5:00 PM)
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**Due date:** 10/26/2021

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1.5. Approve Minutes	(5:00 PM - 5:00 PM)
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**Due date:** 10/26/2021

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#### Documents

- Minutes-2021-09-07-v2.pdf
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#### 2. Curriculum Moment

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2.1. Curriculum Moment	(5:00 PM - 5:00 PM)
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An 8th grade representative will discuss their recent POL.

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#### 3. Public Comments

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3.1. Public Comments	(5:00 PM - 5:00 PM)
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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.

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## 4. Consent Items

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### 4.1. Personnel Report

(5:00 PM - 5:00 PM)

**Due date:** 10/26/2021

#### Documents

- Personnel Report\_Agua Dulce 10.19.2021.pdf

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### 4.2. Check Register

(5:00 PM - 5:00 PM)

**Due date:** 10/26/2021

#### Documents

- iAD Payment Register 20211020.pdf

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## 5. Discussion And Reports

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### 5.1. School Director Report

(5:00 PM - 5:00 PM)

Site Director report will be presented to the Board.

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### 5.2. The iDEAL Process

(5:00 PM - 5:00 PM)

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## 6. Action Items

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### 6.1. 2020-2021 Unaudited Actuals

(5:00 PM - 5:00 PM)

Request approval of the unaudited actuals as proposed for last schools year.

**Due date:** 10/26/2021

#### Documents

- iLEAD Agua Dulce Form Debt.pdf
- Ilead agua dulce signed ua.pdf

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### 6.2. ESSER III Expenditure Report

(5:00 PM - 5:00 PM)

Request approval of required Expenditure Plan For ESSER III one time funding based on allowable expenditures.

**Due date:** 10/26/2021

#### Documents

- iLEAD Agua Dulce 2021-22 ESSER III Expenditure Plan DRAFT.docx.pdf

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### 6.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements (5:00 PM - 5:00 PM)

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.

**Due date:** 10/26/2021

#### Documents

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

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### 6.4. Revised Uniform Complaint Policy

(5:00 PM - 5:00 PM)



Request approval of the Revised Uniform Complaint Policy to follow the legal requirements for public concerns to be addressed.

**Due date:** 10/26/2021

Documents

- iLEAD Agua Dulce Uniform Complaint Policy.pdf

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## 6.5. Equity Policy

(5:00 PM - 5:00 PM)

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

**Due date:** 10/26/2021

Documents

- Equity Policy - iLEAD Agua Dulce.pdf

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## 6.6. Revised - Independent Study Policy

(5:00 PM - 5:00 PM)

**Due date:** 10/26/2021

Documents

- iAD\_ Independent Study Policy(5245720.1).pdf

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# 7. Board Comments

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## 7.1. Board Comments

(5:00 PM - 5:00 PM)

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# 8. Closing Items

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## 8.1. Next Meeting Date November 9th

(5:00 PM - 5:00 PM)

Our next scheduled meeting is November 9, 2021 at 5PM.

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## 8.2. Adjournment

(5:00 PM - 5:00 PM)

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

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

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



## MEETING MINUTES - iLEAD Agua Dulce Board

### Meeting

<b>Date</b>	Tuesday, September 7, 2021
<b>Started</b>	5:07 PM
<b>Ended</b>	5:35 PM
<b>Location</b>	Address: 11311 Frascati Street, Agua Dulce, CA 9190 Zoom Meeting: <a href="https://zoom.us/j/5395735793">https://zoom.us/j/5395735793</a> Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
<b>Purpose</b>	Regular scheduled meeting
<b>Chaired by</b>	Christine Johnson
<b>Recorder</b>	Nicole Higdon

### Minutes

## 1. Opening Items

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### 1.1. Call The Meeting To Order

Meeting was called to order by the President at 5:07PM.

**Status:** Completed

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### 1.2. Roll Call

Present: Christine Johnson

Present: Mary Johnson

Present: Kurt Knechtel

Absent: Susan Slates

Absent: Lester Mascon

**Status:** Completed

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### 1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

**Status:** Completed

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### 1.4. Approve Agenda

Motion: Mary Johnson

Seconded: Christine Johnson

Unanimously passed.

Absent: Lester Mascon

Absent: Susan Slates



**Due date:**

**Status:** Completed

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### 1.5. Approve Minutes

Motion: Mary Johnson

Seconded: Kurt Knechtel

Unanimously passed.

Absent: Lester Mascon

Absent: Susan Slates

**Due date:**

**Status:** Completed

#### Documents

- Minutes-2021-06-08-v3.pdf
  - Minutes-2021-07-27-v1.pdf
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## 2. Curriculum Moment

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### 2.1. Curriculum Moment

Our first Freshman Ambassadors will be reporting on the new Ambassador program and what their plans are for this year.

Freshman Ambassadors discussed the new Ambassador program at the school and what their plans are for the program.

**Status:** Completed

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## 3. Public Comments

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### 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 comments made.

**Status:** Completed

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## 4. Consent Items

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### 4.1. Personnel Report

Motion: Mary Johnson

Seconded: Kurt Knechtel

Unanimously passed.



Absent: Lester Mascon

Absent: Susan Slates

**Due date:**

**Status:** Completed

Documents

- Personnel Report\_Agua Dulce 9.2.2021-2.pdf
- 

#### 4.2. Check Register

Motion: Mary Johnson

Seconded: Kurt Knechtel

Unanimously passed.

Absent: Lester Mascon

Absent: Susan Slates

**Due date:**

**Status:** Completed

Documents

- iAD Payment Register 20210901.pdf
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## 5. Discussion And Reports

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### 5.1. School Director Report

Lisa Latimer, Site Director, presented the Director's report which included current events such as a successful campus clean-up, the first in person iSupport meeting in over a year, the upcoming virtual Back to School Night & time capsule. She also discussed new campus pets, Petunia and Links and the upcoming school wide over arching driving question "How can we teach others how to be an iLEADER?"

**Status:** Completed

Documents

- Site Director Board Report - Sept.pdf
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### 5.2. Budget Report

Kelly O'Brien, iLEAD Support Provider, reported the Budget Report and answered questions of the Board.

**Status:** Completed

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## 6. Action Items

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### 6.1. Revised Uniform Complaint Policy

Request approval of the Revised Uniform Complaint Policy to follow the legal requirements for public concerns to be addressed.

Mary Johnson requested this item be tabled because the document wasn't attached in a timely manner.

**EMPLOYMENT – NEW HIRES**

Derek Fowler - Student Support - Ed Specialist - 9/16/21

Anthony Ares - Care Team Floater - 9/27/21

**RESIGNATIONS/TERMINATIONS**

N/A

**STATUS CHANGE**

N/A



**Due date:** 10/26/2021

**Status:** Deferred until 10/26/2021

Documents

- iLEAD Agua Dulce Uniform Complaint Policy.pdf
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## 7. Board Comments

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### 7.1. Board Comments

No comments were made.

**Status:** Completed

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## 8. Closing Items

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### 8.1. Next Meeting Date Tuesday, October 26th

Next meeting is Tuesday, October 26th at 5PM.

