



MEETING AGENDA - iLEAD Agua Dulce Board

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

Meeting

Meeting Date Tuesday, December 12, 2023
Start Time 5:00 PM
End Time 6:30 PM
Location Address: 11311 Frascati Street, Agua Dulce, CA 9190
Zoom Meeting: <https://zoom.us/j/5395735793>
Meeting ID: 539 573 5793
Dial in Number: 1-669-900-6833

Purpose Regular Scheduled Meeting

Agenda

1. Opening Items

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. Board Meeting Agenda	(5:00 PM - 5:00 PM)
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Discuss and take action on the Board Meeting Agenda.

Due date: 12/12/2023

1.5. Board Meeting Minutes	(5:00 PM - 5:00 PM)
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Discuss and take action on the Board Meeting Minutes.

Due date: 12/12/2023

Documents

- Minutes-2023-11-14-v1.pdf
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2. Curriculum Moment

2.1. Curriculum Moment	(5:00 PM - 5:00 PM)
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3. Public Comments

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.

4. Consent Items

4.1. Check Register

(5:00 PM - 5:00 PM)

Due date: 12/12/2023

Documents

- iAD Payment Register Summary_20231206.pdf
 - iAD Payment Register_20231206.pdf
-

5. Discussion And Reports

5.1. School Director Report

(5:00 PM - 5:00 PM)

6. Action Items

6.1. School Accountability Report Card

(5:00 PM - 5:00 PM)

Discuss and take action regarding 2022 - 2023 School Accountability Report Card outlining the required school information for public review.

Documents

- 22-23 AD SARC.pdf
-

6.2. 2023-2024 1st Interim Budget

(5:00 PM - 5:00 PM)

Discuss and take action regarding the 2023-2024 1st Interim Budget.

Due date: 12/12/2023

6.3. 2024-2025 School Calendar

(5:00 PM - 5:00 PM)

Discuss and take action regarding the 2024-2025 School Calendar.

Due date: 12/12/2023

Documents

- DRAFT 2024-25 iCA Tr A iLEAD Agua Dulce v2311301130.pdf
-

6.4. Board Policies and Procedures

(5:00 PM - 5:00 PM)

Discuss and take action on Board Policies and Procedures.

Due date: 12/12/2023

Documents

- Freedom of Expression Policy and Procedures iLEAD Agua Dulce_202312.docx.pdf
 - Foster Youth Policy Agua Dulce Charter School_202312 (1).docx.pdf
 - Internal Complaint Procedures Special Education iLEAD Agua Dulce_202312.docx.pdf
 - Section 504 Policy iLEAD Agua Dulce_202312.docx.pdf
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6.5. Board Member Roles

(5:00 PM - 5:00 PM)

Discuss and take action to alter Board Member Roles of Board Chair, Secretary, and Treasurer as the Board sees fit.

Due date: 12/12/2023

7. Board Comments

7.1. Board Comments

(5:00 PM - 5:00 PM)

8. Closing Items

8.1. Next Meeting Date - February 6, 2024

(5:00 PM - 5:00 PM)

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

Date Tuesday, November 14, 2023
Started 5:00 PM
Ended 5:36 PM
Location Address: 11311 Frascati Street, Agua Dulce, CA 9190
Zoom Meeting: <https://zoom.us/j/5395735793>
Meeting ID: 539 573 5793
Dial in Number: 1-669-900-6833

Purpose Regular scheduled meeting
Chaired by Christine Johnson
Recorder Kristan Hinze

Minutes

1. Opening Items

1.1. Call The Meeting To Order

The meeting was called to order at 5:00pm.

Status: Completed

1.2. Roll Call

Kurt Knechtel, present

Christine Johnson, present

Michelle Guzman, present

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was led by learner and recited.

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Motion: Kurt Knechtel

Second: Michelle Guzman

Motion unanimously passed.

Status: Completed

1.5. Board Meeting Minutes



Discuss and take action on the Board Meeting Minutes.

Motion: Michelle Guzman

Second: Kurt Knechtel

Motion unanimously passed.

Status: Completed

Documents

- iLEAD AD-Minutes-2023-10-17-F.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

Learners from Mr. Sickafoose and Mrs. Kurfess' 5th grade class presented to the Board about their most recent Driving Question and project outcome.

Status: Completed

3. Public Comments

3.1. Public Comments

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

No Public Comments were made.

Status: Completed

4. Consent Items

4.1. Personnel Report

Motion: Kurt Knechtel

Second: Michelle Guzman

Motion unanimously passed.

Status: Completed

Documents

- 11.14.23_AguaDulcePersonnelReport.pdf
-

4.2. Check Register

Motion: Kurt Knechtel

Second: Michelle Guzman

Motion unanimously passed.

Status: Completed



Documents

- iAD Payment Register Summary_20231108.pdf
 - iAD Payment Register_20231108.pdf
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5. Discussion And Reports

5.1. School Director Report

Lisa Latimer presented the School Director Report and answered questions of the Board.

Status: Completed

6. Action Items

6.1. AMIM Grant

Discuss and take action regarding the Arts, Music, and Instructional Materials (AMIM) Discretionary Grant.

Farnaz Kauffman, iCA Director of State and Federal Funding, presented the AMIM Grant and answered questions of the Board.

Motion: Kurt Knechtel

Second: Michelle Guzman

Motion unanimously passed.

Due date:

Status: Completed

Documents

- AD AMIM Discretionary Grant Plan.pdf
-

6.2. Annual Revised Comprehensive Safety Plan

Discuss and take action regarding the revised Comprehensive Safety Plan.

Motion: Michelle Guzman

Second: Kurt Knechtel

Motion unanimously passed.

Due date:

Status: Completed

6.3. Board Members

Discuss and take action regarding potential Board Member.

Kim Lytle, Chief Operations Officer, introduced Board Candidates and opened up the room for conversation. Current Board Members answered questions.

Adriana Sanchez is submitted an application and interested in joining the board.

Motion to add Adriana: Kurt Knechtel

Second: Michelle Guzman



Motion unanimously passed.

