



MEETING AGENDA - iLEAD Agua Dulce Board

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

Meeting

Meeting Date Tuesday, June 25, 2024
Start Time 5:00 PM
End Time 6:00 PM
Location Address: 11311 Frascati Street, Agua Dulce, CA 9190
Zoom Meeting: <https://zoom.us/j/5395735793>
Meeting ID: 539 573 5793
Dial in Number: 1-669-900-6833

Purpose Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order (5:00 PM - 5:00 PM)

1.2. Roll Call (5:00 PM - 5:00 PM)

1.3. Pledge Of Allegiance (5:00 PM - 5:00 PM)

1.4. Board Meeting Agenda (5:00 PM - 5:00 PM)

Discuss and take action on the Board Meeting Agenda.

1.5. Board Meeting Mintues (5:00 PM - 5:00 PM)

Due date: 6/25/2024

Documents

- Minutes-2024-06-18-v1.pdf

2. Public Comments

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

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

3. Consent Items

3.1. Personnel Report (5:00 PM - 5:00 PM)



Due date: 6/25/2024

Documents

- 6.25.24_AguaDulce_PersonnelReport - Google Docs (1) (1).pdf

3.2. Check Register

(5:00 PM - 5:00 PM)

Documents

- iAD Payment Register Summary_20240612.pdf
- iAD Payment Register_20240612.pdf

4. Discussion and Reports

4.1. Local Indicator Report

(5:00 PM - 5:00 PM)

Discuss the 2023-2024 Local Indicators.

Documents

- 2024 iLEAD Agua Dulce Local Priority Self-Reflection Tool Rubric ✓ (1).pdf
- 2024 iLEAD Agua Dulce Disaggregated School Climate Survey (1) (1).pdf

5. Action Items

5.1. Local Control & Accountability Plan

(5:00 PM - 5:00 PM)

Discuss and take action on the 2024 - 2025 LCAP.

Due date: 6/25/2024

Documents

- 24_25 Agua Dulce LCAP FINAL.pdf

5.2. 2023-2024 Estimated Actuals & 2024-2025 Budget

(5:00 PM - 5:00 PM)

Discuss and take action on the Estimated Actuals and projected budget.

Due date: 6/25/2024

Documents

- iLEAD Agua Dulce _ 23-24 Estimated Actuals 24_25 Preliminary Budget (1).pdf
- 2024-2025 Preliminary Budget Alternative Form and MYP ILead Agua Dulce.xlsx - Alternative Form (1) (1).pdf
- 2024-2025 Preliminary Budget Alternative Form and MYP ILead Agua Dulce.xlsx - MYP (1) (1).pdf

5.3. School Plan for Student Achievement

(5:00 PM - 5:00 PM)

Discuss and take action regarding 2024-2025 School Plan for Student Achievement.

Due date: 6/25/2024

Documents

- iLEAD Agua Dulce SPSA 24-25 board presentation.pdf
- iLEAD Agua Dulce SPSA 24-25.pdf

5.4. Prop 28 Annual Plan

(5:00 PM - 5:00 PM)

Discuss and take action regarding the Prop 28 plan.



Due date: 6/25/2024

Documents

- AD - Prop 28 annual plan and fiscal update 23_24.pdf
-

5.5. Declaration of Need

(5:00 PM - 5:00 PM)

Discuss and take action regarding the Declaration of Need for Emergency CLAD Permits for staff to teach English Language Learners while working to obtain their CLAD.

Due date: 6/25/2024

Documents

- 24_25 AD - DON .pdf
-

5.6. 2024-2025 Family Guidebook

(5:00 PM - 5:00 PM)

Discuss and take action on the revised 2024-2025 Family Guidebooks.

Due date: 6/25/2024

Documents

- iAD 2024-2025 iLEAD Schools Family Guidebook ✓.pdf
-

6. Board Comments

6.1. Board Comments

(5:00 PM - 5:00 PM)

7. Closing Items

7.1. Next Meeting Date

(5:00 PM - 5:00 PM)

7.2. 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, June 18, 2024
Started 5:00 PM
Ended 6:00 PM
Location Address: 11311 Frascati Street, Agua Dulce, CA 9190
Zoom Meeting: <https://zoom.us/j/5395735793>
Meeting ID: 539 573 5793
Dial in Number: 1-669-900-6833

Purpose Regular Scheduled Meeting
Chaired by Christine Johnson
Recorder Kristan Hinze

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting was called to order at 4:59pm.