The next meeting will be Tuesday, October 26th at 5PM.

**Status:** Completed

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### 8.2. Adjournment

The meeting was adjourned at 5:35PM.

**Status:** Completed

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**Company Name:** iLEAD Agua Dulce  
**Report Name:** Payment Register  
**Report Title 2:** Mission Valley Bank  
**Footer Text:** 09/01/2021-10/20/2021  
**Created On:** 10/21/21  
**Location:** 118--iLEAD Agua Dulce

Date	Vendor	Method	Amount	GL account/Account label	Memo
9/7/21	AMAZ100--Amazon Capital Services (iCA)	EFT	6,354.02	4410--Classroom Furniture & Eq	iAD- Classroom Supplies- IPI
9/7/21	APPL000--Apple Inc	EFT	549.86	4430--IT Equipment & Supplies	iAD- MacBooks SPED
9/7/21	CREA004--Creative Mathematics	EFT	1,195.00	5230--Conference & Workshop Re	iAD- Registration
9/7/21	EDI118A--Southern California Edison 9069	EFT	4,356.34	5510--Utilities - Electricity	iAD- Acct#700386499069
9/7/21	ILEA300--iLEAD California	EFT	1,918.60	5240--Professional Development	iAD-iCC1 Support Services
9/7/21	ILEA300--iLEAD California	EFT	461.00	5240--Professional Development	iAD-iCC1 Support Services
9/7/21	ILEA300--iLEAD California	EFT	4,116.15	5240--Professional Development	iAD-iCC1 Support Services
9/7/21	KIDA004--KIDA Academy, LLC.	EFT	55.00	5851--Student Services Expendi	iAD- OT Assessment
9/7/21	MAKE000--Maker Learning Network	EFT	9,719.00	5801--Professional Services -	iAD-Monthly Service Fees
9/7/21	MCCA000--McCalla Company	EFT	811.46	4325--Custodial Supplies	iAD-Cleaning Supplies
9/7/21	MEAL000--The CLM Group Inc	EFT	93.75	5850--Student Services Expendi	iAD- -Training
9/7/21	MONT008--Montalv Mechanical	EFT	624.00	5630--Repairs & Maintenance -	iAD- Facilities and Maintenance
9/8/21	LIFE000--Life Insurance Company of North America	EFT	1,469.69	3401--Health & Welfare Benefit	EE Benefits 07.21
9/8/21	MCCA000--McCalla Company	EFT	713.29	4325--Custodial Supplies	iAD-Cleaning Supplies
9/9/21	OASI003--Oasis Integration	EFT	1,182.35	4430--IT Equipment & Supplies	iAD- IT Supplies
9/14/21	AMAZ100--Amazon Capital Services (iCA)	EFT	1,132.36	4305--Educational Supplies (CI	iAD- Classroom Supplies
9/14/21	APPL000--Apple Inc	EFT	549.86	4335--Home Study Stipend	iAD-Exploration
9/14/21	ATT118A--AT&T 9839	EFT	437.03	5910--Telephone & Fax	iAD- Acct# 661 268-0087 983 9
9/14/21	EMP0699--Ramirez, Gladys	EFT	779.57	5829--Operating Expenditures -	iAD-Classroom , Postage, Facilities and Event Supplies
9/14/21	EMP1123--Nicole Higdon	EFT	88.52	4305--Educational Supplies (CI	iAD - Classroom Supplies
9/14/21	EMP1881--Correna Lairson	EFT	361.08	4410--Classroom Furniture & Eq	iAD-Classroom Supplies
9/14/21	FRES001--Fresh Start Healthy Meals, Inc.	EFT	3,244.00	4710--Vended Food Service	iAD-August Food Service
9/14/21	LLPC000--Lisa Latimer	EFT	252.47	4355--Facilities Supplies	iAD- Facilities Supplies
9/14/21	TIM118A--Time Warner Cable 9656	EFT	384.96	5920--Internet Services	iAD- Acct#8448 20 003 0439656
9/14/21	WAS118A--Waste Management 3008	EFT	844.19	5540--Utilities - Trash	Service 09/01-09/30
9/16/21	AETN000--Aetna	EFT	2,343.64	3401--Health & Welfare Benefit	EE Benefits 08.21
9/16/21	AMAZ100--Amazon Capital Services (iCA)	EFT	1,319.79	4305--Educational Supplies (CI	iAD- Facilities Supplies- IPI
9/16/21	CIGN000--Cigna Healthcare	EFT	768.43	3401--Health & Welfare Benefit	EE Benefits 09.21
9/16/21	CIGN000--Cigna Healthcare	EFT	591.34	3401--Health & Welfare Benefit	EE Benefits 08.21
9/16/21	EMP1881--Correna Lairson	EFT	71.44	4305--Educational Supplies (CI	iAD-Classroom Supplies
9/16/21	ILEA300--iLEAD California	EFT	718.27	4710--Vended Food Service	iAD-iCC1 Intercompany Transactions 20-21
9/16/21	ILEA300--iLEAD California	EFT	2,190.95	4120--Core Curriculum - Softwa	iAD-iCC1 Intercompany Transactions 20-21
9/16/21	INSI000--Inside SCV Magazine	EFT	135.00	5830--Operating Expenditures -	iAD-October Advertising
9/16/21	KAIS000--Kaiser Foundation Health Plan	EFT	8,265.68	3401--Health & Welfare Benefit	EE Benefits 09.21
9/16/21	KAIS000--Kaiser Foundation Health Plan	EFT	4,667.99	3401--Health & Welfare Benefit	EE Benefits 08.21
9/16/21	LEGA003--Legal Shield	EFT	89.70	3402--Health & Welfare Benefit	EE Benefits 08.21
9/16/21	LIFE000--Life Insurance Company of North America	EFT	349.39	3401--Health & Welfare Benefit	EE Benefits 08.21
9/16/21	LLPC000--Lisa Latimer	EFT	246.07	5829--Operating Expenditures -	iAD- Event Supplies
9/16/21	MCCA000--McCalla Company	EFT	678.82	4325--Custodial Supplies	iAD-Cleaning Supplies
9/16/21	MESV000--MES Vision	EFT	185.37	3402--Health & Welfare Benefit	EE Benefits 09.21
9/16/21	MESV000--MES Vision	EFT	280.05	3401--Health & Welfare Benefit	EE Benefits 08.21
9/16/21	PROC000--Procopio, Cory, Hagreaves & Savitch	EFT	912.00	5808--Professional Services -	iAD- Legal Bills
9/16/21	SMIT000--Smith and June Media	EFT	600.00	5830--Operating Expenditures -	AD-Marketing and Advertising
9/20/21	EMP1768--Leslie Howard Ortiz	EFT	563.94	9520--Payroll Liabilities	iAD- Payroll
9/21/21	SPAR001--Sparkletts	EFT	257.65	4340--Office Supplies	iAD- Water Service
9/22/21	MONT008--Montalv Mechanical	EFT	987.00	5630--Repairs & Maintenance -	iAD- Facilities and Maintenance
9/23/21	ARTH000--First Insurance Funding	EFT	3,583.76	5410--Liability Insurance	Agua Dulce-3rd Installment Acct# ILEASCH-02
9/23/21	JIVE000--Jive Communications, Inc.	EFT	387.30	5910--Telephone & Fax	iAD-9/1/21-9/30/21
9/27/21	AMAZ100--Amazon Capital Services (iCA)	EFT	493.07	4355--Facilities Supplies	iAD-Classroom and Facilities Supplies- IPI