Due date:

Status: Completed

7. Board Comments

7.1. Board Comments

Adriana said that she was excited to join the Board.

Status: Completed

8. Closing Items

8.1. Next Meeting Date

Next meeting date is December 12 at 5:00pm.

Status: Completed

8.2. Adjournment

Meeting adjourned at 5:36pm.

Status: Completed

Company Name: iLEAD Agua Dulce
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 11/09/2023-12/06/2023

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	2,088.90
3402	Health & Welfare Benefits - Classified positions	1,193.91
4110	Core Curriculum - Texts, Workbooks, etc	2,783.40
4120	Core Curriculum - Software & Programs	127.62
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	1,440.26
4310	Science Supplies	193.29
4315	Art Supplies	64.13
4320	PE Supplies	109.48
4325	Custodial Supplies	143.42
4335	Home Study Stipend	3,309.86
4340	Office Supplies	297.10
4355	Facilities Supplies	886.02
4740	Cafe Other Supplies	20.79
5220	Travel for Intersite Business - Mileage*	229.32
5240	Professional Development - Meetings & Collaborations	10,832.98
5510	Utilities - Electricity	963.39
5560	Operations - Security	54.95
5805	Professional Services - Payroll Fees	3,013.85
5824	Operating Expenditures - Fundraising & Grantwriting	966.11
5826	Operating Expenditures - Interest	3.04
5827	Operating Expenditures - Other Benefit Fees	13.60
5829	Operating Expenditures - Events	500.00
5830	Operating Expenditures - Marketing & Advertising	1,397.00
5853	Student Services Expenditures - Student & Group Activities	1,128.00
5854	Student Services Expenditures - Electives & Enrichment	150.54
5855	Student Services Expenditures - Substitutes	2,303.00
5910	Telephone & Fax	1,535.53
5920	Internet Services	389.96
5940	Postage Expense	30.80
9310	Prepaid Expenditures (Expenses)	4,861.37
9536	403b Payable	780.00
9557	Divvy - iAD	1,796.74
Grand Total		\$ 43,608.36

Company name: iLEAD Agua Dulce
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 11/09/2023-12/06/2023
Created on: 12/7/23
Location: 118--iLEAD Agua Dulce

Date	Vendor	Amount
11/9/23	AMAZ100--Amazon Capital Services (iCA)	2,609.92
11/9/23	EDI118A--Southern California Edison 9069	732.92
11/9/23	KHTS000--KHTS Radio	250.00
11/9/23	LAKE000--Lakeshore Learning Materials	385.86
11/9/23	NATI000--National Benefit Services	210.00
11/9/23	NATI000--National Benefit Services	210.00
11/9/23	NATI000--National Benefit Services	210.00
11/9/23	OPEN003--Open Up Resources	6,000.00
11/13/23	SCOO000--Scoot Education	-987.00
11/14/23	JIVE000--Jive Communications, Inc.	432.11
11/14/23	PURE000--Pure Oasis Water	165.00
11/14/23	SCHO015--School Zone Transportation, Inc	900.00
11/14/23	SCOO000--Scoot Education	329.00
11/14/23	THEH000--The Hidden Dojo	155.00
11/14/23	THES000--The Signal- Santa Clarita Valley	750.00
11/14/23	ULTR001--Ultra Jiu Jitsu Academy	120.00
11/15/23	DIVV118--Divvy, Inc.	1,796.74
11/15/23	LAVI000--LaVine Equestrian	375.00
11/15/23	LEES000--Lee, Sue Yeon	65.00
11/15/23	SCOO000--Scoot Education	987.00
11/15/23	THES005--The Swim Ranch	198.00
11/15/23	VALE002--Valencia Tutors Learning Center [S]	385.00
11/15/23	WEST000--West Coast Music Academy [S]	1,002.00
11/16/23	AMAZ100--Amazon Capital Services (iCA)	14.22
11/16/23	ATT118A--AT&T 9839.	671.31
11/16/23	CORD000--Cordero, Efrain	90.00
11/16/23	DUNN000--Dunn-Edwards Paints	838.56
11/16/23	Kristan Hinze	2,611.43
11/16/23	PURE000--Pure Oasis Water	13.95
11/16/23	SCOO000--Scoot Education	3.04
11/16/23	UEAI000--Universal Electronic Alarms Inc.	54.95
11/17/23	AGUA000--Agua Dulce Women's Club	500.00
11/17/23	AMAZ100--Amazon Capital Services (iCA)	860.83
11/17/23	CIGN000--Cigna Healthcare	2,357.11
11/20/23	AMAZ100--Amazon Capital Services (iCA)	403.96
11/20/23	MATH000--The Math Learning Center	4,300.00

Date	Vendor	Amount
11/20/23	NUES000--Nuestra Escuelita Spanish Academy	169.00
11/21/23	AMAZ100--Amazon Capital Services (iCA)	83.19
11/21/23	EDI118A--Southern California Edison 9069	230.47
11/21/23	FIDE000--Fidelity Security Life Insurance Company	157.39
11/21/23	FIDE000--Fidelity Security Life Insurance Company	93.63
11/21/23	FIDE000--Fidelity Security Life Insurance Company	108.08
11/21/23	INSI000--Inside SCV Magazine	147.00
11/21/23	PURE000--Pure Oasis Water	109.35
11/21/23	SCOO000--Scoot Education	329.00
11/21/23	SUNL000--Sun Life Assurance Company of Canada	162.20
11/21/23	TIM118A--Time Warner Cable 9656	389.96
11/22/23	FIDE000--Fidelity Security Life Insurance Company	183.65
11/22/23	ILEA300--iLEAD California	1,582.22
11/22/23	ILEA300--iLEAD California	1,431.63
11/22/23	ILEA300--iLEAD California	127.62
11/22/23	LEGA003--Legal Shield	15.95
11/22/23	NATI001--Nationwide	43.68
11/22/23	WEXH000--WEX Health Inc.	13.60
11/22/23	WEXH000--WEX Health Inc.	151.12
11/28/23	GRAV001--Gravie, Inc	4,861.37
11/28/23	SCOO000--Scoot Education	1,645.00
11/28/23	WEXH000--WEX Health Inc.	10.00
12/5/23	AMAZ100--Amazon Capital Services (iCA)	115.02
12/5/23	NATI000--National Benefit Services	50.00
12/5/23	NATI000--National Benefit Services	50.00
12/5/23	NATI000--National Benefit Services	50.00
12/6/23	AMAZ100--Amazon Capital Services (iCA)	42.21
12/6/23	CHUM001--Chumash Indian Museum	208.00
12/6/23	JIVE000--Jive Communications, Inc.	432.11
12/6/23	KHTS000--KHTS Radio	250.00
12/6/23	LAVI000--LaVine Equestrian	300.00
12/6/23	LEES000--Lee, Sue Yeon	65.00
		\$43,608.36