Status: Completed

1.2. Roll Call

Kurt Knechtel, present

Michelle Guzman, present

Adrianna Sanchez, present

Christine Johnson, present

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Motion: Michelle Guzman

Second: Adrianna Sanchez

Motion unanimously passed.

Due date:



Status: Completed

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Motion: Kurt Knechtel

Second: Adrianna Sanchez

Motion unanimously passed.

Due date:

Status: Completed

Documents

- Minutes-2024-05-07-v1.pdf
-

2. Public Comments

2.1. Public Comments

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

No public comments were made.

Status: Completed

3. Consent Items

3.1. Revised Employee Handbook

Motion: Adrianna Sanchez

Second: Kurt Knechtel

Motion passed unanimously.

Status: Completed

Documents

- 2024 Employee Guidebook Agua Dulce 20240701 Update for Board Approval.pdf
-

3.2. Obsolete Equipment

Motion: Adrianna Sanchez

Second: Kurt Knechtel

Motion passed unanimously.

Status: Completed

Documents

- iLEAD Agua Dulce Obsolete (June 2024).pdf
-



3.3. 2022 Tax Return

Motion: Adrianna Sanchez

Second: Kurt Knechtel

Motion passed unanimously.

Status: Completed

Documents

- AD 2022 Tax Returns - DRAFT 05-11-2024.pdf
-

4. Discussion Items

4.1. iCA Annual Report

iCA will present a summary of support for the 2023-2024 school year.

Amanda Fischer, iCA CEO, presented the iCA Annual Report and answered questions of the Board.

Status: Completed

5. Closed Session

5.1. Public Employee Performance Evaluation

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

Status: Completed

6. Report of Closed Session

6.1. Report of Closed Session

Nothing was reported from Closed Session.

Status: Completed

7. Action Items

7.1. 2024 - 2025 Board Meeting Dates

Discuss and take action regarding the 2024 - 2025 Board Meeting Dates.

Motion: Michelle Guzman

Second: Kurt Knechte

Motion passed unanimously.

Status: Completed

Documents

- iLEADAguaDulce_2023-2024_BoardMeetingDates.pdf
-

7.2. Revised Special Education Shared Resource Agreement



Discuss and take action regarding the revised iLEAD CA Sp. Ed. Shared Service Agreement.

Motion: Kurt Knechtel

Second: Michelle Guzman

Motion passed unanimously.

Status: Completed

Documents

- Revised - SPED RESOURCE SHARING (Draft 5.24).pdf
-

7.3. Revised Vacation Policy

Discuss and take action on revised Vacation Policy.

Motion: Michelle Guzman

Second: Adrianna Sanche

Motion passed unanimously.

Status: Completed

Documents

- iLEAD AD Draft 24-25 Vacation Policy.pdf
-

7.4. 2024-2025 Holiday Policy

Discuss and take action regarding the 2024-2025 Holiday Policy.

Motion: Kurt Knechtel

Second: Michelle Guz

Motion passed unanimously.

Status: Completed

Documents

- iLEAD AD Draft 24-25 Holiday Policy.pdf
-

7.5. Revised Food Service MOU

Discuss and take action on the revised Food Service MOU.

Motion: Michelle Guzman

Second: Adrianna Sanchez

Motion passed unanimously.

Status: Completed

Documents

- MOU for Self Operation 24-25.pdf
-

8. LCAP Hearing

8.1. LCAP Hearing



This is the opportunity for the Public to review the summary of the 2024-2025 LCAP and make comments to the Board accordingly.

Allison Bravo, iCA Service Provider presented the 2024-2025 LCAP, opened up a Public Hearing, and answered questions of the Board and public.

Status: Completed

Documents

- Agua Dulce 24_25 LCAP DRAFT.pdf
-

9. Board Comments

9.1. Board Comments

No Board comments were made.