9/27/21	Emp0313--Fredette, Kathleen	EFT	1,240.26	4345--Printing & Reproduction	iAD- Printing- Next Generation Science Standards
9/27/21	SPAR001--Sparkletts	EFT	46.92	4340--Office Supplies	iAD- Water Service
9/29/21	HOME010--Home Made Restaurant	EFT	648.95	5240--Professional Development	iAD- PD
9/29/21	LLGR000--Gladys Ramirez	EFT	498.54	4355--Facilities Supplies	iAD- Facilities Supplies
9/29/21	LOSA001--Los Angeles County Office of Education (LACOE)	Check 2058	22,158.57	9535--Retirement Liability	iAD STRS
9/29/21	RAIN000--Rainbow Resource Center Inc [P]	EFT	113.66	4335--Home Study Stipend	iAD - EMR - Curriculum
9/29/21	SMIT000--Smith and June Media	EFT	1,070.00	5830--Operating Expenditures -	AD-Marketing and Advertising
10/1/21	AFFO000--Affordable Copier Service	EFT	486.18	4345--Printing & Reproduction	iAD-Printing Supplies
10/1/21	AMAZ100--Amazon Capital Services (iCA)	EFT	498.88	4420--NonClassroom Furniture &	iAD-Classroom Supplies
10/1/21	EDI118A--Southern California Edison 9069	EFT	6,373.14	5510--Utilities - Electricity	iAD- Acct#700386499069
10/1/21	ELEM000--Elementalscience [P]	EFT	34.50	4335--Home Study Stipend	iAD-EMR-Curriculum
10/1/21	EMP1838--Arminee Movsyan	EFT	250.00	5230--Conference & Workshop Re	iAD- Conference
10/1/21	IVYK000--Ivy Kids LLC [P]	EFT	215.70	4335--Home Study Stipend	iAD- EMR- Curriculum
10/1/21	LAKE000--Lakeshore Learning Materials	EFT	1,695.76	4110--Core Curriculum - Texts,	iAD- Curriculum
10/1/21	MAKE000--Maker Learning Network	EFT	9,719.00	5801--Professional Services -	iAD- Service Fees
10/1/21	OFFI000--Office Depot [P]	EFT	88.24	4335--Home Study Stipend	iAD - EMR - Curriculum
10/1/21	RAIN000--Rainbow Resource Center Inc [P]	EFT	105.98	4335--Home Study Stipend	iAD - EMR - Curriculum
10/1/21	TEAC004--Teaching Textbooks Inc [P]	EFT	43.08	4335--Home Study Stipend	iAD-EMR-Curriculum
10/4/21	CLUB002--Club SciKidzlabs LLC	EFT	235.10	4335--Home Study Stipend	iAD - EMR- Curriculum
10/4/21	SCHO017--Scholastic Book Fairs	EFT	4.33	5853--Student Services Expendi	iAD- Balance-
10/5/21	AMAZ100--Amazon Capital Services (iCA)	EFT	306.58	4330--Health & Safety	iAD-Classroom Supplies
10/7/21	AMAZ100--Amazon Capital Services (iCA)	EFT	34.08	4355--Facilities Supplies	iAD- Facilities Supplies- IPI
10/7/21	ILEA300--iLEAD California	EFT	764.80	5240--Professional Development	iAD-ICC1 Intercompany Transactions 20-21
10/7/21	MCCA000--McCalla Company	EFT	540.98	4325--Custodial Supplies	iAD-Cleaning Supplies
10/12/21	AMAZ100--Amazon Capital Services (iCA)	EFT	251.27	4355--Facilities Supplies	iAD- Facilities Supplies- IPI
10/12/21	ATT118A--AT&T 9839	EFT	437.03	5910--Telephone & Fax	iAD- Acct# 661 268-0087 983 9
10/12/21	CPME000--CPM Educational Program	EFT	100.00	4110--Core Curriculum - Texts,	iAD- Curriculum
10/12/21	CREA004--Creative Mathematics	EFT	96.80	4110--Core Curriculum - Texts,	iAD- Pattern Sticks
10/12/21	EMP1123--Nicole Higdon	EFT	97.10	4305--Educational Supplies (CI	iAD - Classroom Supplies
10/12/21	LEGA003--Legal Shield	EFT	89.70	3401--Health & Welfare Benefit	EE Benefits 07.21
10/12/21	LEGA003--Legal Shield	EFT	118.60	3401--Health & Welfare Benefit	EE Benefits 09.21
10/12/21	MOVI000--Moving Beyond the Page	EFT	33.92	4335--Home Study Stipend	iAD- EMR-Curriculum
10/12/21	NAVI001--Navigate360, LLC	EFT	400.00	5310--Professional Dues, Membe	iAD- Subscription
10/13/21	AMAZ100--Amazon Capital Services (iCA)	EFT	226.13	4340--Office Supplies	iAD-Classroom Supplies
10/13/21	JIVE000--Jive Communications, Inc.	EFT	385.71	5910--Telephone & Fax	iAD-10/1/21-10/30/21
10/13/21	LITT000--Little Passports [P]	EFT	79.71	4335--Home Study Stipend	iAD - EMR - Curriculum
10/20/21	AMAZ100--Amazon Capital Services (iCA)	EFT	1,581.28	4305--Educational Supplies (CI	iAD-Classroom Supplies
10/20/21	DANC007--Dancin' In Acton, Inc.	EFT	165.00	4335--Home Study Stipend	iAD - VCI -Curriculum
10/20/21	ILEA300--iLEAD California	EFT	25.00	5940--Postage Expense	iAD-ICC1 July Postage
10/20/21	ILEA300--iLEAD California	EFT	21,298.00	5852--Student Services Expendi	iAD-ICC1 Student Support
10/20/21	ILEA300--iLEAD California	EFT	19,200.00	5801--Professional Services -	iAD-ICC1 Shared Service - June 2021 - 3.83%
10/20/21	INSI000--Inside SCV Magazine	EFT	135.00	5830--Operating Expenditures -	iAD-November Advertising
10/20/21	IRON000--Iron Fist Martial Arts [S]	EFT	76.00	4335--Home Study Stipend	iAD - VCI - Curriculum
10/20/21	KTPL000--K & T Plumbing	EFT	1,130.00	5630--Repairs & Maintenance -	iAD- Facilities and Maintenance
10/20/21	LAVI000--LaVine Equestrian	EFT	240.00	4335--Home Study Stipend	iAD - VCI - Curriculum
10/20/21	MEMO000--Memoria Press [P]	EFT	28.31	4335--Home Study Stipend	iAD-EMR-Curriculum
10/20/21	OWLC000--OwlCrate Enterprises, Inc.	EFT	237.83	4335--Home Study Stipend	iAD - EMR - Curriculum
10/20/21	PROC000--Procopio, Cory, Hagreaves & Savitch	EFT	152.00	5808--Professional Services -	iAD- Legal Bills
10/20/21	SOMM001--Bio Box Labs	EFT	187.08	4335--Home Study Stipend	iAD-EMR-Curriculum
10/20/21	SPAR001--Sparkletts	EFT	452.51	4340--Office Supplies	iAD- Water Service
			<b>\$ 166,777.41</b>		