iLead Agua Dulce
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 11311 Frascati St.
Agua Dulce, CA , 91390-
4840

Principal: Lisa Latimer, Director

Phone: (661) 268-6386

Grade
Span:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Lisa Latimer, Director

Principal, iLead Agua Dulce

About Our School



Welcome to iLEAD Agua Dulce!

iLEAD Agua Dulce is a tuition-free, non-profit, public charter that educates learners in grades TK-11 during the 2022-2023 school year. Our school offers a learner-centered approach to education that focuses on project-based learning and social-emotional learning principles that adhere to the Common Core Standards.

iLEAD Agua Dulce's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on academic and social-emotional learning. These include Lifelong Learner, Empathetic Citizen, Authentic Individual, and Design Thinker. Social-emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Through open, fun learning environments that include small-town community collaborative projects, it is our goal to build an engaging educational experience based on standards with a focus on your child's unique strengths and playful love of learning.

Lisa Latimer, Director

Contact

iLead Agua Dulce
11311 Frascati St.
Agua Dulce, CA 91390-4840

Phone: (661) 268-6386
Email: director@ileadaguadulce.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-0750
Superintendent	Sahakian, Eric
Email Address	esahakian@aadusd.k12.ca.us
Website	www.aadusd.k12.ca.us

School Contact Information (School Year 2023–24)

School Name	iLead Agua Dulce
Street	11311 Frascati St.
City, State, Zip	Agua Dulce, CA , 91390-4840
Phone Number	(661) 268-6386
Principal	Lisa Latimer, Director
Email Address	director@ileadaguadulce.org
Website	www.ileadaguadulce.org
County-District-School (CDS) Code	19753090138297

Last updated: 12/7/23

School Description and Mission Statement (School Year 2023–24)

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

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

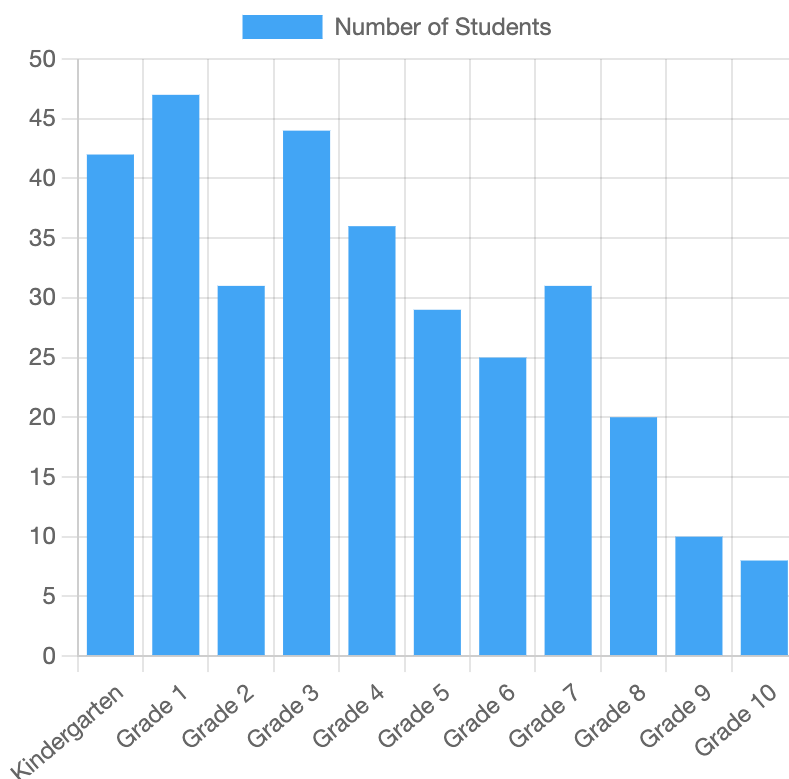
iLEAD Agua Dulce believes in focusing on the whole child and promoting social and emotional growth because education is about more than just high test scores. iLEAD is also committed to

incorporating technology and real-world experiences that bring classroom learning to life. Utilizing Project-Based Learning (PBL), iLEAD focuses on deeper learning practices that motivate and challenge our learners, allowing them to apply what they learn in one subject area to situations in another. This is just one more way classwork relates to life beyond the classroom.

Last updated: 12/7/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	42
Grade 1	47
Grade 2	31
Grade 3	44
Grade 4	36
Grade 5	29
Grade 6	25
Grade 7	31
Grade 8	20
Grade 9	10
Grade 10	8
Total Enrollment	323



Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	44.30%	English Learners	5.00%
Male	54.80%	Foster Youth	0.90%
Non-Binary	0.90%	Homeless	0.60%
American Indian or Alaska Native	0.30%	Migrant	0.00%
Asian	0.90%	Socioeconomically Disadvantaged	41.80%
Black or African American	1.20%	Students with Disabilities	16.70%
Filipino	0.00%		
Hispanic or Latino	37.80%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	6.80%		
White	52.30%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.30	77.11%	237.10	43.70%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.00	12.51%	9.20	1.70%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	10.38%	18.60	3.44%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	268.90	49.57%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	8.50	1.58%	18854.30	6.86%
Total Teaching Positions	15.90	100.00%	542.60	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/7/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.20	72.90%	271.40	43.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.00	11.94%	5.00	0.80%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.97%	19.70	3.16%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	9.13%	318.60	50.92%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	10.90	1.74%	15831.90	5.67%
Total Teaching Positions	16.70	100.00%	625.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/7/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	0.00
Misassignments	1.60	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	1.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.50
Total Out-of-Field Teachers	0.00	1.50