Status: Completed

10. Closing Items

10.1. Next Meeting Date

June 25 @ 5:00

Meeting adjourned at 5:23pm.

Status: Completed

10.2. Adjournment

Status: Completed

EMPLOYMENT - NEW HIRES

So, Jacqueline

Office Assistant (back fill)

05.01.24

RESIGNATIONS/TERMINATIONS

Hinze, Kristan

iLEADership Resident

04.30.24

STATUS CHANGE

Sickafoose, Colin	Facilitator to Care Team Instructional Support	05.27.24
Aguilar, Ashley	Care Team - Instructional Support from FT to PT	04.24.24
Hinze, Kristan	Business Manager to iLEAD Resident	03.16.24

Company Name: iLEAD Agua Dulce
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 05/02/24-06/12/24

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	12,286.60
3402	Health & Welfare Benefits - Classified positions	9,002.22
4110	Core Curriculum - Texts, Workbooks, etc	32.95
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	3,725.90
4310	Science Supplies	144.75
4315	Art Supplies	483.77
4325	Custodial Supplies	4,970.74
4330	Health & Safety	516.81
4335	Home Study Stipend	9,177.69
4340	Office Supplies	1,015.26
4345	Printing & Reproduction Supplies	1,275.71
4355	Facilities Supplies	3,088.26
4420	NonClassroom Furniture & Equipment	1,052.19
5240	Professional Development - Meetings & Collaborations	1,169.30
5410	Liability Insurance	12,211.00
5510	Utilities - Electricity	216.23
5560	Operations - Security	484.41
5630	Repairs & Maintenance - Facilities	5,555.47
5804	Professional Services - Auditing & Tax Preparation	1,600.00
5809	Professional Services - Shared/Leased Employees	2,413.21
5824	Operating Expenditures - Fundraising & Grantwriting	2,707.50
5827	Operating Expenditures - Other Benefit Fees	24.42
5829	Operating Expenditures - Events	893.14
5830	Operating Expenditures - Marketing & Advertising	758.99
5850	Student Services Expenditures - Student Information System	38.29
5852	Student Services Expenditures - Special Education Contracted Services	1,880.10
5853	Student Services Expenditures - Student & Group Activities	2,814.88
5854	Student Services Expenditures - Electives & Enrichment	418.58
5855	Student Services Expenditures - Substitutes	4,935.00
5910	Telephone & Fax	1,912.40
5920	Internet Services	399.96
5940	Postage Expense	38.07
9310	Prepaid Expenditures (Expenses)	8,819.39
9320	Deposits	1,000.00
9520	Payroll Liabilities	3,868.49
9535	Retirement Liability	64,807.94
9536	403b Payable	150.00
Grand Total		\$ 165,889.62

Company name: iLEAD Agua Dulce
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 05/02/24-06/12/24
Created on: 6/14/24
Location: 118--iLEAD Agua Dulce

Date	Vendor	Amount
5/2/24	LOSA002--City of Los Angeles Zoo	824.00
5/2/24	GATE001--Gateway Fund Raising Service, Inc	2,707.50
5/2/24	BROW010--Jennifer Brownlee	32.95
5/2/24	SCOO000--Scoot Education	658.00
5/2/24	SPEC003--Specialized Therapy Services	765.90
5/2/24	PART000--Mallory Partis	21.53
5/2/24	MCCA000--McCalla Company	835.42
5/2/24	EDI118A--Southern California Edison 9069	216.23
5/2/24	WILL005--Elsa Williamson	111.99
5/2/24	THEH000--The Hidden Dojo	254.00
5/2/24	DANC007--Dancin' In Acton, Inc.	487.70
5/2/24	HINZ000--Kristan Hinze	1,898.37
5/2/24	HANE000--Antonio Haney	260.00
5/2/24	SCOO000--Scoot Education	987.00
5/2/24	JONE002--Alicia Jones	350.00
5/2/24	LOSA001--Los Angeles County Office of Education (LACOE)	32,687.80
5/3/24	MCCA000--McCalla Company	1,000.62
5/3/24	LEAR000--Learn Beyond The Book LLC [S]	263.40
5/3/24	WEST000--West Coast Music Academy [S]	1,178.00
5/3/24	AMAZ100--Amazon Capital Services (iCA)	1,378.87
5/3/24	AGUA001--Agua Dulce Hardware	795.70
5/3/24	NATI000--National Benefit Services	50.00
5/6/24	MCCA000--McCalla Company	64.94
5/6/24	AGUA001--Agua Dulce Hardware	1,250.12
5/7/24	KHTS000--KHTS Radio	250.00
5/7/24	UEAI000--Universal Electronic Alarms Inc.	54.95
5/7/24	TIM118A--Time Warner Cable 9656	399.96
5/7/24	ATT118A--AT&T 9839.	805.23
5/7/24	MCCA000--McCalla Company	678.59
5/7/24	JIVE000--GoTo Technologies USA, LLC	431.63
5/7/24	ILEA300--iLEAD California	12,211.00
5/7/24	HINZ000--Kristan Hinze	867.67
5/7/24	AMAZ100--Amazon Capital Services (iCA)	491.22
5/8/24	ATT118A--AT&T 9839.	675.54
5/8/24	WEXH000--WEX Health Inc.	21.02
5/8/24	CIGN000--Cigna Healthcare	967.77