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**  
July 1, 2020 to June 30, 2021

**CHARTER SCHOOL CERTIFICATION**

**Charter School Name:** 19753090138297

**CDS #:** iLEAD Agua Dulce\_FY2021\_UnauditedActuals\_09102021

**Charter Approving Entity:** Acton-Agua Dulce Unified School District

**County:** Los Angeles

**Charter #:** 2003

**NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:**

For information regarding this report, please contact:

For County Fiscal Contact:

For Approving Entity:

For Charter School:

Name

Name

Lisa Latimer

Name

Title

Title

School Director

Title

Telephone

Telephone

6612686386

Telephone

Email address

Email address

director@ileadaguadulce.org

Email address

To the entity that approved the charter school:

(  X ) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Charter School Official  
(Original signature required)

Printed

Name: Lisa Latimer

Title: \_\_\_\_\_

To the County Superintendent of Schools:

(  X ) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Printed

Name: \_\_\_\_\_

Title: \_\_\_\_\_

To the Superintendent of Public Instruction:

(  X ) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



**CHARTER SCHOOL UNAUDITED ACTUAL  
FINANCIAL REPORT -- ALTERNATIVE F**

**July 1, 2020 to June 30, 2021**

**Charter School Name:** 19753090138297

**CDS #:** iLEAD Agua Dulce F

**Charter Approving Entity:** Acton-Agua Dulce U

**County:** Los Angeles

**Charter #:** 2003

**This charter school uses the following basis of accounting:**

**(Please enter an "X" in the applicable box below; check only one box)**

☐ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net F  
9400-9489, 9660-9669, 9796, and 9797)

☒ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-  
and 9711-9789)

Description	Object Code
<b>A. REVENUES</b>	
1. LCFF Sources	
State Aid - Current Year	8011
Education Protection Account State Aid - Current Year	8012
State Aid - Prior Years	8019
Transfers to Charter Schools in Lieu of Property Taxes	8096
Other LCFF Transfers	8091, 8097
Total, LCFF Sources	
2. Federal Revenues (see NOTE in Section L)	
No Child Left Behind/Every Student Succeeds Act	8290
Special Education - Federal	8181, 8182
Child Nutrition - Federal	8220
Donated Food Commodities	8221
Other Federal Revenues	8110, 8260-8299
Total, Federal Revenues	
3. Other State Revenues	
Special Education - State	StateRevSE
All Other State Revenues	StateRevAO
Total, Other State Revenues	
4. Other Local Revenues	
All Other Local Revenues	LocalRevAO
Total, Local Revenues	
5. TOTAL REVENUES	
<b>B. EXPENDITURES (see NOTE in Section L)</b>	
1. Certificated Salaries	
Certificated Teachers' Salaries	1100
Certificated Pupil Support Salaries	1200
Certificated Supervisors' and Administrators' Salaries	1300
Other Certificated Salaries	1900
Total, Certificated Salaries	
2. Non-Certificated Salaries	

**CHARTER SCHOOL UNAUDITED ACTUAL  
FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2020 to June 30, 2021**

**Charter School Name:** 19753090138297

**CDS #:** iLEAD Agua Dulce F

Noncertificated Instructional Salaries	2100
Noncertificated Support Salaries	2200
Noncertificated Supervisors' and Administrators' Salaries	2300
Clerical, Technical and Office Salaries	2400
Other Noncertificated Salaries	2900
Total, Noncertificated Salaries	

**CHARTER SCHOOL UNAUDITED ACTUAL  
FINANCIAL REPORT -- ALTERNATIVE F**

**July 1, 2020 to June 30, 2021**

**Charter School Name:** 19753090138297

**CDS #:** iLEAD Agua Dulce F

<b>Description</b>	<b>Object Code</b>
<b>3. Employee Benefits</b>	
STRS	3101-3102
PERS	3201-3202
OASDI / Medicare / Alternative	3301-3302
Health and Welfare Benefits	3401-3402
Unemployment Insurance	3501-3502
Workers' Compensation Insurance	3601-3602
OPEB, Allocated	3701-3702
OPEB, Active Employees	3751-3752
Other Employee Benefits	3901-3902
Total, Employee Benefits	
<b>4. Books and Supplies</b>	
Approved Textbooks and Core Curricula Materials	4100
Books and Other Reference Materials	4200
Materials and Supplies	4300
Noncapitalized Equipment	4400
Food	4700
Total, Books and Supplies	
<b>5. Services and Other Operating Expenditures</b>	
Subagreements for Services	5100
Travel and Conferences	5200
Dues and Memberships	5300
Insurance	5400
Operations and Housekeeping Services	5500
Rentals, Leases, Repairs, and Noncap. Improvements	5600
Transfers of Direct Costs	5700-5799
Professional/Consulting Services and Operating Expend.	5800
Communications	5900
Total, Services and Other Operating Expenditures	
<b>6. Capital Outlay</b>	
(Objects 6100-6170, 6200-6500 modified accrual basis only)	
Land and Land Improvements	6100-6170
Buildings and Improvements of Buildings	6200
Books and Media for New School Libraries or Major	
Expansion of School Libraries	6300
Equipment	6400
Equipment Replacement	6500
Depreciation Expense (accrual basis only)	6900
Total, Capital Outlay	
<b>7. Other Outgo</b>	
Tuition to Other Schools	7110-7143
Transfers of Revenues to Other LEAs	7211-7213
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE

CHARTER SCHOOL UNAUDITED ACTUAL  
FINANCIAL REPORT -- ALTERNATIVE F

July 1, 2020 to June 30, 2021

Charter School Name: 19753090138297

CDS #: iLEAD Agua Dulce F

Transfers of Apportionments to Other LEAs - All Other	7221-7223AO
All Other Transfers	7281-7299
Transfers of Indirect Costs	7300-7399
Debt Service:	
Interest	7438
Principal (for modified accrual basis only)	7439
Total Debt Service	
Total, Other Outgo	