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	40.00%	22.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.30%	13.1%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Sufficient textbooks or other instructional materials		0
Mathematics	Sufficient textbooks or other instructional materials		0
Science	Sufficient textbooks or other instructional materials		0
History-Social Science	Sufficient textbooks or other instructional materials		0
Foreign Language	Sufficient textbooks or other instructional materials		0
Health	Sufficient textbooks or other instructional materials		0
Visual and Performing Arts	Sufficient textbooks or other instructional materials		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 12/8/23

School Facility Conditions and Planned Improvements

iLEAD Agua Dulce makes great efforts to ensure that its facilities are clean, safe, and functional. To assist in this effort, iLEAD Agua Dulce uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school's office. Using the Facility Inspection Tool (FIT), the school's overall condition was rated as good in December 2023. The school's systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external systems were rated as good.

Last updated: 12/7/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Good
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Last updated: 12/7/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	38%		40%		47%	
Mathematics (grades 3-8 and 11)	30%		21%		33%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/1/01

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/01

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/01

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	23.68%		17.23%		29.47%	

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/1/01

Career Technical Education (CTE) Programs (School Year 2022–23)

null

Last updated:

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 12/8/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

2020–21 percent of graduates who completed all courses required for UC/CSU admission not applicable. No 11th or 12th graders were enrolled in 2020–21.

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 12/8/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 12/7/23

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

At iLEAD Agua Dulce, parents/guardians serve many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. As families enroll, it is important they understand the components of the program model. iLEAD Agua Dulce makes accommodations to meet the unique schedules of parents/guardians to ensure

every opportunity for them to attend an orientation meeting where they can have questions answered and/or connect with other families who have learners already enrolled in the program.

Parents/guardians are regularly informed about school events, volunteering opportunities, special committees, parent meetings, and other pertinent information through the Monday Message, a weekly publication that is sent out to all families, as well as through Parent Square, a digital newsletter for families. Facilitators also communicate with their families on a regular basis through various forms of communication (emails, phone calls, etc.).

Families have the opportunity to be elected to or attend the School Site Council, join iSUPPORT, English Language Advisory Council, provide feedback on the annual LCAP, and attend public board meetings

Parents/guardians are strongly encouraged to volunteer at iLEAD Agua Dulce. Completion of volunteer hours, however, is not a prerequisite for enrollment at iLEAD Agua Dulce. The school director maintains a comprehensive list of volunteer opportunities including, but not limited to: volunteering in the classroom/school (including at-home assistance), tutoring, attending parent-teacher conferences, attendance at board meetings or any applicable parent group functions, fundraising events, and/or assistance with schoolwide programs, events and activities.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate				27.6%	26.9%		9.4%	7.8%	
Graduation Rate				26%	37.9%		83.6%	87%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated:

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism	Chronic Absenteeism
		Eligible Enrollment	Count	Rate
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	0.28%	0.00%	0.01%	0.37%	0.00%	0.20%	3.17%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.00%	0.07%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/1/01

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated:

School Safety Plan (School Year 2023–24)

It is the vision of iLEAD Agua Dulce to provide a safe learning environment for all of its learners, staff, and families. It is a place where learners feel welcomed and comfortable so learning is the central focus. A Comprehensive School Safety Plan helps to ensure a safe environment for each learner's academic and social-emotional learning to occur. Developing and maintaining the plan enables school staff to respond quickly and knowledgeably in the case of an incident or emergency. The plan identifies the roles of staff, faculty, learners, and other key stakeholders including their respective responsibilities before, during, and after an incident. The safety plan includes general policies and procedures for handling safety and specific emergency situations including earthquakes, fire, and active shooter scenarios. It also includes information on child abuse reporting, sexual harassment, and discipline. This plan provides parents and other community members with the assurance that iLEAD Agua Dulce has developed and established guidelines and procedures to respond to an incident or a hazard in an organized, systematic method to prevent, prepare for, respond to, and recover from an incident. The Comprehensive School Safety Plan:

1. Protects the safety and welfare of learners and staff.
2. Provides for a safe and coordinated response to emergency situations.
3. Protects facilities and property, allowing the school to restore normal conditions with minimal confusion in the shortest amount of time possible.
4. Provides for coordination between the school and local emergency services when necessary.

Additionally, the school actively maintains and monitors its COVID-19 protocols for TK-8 schools through the guidelines that are routinely updated by the Los Angeles County Department of Public Health and/or the state of California. iLEAD Agua Dulce updates its COVID-19 Safety Plan and COVID-19 Prevention frequently as changes arise. This policy applies to all school employees and contains general prevention best practices, as well as policies and procedures related to COVID-19 in the workplace. Both the Reopening Protocols for TK-8 Schools and the COVID-19 Safety Plan and Prevention Program documents are located on the homepage of the school's website, iLEADaguadulce.org.

Lastly, the school's digital safety is equally important. The Learner/Family Guidebook outlines the school's technology policies. The school works to keep current with digital safety best practices and provides frequent education to learners, families, and staff in this area.

The School Site Council met in the fall of 2023 to review and discuss the CSSP and make recommendations for improvements. The Comprehensive School Safety Plan was last reviewed and updated in October 2023 and is stored on campus. The school's governing board also reviews the CSSP and approves it annually in the fall.