Date	Vendor	Amount
5/8/24	KAIS000--Kaiser Foundation Health Plan	9,879.06
5/10/24	AMAZ100--Amazon Capital Services (iCA)	56.71
5/10/24	PURE000--Pure Oasis Water	165.00
5/10/24	AMER008--Ameritex Office Solutions	562.83
5/10/24	ILEA300--iLEAD California	38.29
5/10/24	BAY118A--Bay Alarm Company 3872*	644.19
5/10/24	SANC003--Miranda Sanchez	123.86
5/10/24	MIKH000--Mikhail, Nancy	10.00
5/10/24	BLIC000--Blick Art Materials [P]	492.32
5/10/24	OUTS000--Outschool, Inc [S]	814.00
5/10/24	AMAZ100--Amazon Capital Services (iCA)	1,178.35
5/15/24	MCCA000--McCalla Company	472.90
5/15/24	INSI000--SC Publishing, Inc	147.00
5/15/24	ROUE000--John Roueche , D.V.M.	165.00
5/15/24	LLGR000--Gladys Ramirez	486.59
5/15/24	OUTS000--Outschool, Inc [S]	115.00
5/16/24	SCHO015--School Zone Transportation, Inc	800.00
5/16/24	RAMI000--Gladys Ramirez	149.82
5/16/24	FOXF000--Fox Feed, Inc.	242.74
5/16/24	AGUA001--Agua Dulce Hardware	349.65
5/17/24	SKYL000--Skylark North*	900.00
5/17/24	AUGM000--Augmentative Communication Consultants Inc	303.00
5/17/24	STAP001--Staples Advantage	264.42
5/17/24	PANT000--Panther Pest Control	675.00
5/17/24	SCOO000--Scoot Education	2,303.00
5/17/24	THES005--The Swim Ranch	1,000.00
5/17/24	LEES000--Lee, Sue Yeon	65.00
5/17/24	VANL000--Amy Van Leuven	980.00
5/17/24	VALE002--Valencia Tutors Learning Center [S]	210.00
5/17/24	CORD000--Cordero, Efrain	80.00
5/17/24	HORS000--Kim Wineland (Horse ETC)	260.00
5/17/24	SPEC003--Specialized Therapy Services	1,114.20
5/20/24	HANE000--Antonio Haney	-260.00
5/21/24	NATI000--National Benefit Services	50.00
5/22/24	HANE000--Antonio Haney	260.00
5/22/24	VENB000--Venbrook Insurance Services	1,909.47
5/23/24	HORN000--Rhonna Horney	106.40
5/23/24	HART001--The Hartford	3,868.49
5/23/24	MCCA000--McCalla Company	68.61
5/23/24	PETR001--Marjorie Petrogonas	66.11
5/23/24	NUES000--Nuestra Escuelita Spanish Academy	169.00
5/23/24	RAIN000--Rainbow Resource Center Inc [P]	23.27