**8. TOTAL EXPENDITURES**

**CHARTER SCHOOL UNAUDITED ACTUAL  
FINANCIAL REPORT -- ALTERNATIVE F**

July 1, 2020 to June 30, 2021

Charter School Name: 19753090138297

CDS #: iLEAD Agua Dulce F

Description	Object Code
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>	
<b>D. OTHER FINANCING SOURCES / USES</b>	
1. Other Sources	8930-8979
2. Less: Other Uses	7630-7699
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>	
<b>F. FUND BALANCE / NET POSITION</b>	
1. Beginning Fund Balance/Net Position	
a. As of July 1	9791
b. Adjustments/Restatements	9793, 9795
c. Adjusted Beginning Fund Balance /Net Position	
2. Ending Fund Balance /Net Position, June 30 (E+F1c)	
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>	
a. Nonspendable	
1. Revolving Cash (equals Object 9130)	9711
2. Stores (equals Object 9320)	9712
3. Prepaid Expenditures (equals Object 9330)	9713
4. All Others	9719
b. Restricted	9740
c. Committed	
1. Stabilization Arrangements	9750
2. Other Commitments	9760
d. Assigned	9780
e. Unassigned/Unappropriated	
1. Reserve for Economic Uncertainties	9789
2. Unassigned/Unappropriated Amount	9790M
<b>3. Components of Ending Net Position (Accrual Basis only)</b>	
a. Net Investment in Capital Assets	9796
b. Restricted Net Position	9797
c. Unrestricted Net Position	9790A

**CHARTER SCHOOL UNAUDITED ACTUAL  
FINANCIAL REPORT -- ALTERNATIVE F**

July 1, 2020 to June 30, 2021

Charter School Name: 19753090138297

CDS #: iLEAD Agua Dulce F

Description	Object Code
<b>G. ASSETS</b>	
1. Cash	
In County Treasury	9110
Fair Value Adjustment to Cash in County Treasury	9111
In Banks	9120
In Revolving Fund	9130
With Fiscal Agent/Trustee	9135
Collections Awaiting Deposit	9140
2. Investments	9150
3. Accounts Receivable	9200
4. Due from Grantor Governments	9290
5. Stores	9320
6. Prepaid Expenditures (Expenses)	9330
7. Other Current Assets	9340
8. Capital Assets (accrual basis only)	9400-9489
9. TOTAL ASSETS	
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>	
1. Deferred Outflows of Resources	9490
2. TOTAL DEFERRED OUTFLOWS	
<b>I. LIABILITIES</b>	
1. Accounts Payable	9500
2. Due to Grantor Governments	9590
3. Current Loans	9640
4. Unearned Revenue	9650
5. Long-Term Liabilities (accrual basis only)	9660-9669
6. TOTAL LIABILITIES	
<b>J. DEFERRED INFLOWS OF RESOURCES</b>	
1. Deferred Inflows of Resources	9690
2. TOTAL DEFERRED INFLOWS	
<b>K. FUND BALANCE /NET POSITION</b>	
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2)	
(must agree with Line F2)	

**CHARTER SCHOOL UNAUDITED ACTUAL  
FINANCIAL REPORT -- ALTERNATIVE FUNDING**

**July 1, 2020 to June 30, 2021**

**Charter School Name:** 19753090138297

**CDS #:** iLEAD Agua Dulce F

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENTS**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION B, ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENTS.**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")

a. <u>NONE</u>	\$
b. <u>NONE</u>	
c. <u>NONE</u>	
d. <u>NONE</u>	
e. <u>NONE</u>	
f. <u>NONE</u>	
g. <u>NONE</u>	
h. <u>NONE</u>	
i. <u>NONE</u>	
j. <u>NONE</u>	

TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Expenditures.

Objects of Expenditures

a. Certificated Salaries	1000-1999
b. Noncertificated Salaries	2000-2999
c. Employee Benefits	3000-3999
d. Books and Supplies	4000-4999
e. Services and Other Operating Expenditures	5000-5999

TOTAL COMMUNITY SERVICES EXPENDITURES

**CHARTER SCHOOL UNAUDITED ACTUAL  
FINANCIAL REPORT -- ALTERNATIVE F**

**July 1, 2020 to June 30, 2021**

**Charter School Name:** 19753090138297

**CDS #:** iLEAD Agua Dulce F

**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation**

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reductions in allocations for covered programs in 2022-23.

- a. Total Expenditures (B8)
- b. Less Federal Expenditures (Total A2)  
[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]
- c. Subtotal of State & Local Expenditures  
[a minus b]
- d. Less Community Services  
[L2 Total]
- e. Less Capital Outlay & Debt Service  
[Total B6 plus objects 7438 and 7439, less L1 Total]

**TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE**  
[c minus d minus e]

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RM

FY2021 Unaudited Actuals 09102021

Unified School District

Position objects are 6900, 7438,

6170, 6200-6500, 7438, 7439,

Unrestricted	Restricted	Total
2,156,069.00		2,156,069.00
52,920.00		52,920.00
(86.00)		(86.00)
123,571.00		123,571.00
		0.00
2,332,474.00	0.00	2,332,474.00
	34,892.00	34,892.00
	29,952.94	29,952.94
	0.00	0.00
	0.00	0.00
	111,365.00	111,365.00
0.00	176,209.94	176,209.94
	159,473.00	159,473.00
39,690.00	38,543.00	78,233.00
39,690.00	198,016.00	237,706.00
159,228.07		159,228.07
159,228.07	0.00	159,228.07
2,531,392.07	374,225.94	2,905,618.01
675,398.32	129,116.00	804,514.32
	6,546.00	6,546.00
		0.00
		0.00
675,398.32	135,662.00	811,060.32

LS  
RM

FY2021 UnauditedActuals 09102021		
30,492.65	37,382.00	67,874.65
	52,391.84	52,391.84
92,879.04		92,879.04
61,097.63		61,097.63
56,335.57		56,335.57
240,804.89	89,773.84	330,578.73

FY2021 Unaudited Actuals 09/10/2021

Unrestricted	Restricted	Total
106,553.77	25,592.42	132,146.19
		0.00
25,737.09	8,740.08	34,477.17
64,276.65	15,188.40	79,465.05
8,285.32		8,285.32
15,217.75		15,217.75
		0.00
		0.00
		0.00
220,070.58	49,520.90	269,591.48
24,308.00	1,210.00	25,518.00
		0.00
97,914.73	4,810.27	102,725.00
19,014.00	5,375.00	24,389.00
	43,834.67	43,834.67
141,236.73	55,229.94	196,466.67
		0.00
6,777.46		6,777.46
10,728.00	1,089.00	11,817.00
8,364.50		8,364.50
25,053.67	9,581.00	34,634.67
198,076.14	1,100.00	199,176.14
		0.00
689,878.42	4,452.82	694,331.24
15,664.00	3,512.00	19,176.00
954,542.19	19,734.82	974,277.01
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
0.00	0.00	0.00
		0.00
California Department of Education		0.00
Financial Report		0.00

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FY2021 UnauditedActuals 09102021		
		0.00
		0.00
		0.00
		0.00
		0.00
0.00	0.00	0.00
0.00	0.00	0.00
2,232,052.71	349,921.50	2,581,974.21

FY2021 Unaudited Actuals 09102021

Unrestricted	Restricted	Total
299,339.36	24,304.44	323,643.80
		0.00
		0.00
		0.00
0.00	0.00	0.00
299,339.36	24,304.44	323,643.80
304,706.88	(5,199.79)	299,507.09
18,377.00		18,377.00
323,083.88	(5,199.79)	317,884.09
622,423.24	19,104.65	641,527.89
		0.00
		0.00
1,063.70		1,063.70
		0.00
	19,104.65	19,104.65
		0.00
		0.00
		0.00
129,598.00		129,598.00
491,761.54	0.00	491,761.54
		0.00
		0.00
		0.00