Last updated: 12/7/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	1	0	0
1	17.00	1	0	0
2	12.00	1	0	0
3	22.00	0	1	0
4	23.00	0	1	0
5	18.00	1	0	0
6	22.00	0	1	0
Other**	8.00	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	0	1	0
1	21.00	0	1	0
2	25.00	0	1	0
3	25.00	1	1	0
4	25.00	1	1	0
5	24.00	0	0	1
6	24.00	0	0	0
Other**		0		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10.00	1		
Mathematics	10.00	1		
Science	10.00	1		
Social Science	10.00	1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated:

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated:

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated:

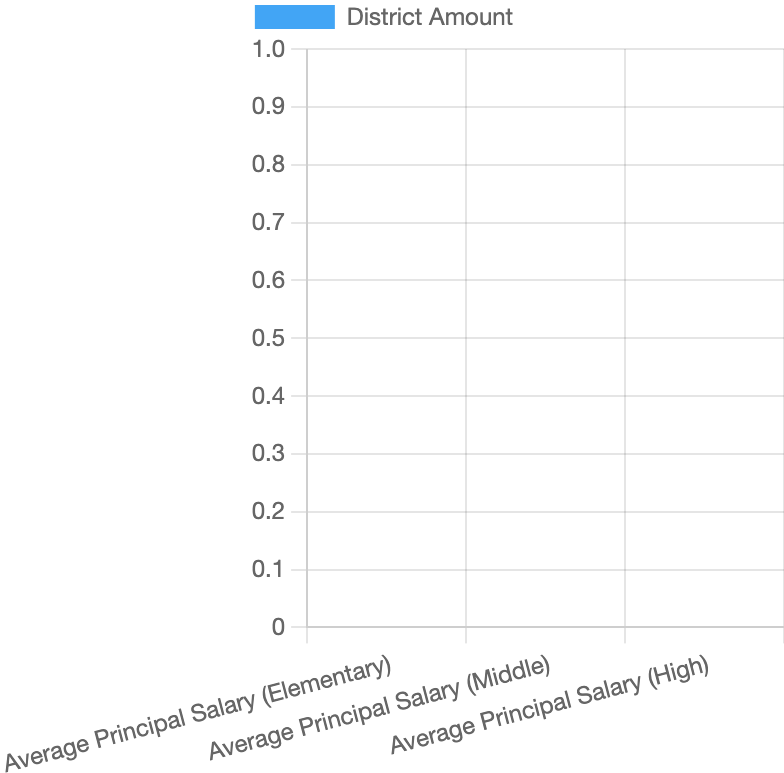
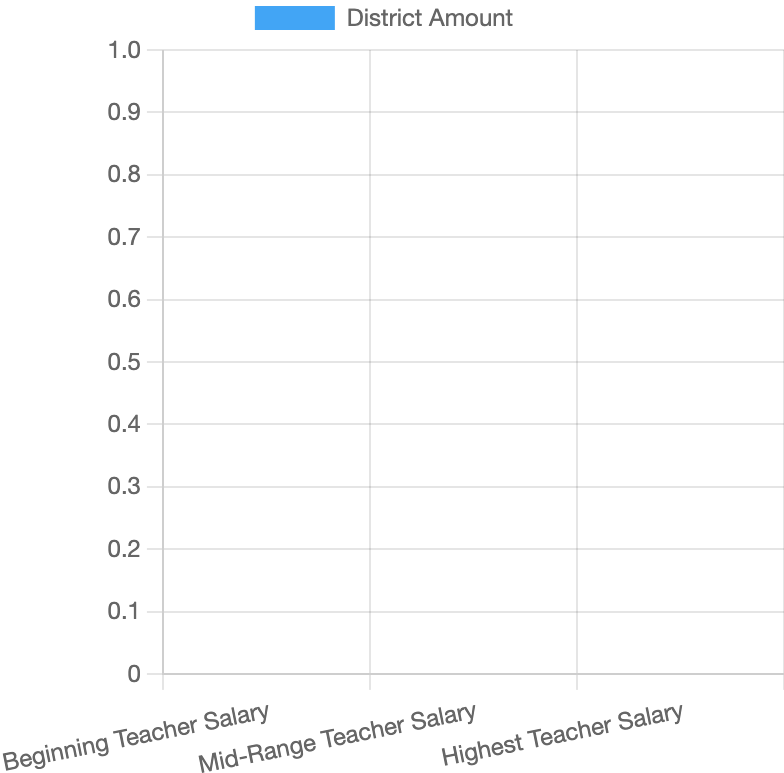
Types of Services Funded (Fiscal Year 2022–23)

null

*Last updated:***Teacher and Administrative Salaries (Fiscal Year 2021–22)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$0.00	\$47615.88
Mid-Range Teacher Salary	\$0.00	\$75580.34
Highest Teacher Salary	\$0.00	\$100485.05
Average Principal Salary (Elementary)	\$0.00	\$114066.92
Average Principal Salary (Middle)	\$0.00	\$123621.77
Average Principal Salary (High)	\$0.00	\$125385.54
Superintendent Salary	\$0.00	\$157977.15
Percent of Budget for Teacher Salaries	24.14%	27.82%
Percent of Budget for Administrative Salaries	6.35%	5.78%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses %**

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

* Where there are student course enrollments of at least one student.

Last updated:

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Last updated: 12/7/23

2024

July 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

August 2024

SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

October 2024

SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

November 2024

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Every Friday is a Minimum Day*

- Semester start & end dates
- Holidays/Vacation Breaks
- Individualized Learning Plans, Assessments, Learner Led Conferences, Learner Showcases

2024 - 2025

iLEAD Agua Dulce
Track A - Site Based

August

13 - First Day of School

September

2 - Labor Day

12 - 13 - K-5 Assessments

12 -Minimum Day K-5*

26 -Minimum Day All Grades*

26 - 27 - Individualized Learning Plans

October

4 - Individualized Learning Plans

7 - 11 - Mid-Fall Break, Staff Professional Development

31 -Minimum Day All Grades*

November

1 - Learner Free Day

11 - Veterans Day

18 - 22 - Fall Break

December

20 - Fall Semester Ends

20 - Reports of Progress Sent Home

20 - Jan 13 - Winter Break

January

13 - Staff Professional Development

14 - Spring Semester Begins

20 - Martin Luther King, Jr.

23 -Minimum Day All Grades*

23 - 24 - Learner Led Conferences

31 - Learner Led Conferences

February

17 - Presidents' Day

March

14 - Learner Free Day

April

Mar 31 - Apr 7 - Spring Break

May

15 - 16 - K-5 Assessments

26 - Memorial Day

27 - Jun 5 - Learner Showcases

June

6 - Last Day of School

2025

January 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

February 2025

SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

March 2025

SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

April 2025

SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

May 2025

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

*Minimum day = Schools &
Learning Studios close early

2024

July 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

August 2024

SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

October 2024

SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2




November 2024

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Every Friday is a Minimum Day*

	Semester start & end dates
	Holidays/Vacation Breaks
	Individualized Learning Plans, Assessments, Learner Led Conferences, Learner Showcases

2024 - 2025

iLEAD Agua Dulce

Track A - Independent Study

August

13 - First Day of School

September

2 - Labor Day

12 - 13 - K-5 Assessments

12 - Minimum Day K-5*

26 - Minimum Day All Grades*

26 - 27 - Individualized Learning Plans

October

4 - Individualized Learning Plans

7 - 11 - Mid-Fall Break, Staff Professional Development

31 - Minimum Day All Grades*

November

1 - Learner Free Day

11 - Veterans Day

18 - 22 - Fall Break

December

20 - Fall Semester Ends

20 - Reports of Progress Sent Home

23 - Jan 13 - Winter Break

January

13 - Staff Professional Development

14 - Spring Semester Begins

20 - Martin Luther King, Jr.

23 - Minimum Day All Grades*

23 - 24 - Learner Led Conferences

31 - Learner Led Conferences

February

17 - Presidents' Day

March

14 - Learner Free Day

April

Mar 31 - Apr 7 - Spring Break

May

15 - 16 - K-5 Assessments

26 - Memorial Day

27 - Jun 5 - Learner Showcases

June

6 - Last Day of School

2025

January 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

February 2025

SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

March 2025

SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

April 2025

SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3


May 2025

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

*Minimum day = Schools & Learning Studios close early

 Learning Period End Dates

LP	LP Dates	Days
1	8/13/24 - 9/13/24	23
2	9/16/24 - 10/18/24	20
3	10/21/24 - 11/15/24	18
4	11/18/24 - 12/20/24	20
5	1/14/25 - 2/7/25	18
6	2/10/25 - 3/7/25	19
7	3/10/25 - 3/28/25	14
8	4/8/25 - 5/2/25	19
9	5/5/25 - 6/6/25	24



FREEDOM OF EXPRESSION POLICY AND PROCEDURES

Board Approved:

Learners attending the School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges and other insignia and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. The Board of Directors ("Board") respects learners' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Learner liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Learners will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged outside of school, but may be disciplined for harassment, threats, or intimidation unless constitutionally protected. Education Code § 48950.

FREEDOM OF EXPRESSION PROCEDURES

Circulation of Petitions and Other Printed Matter

Learners shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before school begins, during the lunch period, and the half hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce learners to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the School or on School grounds.

Buttons, Badges and Other Insignia of Symbolic Expression

Learners will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Learners will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite learners so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful

School regulations or of the substantial disruption of the orderly operation of the School;

3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on School premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws.

Unofficial School Publications

School officials may not ban the distribution of non-School-sponsored publications on School grounds. Writers and editors of unofficial learner publications who violate any state or federal law may be disciplined after distribution. Learners distributing or posting any materials that are obscene, libelous or slanderous, or which demonstrably incite learners to commit unlawful acts on School premises, violate School rules, or substantially disrupt the School's orderly operation will be subject to disciplinary action.

The following points apply to unofficial learner publications:

1. The School and its employees may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.
2. School officials may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:
 - a. One half hour before school begins, during the lunch period, or the half hour after dismissal.
 - b. In locations that do not obstruct the normal flow of traffic within the School or at entrances.
 - c. Without undue noise.
3. No learner shall use coercion to induce learners or any other persons to accept printed matter or to sign petitions.
4. "Distribution" means dissemination of a publication to learners at a time and place of normal School activity, or immediately prior to or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the learner publication in areas of the School which are generally frequented by learners.

School officials cannot:

1. Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.
2. Ban the distribution of literature because it contains advertising.
3. Create regulations that discriminate against non-School-sponsored publications or interfere with the effective distribution of non-sponsored publications provided such publications abide by time, place and manner regulations.

Official School Publications

Learner editors of official school publications shall be responsible for assigning and editing the news, editorial and feature content of their publications subject to the limitations identified above. It shall be the responsibility of a journalism advisor(s) of learner publications within the School to supervise the production of the learner staff, to maintain professional standards of English and journalism and to maintain the provisions provided in the Education Code relating to learner expression.

Other Forms of Learner Expression

Forms of learner expression may include, but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of learner expression are the same. The rights of learners to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of learner expression. No facilitator or administrator shall interfere with such expression on the grounds that the message may be unpopular with learners or faculty.

In conforming to state and federal laws, learner expression must obey copyright laws; for example, learner posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or “Peanuts” publications.

A learner shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other learners, staff, or school property, or substantially disrupts the educational program. The School director will document the impact the expression had or could be expected to have on the school program.

Distribution of Procedures Governing Learner Rights

Site administrators will distribute copies of this Administrative Procedure to all facilitators who are advisors of learners who produce publications or present public performances. It is the responsibility of the School and site administrators to see that these guidelines are kept up-to-date and accurate.

Appeals

The learner and a School staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the learner, the learner may appeal the decision to the site administrator, and then to the Charter School Director or his/her designee. As a final step, the learner may follow the School’s complaint procedures as outlined in the Learner/Parent Handbook.



Foster Youth Policy

Board Approved:

The Governing Board of iLEAD Agua Dulce Charter School (the “Charter School”) desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster learners will be given access to the education and other services that such learners need to ensure that they have an opportunity to meet the same challenging State learner academic achievement standards to which all learners are held. Foster learners will not be stigmatized or segregated in a separate school or program based on the learner’s status as foster youth.