FY2021 Unaudited Actuals 09/10/2021

Unrestricted	Restricted	Total
		0.00
		0.00
719,303.00		719,303.00
		0.00
		0.00
		0.00
		0.00
1,112,650.19	19,104.00	1,131,754.19
		0.00
		0.00
1,063.70		1,063.70
		0.00
		0.00
1,833,016.89	19,104.00	1,852,120.89
		0.00
0.00	0.00	0.00
560,593.00		560,593.00
		0.00
650,000.00		650,000.00
		0.00
		0.00
1,210,593.00	0.00	1,210,593.00
		0.00
0.00	0.00	0.00
622,423.89	19,104.00	641,527.89

LS  
RM

FY2021 UnauditedActuals 09102021

ENT

ON A2, THE FOLLOWING  
LATE COMPLIANCE WITH  
REQUIREMENT:

Capital Outlay	Debt Service	Total
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00

unity Services Activities:

Amount
(Enter "0.00" if none)
0.00
0.00
0.00
0.00
0.00
0.00

FY2021 UnauditedActuals 09102021

ion:  
ain the required  
reduction to

	2,581,974.21
	176,209.94
	2,405,764.27
	0.00
	0.00
\$	2,405,764.27



## ESSER III Expenditure Plan

Board Approved:

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Agua Dulce	Lisa Latimer, Director	<a href="mailto:lisa.latimer@ileadaguadulce.org">lisa.latimer@ileadaguadulce.org</a> (661) 268-6386

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address learners' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support learners.

### Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
iLEAD Agua Dulce LCAP	<a href="#">LCAP</a>
COVID-19 Safety Plan & Prevention Program	<a href="#">COVID-19 Safety Plan</a>

### Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of learners.

### Total ESSER III funds received by the LEA

\$206,648

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$103,324
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$51,662
Use of Any Remaining Funds	\$51,662

### Total ESSER III funds included in this plan

\$206,648

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the learners, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Through working with parent groups, the school received feedback on specific needs as a result of the pandemic. The staff analyzed data to develop the plan. They reviewed the plan with staff at meetings on the development of the plan. State and local requirements were monitored so that the plan remained current to ensure the facilities were prepared to be an ongoing safe space for instruction, social emotional needs were being met, and learning gaps addressed. The information was also discussed at board meetings that are open to the public.

A description of how the development of the plan was influenced by community input.

Based on input and learner need, additional technology, staffing, safety measures, curriculum, and/or social emotional supports were added to support the learners and mitigate learning loss.

## Actions and Expenditures to Address Learner Needs

The following is the LEA's plan for using its ESSER III funds to meet learners' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

### Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

#### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$103,324

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
COVID-19 Safety Plan & Prevention Program	Additional Staff	Assure a safe and clean space for in-person instruction including but not limited to hiring additional office staff, custodians, care team providers, social workers, substitute teachers, a nurse and/or facilitators (to support learners who are quarantined).	\$30,000
COVID-19 Safety Plan & Prevention Program	Cleaning	Purchase supplies and/or support to sanitize and clean the facilities, and/or equipment and furniture to maximize social distancing. This includes but is not limited to masks, signage, desk dividers, hand sanitizer, etc.	\$4,000
COVID-19 Safety Plan & Prevention Program	Facility Repair & Improvements	School facility repairs and improvements to maximize preparedness and reduce the risk of virus transmission and exposure.	\$69,324

### Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

**Total ESSER III funds being used to address the academic impact of lost instructional time**

\$51,662

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP: Goal 1, Actions 1, 2, 7; Goal 2, Actions 1, 2, 3, 4, 5, 6 & 7	Learning Loss	Mitigate learning loss targeting all kids below proficiency including but not limited to professional development, curriculum, and/or school supplies.	\$41,662
N/A	Staffing	Incentive for hiring hard-to-fill positions.	\$10,000

## Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

\$51,662

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Actions 3, 4; LCAP Goal 3, Actions 3, 5, 6	Mental Health	Provide mental health support animals, animal supplies, and a wellness center, as well as curriculum and/or programs, to support social-emotional learning.	\$20,000

N/A	Technology	Provide technology and/or additional support for learning activities.	\$15,831
N/A	School Equipment	School equipment updates and purchases to support classroom activities and hands-on learning opportunities.	\$15,831

## Ensuring Interventions are Addressing Learner Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all learners, and particularly those learners most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its learners, and particularly those learners most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
State & Local Assessments	Analysis of state and local assessment:  NWEA MAP assessments will be administered to learners in all grades levels in ELA and Math to measure learner progress on specific standards addressed during the school year.  CAASPP results for ELA and Math	Semester/Annually
Social Emotional Supports	Staff feedback based on semester social-emotional reports of progress of each learner across all grade levels.	Semester
Cleaning and Maintaining Healthy and Safe Facilities	Safety walks FIT tool for SARC	Ongoing/Annually

**ESSER III Expenditure Plan  
Executive Summary for Board Information  
October 2021**

Local educational agencies (LEAs) that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan detailing how they will use their ESSER III funds to, at a minimum, address learners' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The plan is required to address the following:

- The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
- How the LEA will use the minimum of 20% of funds it reserves for learning loss to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs.
- How the LEA will spend its remaining ESSER III funds consistent with the allowable uses.
- How the LEA will ensure that the interventions it implements, including but not limited to the interventions to address learning loss, will respond to the academic, social, emotional, and mental health needs of all learners, and particularly those learners disproportionately impacted by the COVID-19 pandemic, including learners from low-income families, learners of color, English learners, children with disabilities, learners experiencing homelessness, children in foster care, and migratory learners.

In developing their plan, LEAs must engage in meaningful consultation with specified educational partners, including: learners; families; school and charter school administrators (including special education administrators); and facilitators, directors, school leaders, other educators, school staff, and their unions. In addition, LEAs must also engage in meaningful consultation, to the extent they are present or served by the LEA, with: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory learners, children who are incarcerated, and other underserved learners. Finally, LEAs must provide the opportunity to provide public input and take such input into account.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its County Office of Education (COE) for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval. In addition, the plan must be made publicly available on the LEA's website.

Lisa Latimer, School Director



## **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 Agua Dulce**  
**Uniform Complaint Procedures Policy**  
Board Approved:

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

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

**UCP COMPLAINTS**

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

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

**Complaints Regarding Programs and Activities**

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

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

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

### **THE UCP ANNUAL NOTICE**

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

## **DESIGNATION OF RESPONSIBLE EMPLOYEE**

The School Director is the employee responsible for receiving, investigating and responding to UCP complaints (the “Responsible Employee”):

Lisa Latimer

11311 Frascati Street

Agua Dulce, CA 91390

661-268-6393

info@iLEADaguadulce.org

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

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

## **CONFIDENTIALITY AND NON-RETALIATION**

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

## **COMPLAINT PROCEDURES**

### **Step 1: Filing a UCP Complaint**

A UCP complaint must be filed according to the procedures set forth herein.