I. Definitions

- ☐ Foster child/learner/youth means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.
- ☐ The Charter School is the school of origin when the learner attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

II. Foster Child Liaison

The School’s foster child liaison is the CEO or designee, contact director@ileadaguadulce.org. The School’s foster child liaison is required to do all of the following:

- ☐ Ensure and facilitate the proper educational placement, admission in school and checkout from school of foster children.
- ☐ Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

- The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be admitted in a public school that learners living in the attendance area in which the foster child resides are eligible to attend.
- Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child's best interest.
- If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be served by his or her transfer to a school other than the school of origin, the foster child shall immediately be admitted in the new school.

III. Admission

All foster learners are required to follow the school's process for admitting learners, including filling out and submitting the school's admissions packet on time. As with all learners, admission depends upon availability. In the event of an oversubscription in a grade, foster learners will participate in the lottery as with any other learner.

If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

If a dispute arises regarding the request of a foster child to remain in iLEAD Agua Dulce Charter School as the school of origin, the foster child has the right to remain in iLEAD Agua Dulce Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

Admission in iLEAD Agua Dulce Charter School as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend iLEAD Agua Dulce Charter School. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is admitted at the time of placement.

IV. Former Foster Children

If the jurisdiction of the court is terminated before the end of an academic year, the iLEAD Agua Dulce Charter School shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education as the school of origin through the duration of the academic school year.

If the jurisdiction of the court is terminated while a foster child is in high school, iLEAD Agua Dulce Charter School shall allow the former foster child to continue his or her education in iLEAD Agua Dulce Charter School as the school of origin through graduation.

V. Course Work and Graduation

The Charter School will accept coursework satisfactorily completed by the foster child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the learner did not complete the entire course and shall issue that learner full or partial credit for coursework completed. The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the foster child to retake a course if the learner has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the learner did not complete the entire course, the Charter School shall not require the learner to retake the portion of the course the learner completed unless the Charter School, in consultation with the holder of educational rights for the learner, finds that the learner is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster youth shall be admitted in the same or equivalent course, if applicable, so that the learner may continue and complete the entire course.

If the Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the learner, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic or other records to the Charter School within two business days of the request.

A foster learner shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A foster learner who transfers between schools any time after the completion of the learner's second year of high school and is in the learner's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the learner is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school.

If the School determines that the foster learner is reasonably able to complete the School's graduation requirements within the learner's fifth year of high school, the School shall do all of the following: 1) Consult with the learner and the learner's educational rights holder of the learner's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Consult with the learner and the learner's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the learner's ability to gain admission to a postsecondary educational institution; 3) Consult with and provide information to the learner about transfer opportunities available through the California Community Colleges; 4) Permit the learner to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the learner, if the

learner is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the learner; 5) Consult with a learner in foster care regarding the learner's option to remain in the learner's school of origin.

To determine whether a foster learner is in the third or fourth year of high school, the number of credits the learner has earned to the date of transfer, the length of the learner's school admission, or, for learners with significant gaps in school attendance, the learner's age as compared to the average age in the third or fourth year of high school, may be used, whichever will qualify the learner for the exemption.

Within 30 calendar days of the date that a foster learner may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the learner, the educational rights holder, and the School's liaison for foster children and youth of the availability of the exemption and whether the learner qualifies for an exemption. If the School fails to provide timely notice, the learner shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the learner is no longer in foster care, if the learner otherwise qualifies for the exemption.

A foster learner that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the learner's fourth year of high school and that learner would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the learner graduate before the end of the learner's fourth year of high school.

If a foster learner is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall, in addition to providing the notification identified above, consult with the learner and the learner's education rights holder regarding the following:

- ☐ Discussion regarding how any of the requirements that are waived may affect the learner's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution;
- ☐ Discussion and information about other options available to the learner, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges;
- ☐ Consideration of the learner's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

If a foster learner who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the learner is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a foster learner is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the learner within 30 days of the exemption request if an exemption is requested by the learner or learner's educational rights holder and the learner qualifies for the exemption. EC 51225.1(h) If a foster learner was eligible for an exemption and was not properly notified of the availability of the exemption or declined the exemption, the Charter School shall exempt the learner within 30 days of the date of the exemption request, if an

exemption is requested by the learner or learner's educational rights holder and the learner at one time qualified for the exemption, even if the learner is no longer considered a "foster learner."

If a foster learner is exempted from local graduation requirements, the School shall not revoke the exemption.

If a foster learner is exempted from local graduation requirements, the exemption shall continue to apply after the learner is no longer a foster learner while the learner is admitted in the School or if a foster learner who is exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request a foster learner to transfer schools in order to qualify the learner for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

If the Charter School determines that a foster learner who transfers between schools any time after the completion of the learner's second year of high school is not reasonably able to complete the Charter School's graduation requirements within the learner's fifth year of high school, the Charter School shall exempt that learner from the Charter School's graduation requirements and provide the learner the option to remain in the school for a fifth year to complete the statewide coursework requirements. The Charter School shall consult with the learner and the learner's educational rights holder regarding all of the following:

- ☐ The learner's option to remain in school for a fifth year to complete the statewide standards;
- ☐ How waiving the Charter School's requirements and remaining school for a fifth year may affect the learner's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education;
- ☐ Whether any other options are available to the learner, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges;
- ☐ The learner's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a learner is not eligible for an exemption in the year in which the learner transfers between schools because the Charter School makes a finding that the learner is reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school, the Charter School shall nonetheless reevaluate eligibility and provide written notice to the learner and learner's educational rights holder and the learner's social worker or probation officer, if applicable, whether the learner qualifies for an exemption within the first 30 calendar days of the following academic year, based on the course completion status of the learner at the time of reevaluation to determine if the learner continues to be reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school.

If it is determined within the first 30 calendar days of the following academic year, that given their course completion status as the time the reevaluation conducted that the learner is not reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school, the Charter School shall provide the learner with the option to receive an exemption from all coursework and other requirements that are in addition to the statewide coursework requirements or to stay in school for a fifth year to complete the Charter School's graduation requirements upon agreement with the learner, or the learner's educational rights holder and provide notification of availability of these options.

The decision whether to accept an exemption from the Charter School's graduation requirements is in the sole discretion of the learner (if over 18) or the learner's educational rights holder based on the learner's best educational interests.

VI. Transportation

If the foster learner requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost effective manner.

VII. Records

A foster family agency with jurisdiction over a currently admitted or former learner, a short-term residential treatment program staff responsible for the education or case management of a learner, and a caregiver who has direct responsibility for the care of the learner, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for learners and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster learner.

A foster family agency, short-term residential treatment program, or caregiver may review and receive learner records pursuant to subdivision (a) for purposes of monitoring the learner's educational progress, updating and maintaining the learner's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the learner has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the learner in school, assisting the learner with homework, class assignments, and college and scholarship applications, and admitting the learner in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

A "resource family" means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.



INTERNAL COMPLAINT PROCEDURES FOR COMPLAINTS RELATING TO SPECIAL EDUCATION

Board Approved:

It is the policy of the iLEAD Agua Dulce (the “School”) to maintain a positive and productive educational environment. The School is primarily responsible to ensure that it is compliant with all applicable federal and state special education laws and regulations. There are some circumstances, however, when parents/guardians or learners over the age of 18 believe that a violation of federal or state special education law is occurring in the following areas: 1) violations of Part B of the IDEA, and regulations implementing Part B; or 2) violations of Part 30 of the Education Code and the related regulations; or 3) complaints that an LEA or other public agency has violated the terms of a settlement agreement relating to the provision of a free, appropriate public education (an allegation relating to an attorney fees provision in a settlement agreement is expressly excluded); 2) complaints that the LEA or other public agency has failed or refused to implement a due process hearing order to which that LEA or other public agency is subject; 3) complaints that a public agency, other than an LEA, fails or refuses to comply with a law or regulation applicable to that public agency as it pertains or relates to the provision of a free appropriate public education to individuals with disabilities; or 4) complaints that allege facts that indicate that physical safety concerns interfere with the provision of a free appropriate public education.

Additionally, the School shall not directly or indirectly use or attempt to use the official authority or influence of the School employee for the purpose of intimidating, threatening, coercing, or attempting to intimidate, threaten, or coerce, any person, including, but not limited to, a facilitator, a provider of designated instruction and services, a paraprofessional, an instructional aide, a behavioral aid, a health aid, other educators or staff of the School, a private individual or entity under contract with the School, or a subordinate of the employee, for the purpose of interfering with the action of that person at any time, to assist a parent or guardian of a learner with exceptional needs to obtain services or accommodations for that learner.

If the parent/guardian/learner has a complaint relating to an evaluation or plan under section 504 of the Rehabilitation Act of 1973 (“section 504 plan”), the parent/guardian/learner may complain to the School’s administration. If that does not resolve the issue, the parent/guardian/learner may make a formal complaint to the School’s section 504 designee, director@ileadaguadulce.org.

Filing a Complaint:

If the parent/guardian/learner/organization believes that a violation of state or federal special education laws or regulations is occurring, and the issue is not resolved informally, the parent/guardian/learner/organization may file a signed written complaint with the California Department of Education (“CDE”). All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision is

made. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or a disability, the school staff will assist the person with filing the complaint.

The complaint filed must include the following: 1) a statement that an Local Education Agency (“LEA”) or other public agency has violated or failed to comply with any provision set forth above; 2) the facts on which the statement is based; 3) the signature and contact information for the complainant; and 4) if alleging violations with respect to a specific child: A) the name and address of the residence of the child; B) the name of the school the child is attending; C) in the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending; D) a description of the nature of the problem of the child, including facts relating to the problem; and E) a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with federal regulations. The party filing the complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the CDE.

The state complaint procedures, investigations, and reports include those provisions set forth in 34 C.F.R. sections 300.151 through 300.153.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Appeal of CDE’s Investigation Report

Within 30 days of the date of the CDE Investigation Report, either party may request reconsideration by the Superintendent of Public Instruction (“SPI”) or the SPI’s designee. The request for reconsideration shall specify and explain why: 1) relative to the allegation(s) of the complaint, the CDE Investigation Report lacks material findings of fact necessary to reach a conclusion of law; and/or 2) the material findings of fact in the CDE Investigation Report are not supported by substantial evidence; and/or 3) the legal conclusion in the CDE Investigation Report is inconsistent with the law; and/or 4) in a case in which the CDE found noncompliance, the required corrective actions fail to provide a proper remedy.

The CDE shall respond in writing to the request for consideration within 60 days of the receipt of the request.

Dissemination

Upon request, a copy of this policy will be made available free of charge and is also available on the School’s website.



Section 504 Policy

Board Approved:

The Governing Board of iLEAD Agua Dulce recognizes the need to identify and evaluate learners with disabilities, and desires to ensure that all learners, including learners with disabilities, have a free appropriate public education (FAPE). This means that learners with disabilities will receive the same education as learners without a disability.

The School Director shall designate a 504 coordinator to establish and implement evaluation procedures to be used whenever there is reason to believe that a learner, because of a disability, needs or is believed to need special instruction or related services. This coordinator shall also ensure a system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the learner to examine relevant records, an impartial hearing with the opportunity for participation by the learner's parent/guardian and representation by counsel, and a review procedure.

The School Director or designee shall ensure that identified learners with disabilities receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled learners are met.

If the learner is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 multi-disciplinary team members shall develop a written Section 504 service plan for the learner. Upon reviewing the nature of the disability and how it impacts the learner's education, the members shall determine what general and/or special education services, related aids, supplemental aids and services, accommodations and/or modifications, are needed in order to provide the learner with a FAPE. The learner shall be educated with non-disabled learners to the maximum extent appropriate.

The School Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. The Section 504 multi-disciplinary team shall provide the parent/guardian with a copy of the Section 504 service plan. If the Section 504 multi-disciplinary team determines that the learner is not eligible under Section 504, the parent/guardian shall receive a copy of the Section 504 multidisciplinary team meeting notes stating the basis for this decision. The parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.