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

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

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

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

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

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

#### Timing of Complaints and Investigation

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

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

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

#### **Step 2: Mediation**

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any School employee or member of the School's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and School to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either the School or

complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

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

### **Step 3: Investigation of Complaint**

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

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

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

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

### **Step 4: Final Written Decision (Investigation Report)**

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

The Investigation Report shall include:

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

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

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

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

### **APPEAL PROCESS**

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

1. The School failed to follow its complaint procedures;
2. Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
3. The material findings of fact in the Investigation Report are not supported by substantial evidence;
4. The legal conclusion in the Investigation Report is inconsistent with the law; and/or

5. In a case in which the School found noncompliance, the corrective actions fail to provide a proper remedy.

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

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

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

*Appeals of decisions regarding LCAP should be sent to:*

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

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

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

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

### **CIVIL LAW REMEDIES**

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

## ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

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

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

### 1. Programs and Activities Subject to the UCP

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

## **2. Filing a UCP Complaint**

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

### Complaints Concerning Learner Fees

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

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

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

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

### Designated Official

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

Lisa Latimer  
11311 Frascati Street  
Agua Dulce, CA 91390  
661-268-6393  
[info@iLEADaguadulce.org](mailto:info@iLEADaguadulce.org)

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

## **3. Investigation Report and Right to Appeal**

Complaints will be investigated and an Investigation Report will be sent to the complainant within sixty (60) calendar days from the receipt of the complaint. This time period may be extended by written

agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with the Charter School's UCP policies and procedures.

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

#### **4. Charter School's Responsibilities**

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

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

The Charter School provides a standardized notice with educational and graduation requirements for learners in foster care, learners who are homeless, learners from military families and learners formerly in Juvenile Court now enrolled in a school district. The following is link to a standardized notice developed by the California Foster Youth Education Task Force of the educational rights of learners in foster care, learners who are homeless, former juvenile court learners now enrolled in a school district, and learners in military families as specified in Education Code sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2: [http://www.cfyetf.org/publications\\_19\\_421458854.pdf](http://www.cfyetf.org/publications_19_421458854.pdf).

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

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

**COMMUNITY COMPLAINT FORM**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Telephone** \_\_\_\_\_

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

**2** Has this been discussed with him/her?      Y\_\_\_\_\_N      Date: \_\_\_\_\_

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

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What remedy or action do you suggest?

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Signature/Date: \_\_\_\_\_

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**Email Form To:** [info@ileadaguadulce.org](mailto:info@ileadaguadulce.org)

**Mail Form to:** 11311 Frascati St, Agua Dulce, CA 91390

**Date received by iLEAD Agua Dulce Office :** \_\_\_\_\_



## Equity Policy

Board Approval:

The Governing Board and school leadership believes that the diversity that exists among the school's community of learners, staff, parents/guardians, and community members is integral to the school's vision, mission, and goals. Addressing the needs of all learners requires recognition of the inherent value of diversity and acknowledgment that educational excellence requires a commitment to equity in the opportunities provided to learners and the resulting outcomes.

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect learner achievement, and to eliminate disparities in educational outcomes for learners from historically under-served and underrepresented populations, the school shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence learner learning, perpetuate achievement gaps, and impede equal access to opportunities for all learners.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by learners of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of school decisions, the Board shall consider whether its decisions address the needs of learners from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of learners.

The Board and the School Director or designee shall develop and implement policies and strategies to promote equity in school programs and activities, through measures such as the following:

1. Routinely assessing learner needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions
2. Analyzing expenditures and allocating financial and human resources in a manner that provides all learners with equitable access to school programs, support services, and opportunities for success and promotes equity and inclusion in the school. Such resources include access to high-quality leaders, facilitators, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

3. Enabling and encouraging learners to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other learner activities
4. Building a positive school climate that promotes learner engagement, safety, and academic and other supports for learners
5. Adopting curriculum and instructional materials that accurately reflect the diversity among learner groups
6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for learners in need
7. Promoting the employment and retention of a diverse staff that reflects the learner demographics of the community
8. Providing school staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices
9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all learners on all indicators

The Board shall regularly monitor the intent and impact of school policies and decisions in order to safeguard against disproportionate or unintentional impact on access to school programs and achievement goals for specific learner populations in need of services.

**iLEAD Agua Dulce**  
**Uniform Complaint Procedures Policy**  
Board Approved:

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

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- Any other state or federal educational program the State Superintendent of Public Instruction or the California Department of Education or designee deems appropriate

### **THE UCP ANNUAL NOTICE**

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Lisa Latimer

11311 Frascati Street

Agua Dulce, CA 91390

661-268-6393

info@iLEADaguadulce.org

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## **COMPLAINT PROCEDURES**

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

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

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

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

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

#### Timing of Complaints and Investigation

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

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

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

#### **Step 2: Mediation**

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any School employee or member of the School's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and School to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either the School or

complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

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

### **Step 3: Investigation of Complaint**

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

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

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

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

### **Step 4: Final Written Decision (Investigation Report)**

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

The Investigation Report shall include:

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

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

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

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

### **APPEAL PROCESS**

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

1. The School failed to follow its complaint procedures;
2. Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
3. The material findings of fact in the Investigation Report are not supported by substantial evidence;
4. The legal conclusion in the Investigation Report is inconsistent with the law; and/or

5. In a case in which the School found noncompliance, the corrective actions fail to provide a proper remedy.

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

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

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

*Appeals of decisions regarding LCAP should be sent to:*

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

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

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

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

### **CIVIL LAW REMEDIES**

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

## ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

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

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

### 1. Programs and Activities Subject to the UCP

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

## **2. Filing a UCP Complaint**

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

### Complaints Concerning Learner Fees

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

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

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

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

### Designated Official

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

Lisa Latimer  
11311 Frascati Street  
Agua Dulce, CA 91390  
661-268-6393  
[info@iLEADaguadulce.org](mailto:info@iLEADaguadulce.org)

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

## **3. Investigation Report and Right to Appeal**

Complaints will be investigated and an Investigation Report will be sent to the complainant within sixty (60) calendar days from the receipt of the complaint. This time period may be extended by written

agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with the Charter School's UCP policies and procedures.

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

#### **4. Charter School's Responsibilities**

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

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

The Charter School provides a standardized notice with educational and graduation requirements for learners in foster care, learners who are homeless, learners from military families and learners formerly in Juvenile Court now enrolled in a school district. The following is link to a standardized notice developed by the California Foster Youth Education Task Force of the educational rights of learners in foster care, learners who are homeless, former juvenile court learners now enrolled in a school district, and learners in military families as specified in Education Code sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2: [http://www.cfyetf.org/publications\\_19\\_421458854.pdf](http://www.cfyetf.org/publications_19_421458854.pdf).

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

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

**COMMUNITY COMPLAINT FORM**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Telephone** \_\_\_\_\_

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

**2** Has this been discussed with him/her?      Y\_\_\_\_\_N      Date: \_\_\_\_\_

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

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What remedy or action do you suggest?

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Signature/Date: \_\_\_\_\_

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**Email Form To:** [info@ileadaguadulce.org](mailto:info@ileadaguadulce.org)

**Mail Form to:** 11311 Frascati St, Agua Dulce, CA 91390

**Date received by iLEAD Agua Dulce Office :** \_\_\_\_\_



## Curriculum and Instruction Independent Study Policy

### Purpose and Scope

For [iLEAD Aqua Dulce Charter School](#) to provide a procedure and a framework for eligible students to enroll in the [iLEAD Aqua Dulce](#) Charter ("[iLEAD Aqua Dulce](#)" or "school") Independent Study programs.

### General

1. Independent Study students must be enrolled in [iLEAD Aqua Dulce](#).
2. [iLEAD Aqua Dulce](#) retains discretion to approve Independent Study for any pupil.
3. All Independent Study students must sign a new Independent Study Master Agreement ("MA") every year.
4. Independent Study Teacher of Record – A certificated teacher of [iLEAD Aqua Dulce](#) must supervise, coordinate, and evaluate the work of each student engaged in Independent Study.
5. The Independent Study Teacher of Record may grant no more than one day of apportionment credit (ADA) for each day that the school is in session, and only to the extent of the time value of pupil or student work products as personally judged by Teacher of Record per learning period.
6. In a charter school, the ratio of average daily attendance for independent study pupils to full time equivalent (FTE) certificated employees responsible for independent study shall not exceed a pupil-teacher ratio of 25:1 or the ratio of pupils to full-time equivalent certificated for all other educational programs operated by the largest unified school district, as measured by average daily attendance, as reported at the second principal apportionment in the prior year, in the county or counties in which the charter school operates.
7. No individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study unless his or her individualized education program (IEP) specifically provides for that participation.
8. The school shall provide appropriate existing services and resources to enable students to complete their independent study successfully
9. The School Director shall report to the board the number of students in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality which the board may specify; and the number and proportion of students, by typical categories, who graduate or successfully complete their studies.
10. The school will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school students, this includes access to all courses offered by the

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school for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.

### **Master Agreements**

The School Director or designee shall ensure that the school executes a written independent study agreement with each participating student as prescribed by law. Individual independent study agreements and any subordinate contracts and assignments must be consistent with the school's adopted course of study.

A written independent study agreement shall be executed for each participating student. Each agreement shall be signed and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. Notwithstanding the foregoing, for the 2021-22 school year only, each agreement shall be signed no later than 30 days after the first day of instruction in an independent study program or October 15, 2021, whichever date comes later. The independent study agreement for a student must require and cover a study plan that represents no less than the equivalent of a minimum school day for the student's grade level for every school day covered by the agreement. Written agreements may include subsidiary agreements, such as course contracts.

### **Written Learning Agreements shall include**

1. A schedule of manner, frequency, date, time, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a pupil's academic progress.
2. The objectives and methods of study for the student's work, and the methods utilized used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the school's policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student

through independent study only if the student is offered the alternative of classroom instruction.

The learning agreement shall be signed by the pupil and, if the pupil is less than 18 years of age, the pupil's parent or legal guardian, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. The signed learning agreement constitutes permission from a pupil's parent or legal guardian, if the pupil is less than 18 years of age, for the pupil to receive instruction through independent study.

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

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

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

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**Participation may be limited:**

1. No individual with disabilities, as defined in Education Code 56026, may participate in independent study unless his/her IEP specifically provides for such participation.
2. Students enrolling in independent study must be residents of the local county or an adjacent county.

**Maximum Length of Time to show evidence of work completion**

For pupils in all grade levels offered by [ILEAD Agua Dulce](#), the maximum length of time that may elapse to show evidence of work completion shall be twenty (20) school days.

**Guidelines for Missing Evidence of Work Completion**

If any student fails to complete at least 75% of work assigned for one learning period, is not making satisfactory educational progress as defined below, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator, the school may conduct an evaluation to support the needs of the student, which may result in a determination that this independent study program is not an appropriate fit for the student.

A student is deemed to be making "satisfactory educational progress" if the student is progressing toward meeting the goals and/or metrics pursuant to their Personalized Learning Plan and/or their IEP. The School Director or designee is responsible for making this determination based on all of the following indicators:

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in Education Code Section 52060(d)(4)-(5).

2. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
3. Learning required concepts, as determined by the teacher or record.
4. Progressing toward successful completion of the course of study or individual course, as determined by the Teacher of Record.

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

### Return to In-Person Instruction

This section only applies to pupils who participate in Independent Study at [ILEAD Agua Dulce](#) for at least 15 school days in a school year. A pupil's parent/guardian may request their pupil return to in-person instruction from independent study by making a written request to the School Director or the pupil's Teacher of Record. If there is capacity in [ILEAD Agua Dulce](#)'s in-person program at the pupil's grade level, [ILEAD Agua Dulce](#) will transition the pupil within five school days. If there is not capacity in [ILEAD Agua Dulce](#)'s in-person program at the pupil's grade level, [ILEAD Agua Dulce](#) will transition the pupil in enrolling in the in-person program offered by their district of residence, transfer the pupil's educational records within five school days, and offer the pupil an opportunity to join [ILEAD Agua Dulce](#)'s waitlist for the pupil's grade level.

### Tiered Reengagement

This section only applies to pupils who participate in Independent Study at [ILEAD Agua Dulce](#) for at least 15 school days in a school year. If a student does not generate attendance for more than three school days or 60% of the instructional days in a school week, or 10% of required minimum instructional time over four continuous weeks of the school's approved instructional calendar, students found not participatory pursuant to Education Code 51747.5 for more than the greater of three schooldays or 60% of the scheduled days of synchronous instruction in a school month as applicable by grade span, or students who are in violation of their written agreement, the school will:

1. Verify current contact information for each enrolled student;
2. Notify parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
3. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student's needs for reengagement; and
4. If the student fails to complete at least 75% of work assigned for one learning period, is not making satisfactory educational progress as defined herein, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator, the school will schedule a student-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's agreement and reconsider the independent study program's impact on the student's achievement and well-being.

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### Live Interaction and Synchronous Instruction

This section only applies to pupils who participate in Independent Study at [ILEAD Agua Dulce](#) for at least 15 school days in a school year. Based on each student's grade level, their assigned Teacher of Record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth below.

“Live interaction” means interaction between the student and school staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student’s assigned Teacher of Record, and involving live two-way communication.

1. For students in grades TK-3, inclusive, their assigned Teacher of Record will schedule and offer opportunities for daily synchronous instruction.
2. For students in grades 7-8, their assigned Teacher of Record will schedule and offer opportunities for weekly synchronous instruction and daily live interaction.
3. For students in grades 9-12, their assigned Teacher of Record will schedule and offer opportunities for weekly synchronous instruction.

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

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#### **Methods of evaluating evidence of work completion**

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

#### **Resources Available to Independent Home Study Students**

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