Date	Vendor	Amount
5/23/24	CIGN001--Cigna Healthcare	128.19
5/23/24	KOOL000--Kool It Refrigeration*	449.04
5/24/24	NATI001--Nationwide	43.68
5/24/24	CAVO001--Cavallo Electric Contractor Inc	1,200.00
5/24/24	SAVO000--SAV-ON Fence Inc	3,150.00
5/24/24	ONLI000--Online Purchasing Systems	710.77
5/28/24	GRAV001--Gravie, Inc	5,984.42
5/31/24	PATE000--Keshav Education Inc.	570.00
5/31/24	FIDE000--Fidelity Security Life Insurance Company	129.99
5/31/24	AMAZ100--Amazon Capital Services (iCA)	140.86
5/31/24	MCCA000--McCalla Company	1,019.77
5/31/24	VALE002--Valencia Tutors Learning Center [S]	315.00
5/31/24	FIDE000--Fidelity Security Life Insurance Company	79.33
5/31/24	LOSA001--Los Angeles County Office of Education (LACOE)	32,120.14
6/5/24	FUNA001--Funatic Events & Entertainment LLC	425.00
6/5/24	AMER008--Ameritex Office Solutions	292.37
6/5/24	SCOO000--Scoot Education	987.00
6/5/24	HUGO000--Hugo's Gymfitness [S]	140.00
6/5/24	DANC007--Dancin' In Acton, Inc.	250.00
6/5/24	THEO004--The ONE TaeKwanDo [S]	378.00
6/5/24	ILEA300--iLEAD California	1,336.71
6/5/24	ILEA300--iLEAD California	1,076.50
6/5/24	AMAZ100--Amazon Capital Services (iCA)	1,437.33
6/5/24	NATI000--National Benefit Services	50.00
6/7/24	CHRI006--Christy White, Inc,	1,600.00
6/7/24	KHTS000--KHTS Radio	250.00
6/7/24	AMAZ100--Amazon Capital Services (iCA)	1,331.72
6/11/24	FIDE000--Fidelity Security Life Insurance Company	102.41
6/11/24	WEXH000--WEX Health Inc.	3.40
6/11/24	PURE000--Pure Oasis Water	212.70
6/11/24	FIDE000--Fidelity Security Life Insurance Company	79.33
6/11/24	KAIS000--Kaiser Foundation Health Plan	9,879.06
6/11/24	PRIO000--Priority Plumbing Solutions	1,000.00
6/12/24	ACAD005--Academy Swim Club [S]	584.00
6/12/24	THEO004--The ONE TaeKwanDo [S]	189.00
		\$ 165,889.62

**LEA: iLEAD Agua Dulce
2023-2024**

Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (2023-2024 School Year)

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

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

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

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

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

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

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
ELA					X
ELD				X	

Math					X
Next Generation Science Standards					X
History-Social Science					X

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

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

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

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

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

Section 1: Building Relationships between School Staff and Families

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability

Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
Rate the LEA's progress in creating welcoming environments for all families in the community.					X
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					X
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					X

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

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

Agua Dulce builds relationships and community with intentionality. Agua Dulce provides many hands-on activities and events that promote learner and family engagement. This includes play-based learning, farm animals, PBL projects, Presentations of Learning, Learner-led Conferences, Individualized Learning Plans co-created with facilitators, learners and families as well as aerospace opportunities. The results of these endeavors is positive student engagement and school climate, as confirmed by our Educational Partner Survey results indicating strong favorable responses for our Teacher-Student Relationships and School Climate.

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

iLEAD Agua Dulce will generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all educational partners as defined in our LCAP Goal #3. This goal addresses the need for a strategic focus on learner well-being and family engagement in school activities. The charter school will continue to strengthen, support and expand opportunities for learners to understand how to succeed academically and social-emotionally, develop supportive relationships, foster a positive school culture, and increase school engagement. A renewed emphasis will also be placed on family involvement and parent education to increase learner and family connectedness in a safe, supportive, and stable learning environment.

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

Based on our analysis of the Panorama Educational Partner input and local data, the LEA plans to improve engagement of underrepresented families in relation to Building Relationships Between School Staff and Families in the following ways: Educational Partner meetings, Family Education opportunities such as the Special Education Student Symposium, and Parent University webinars or in-person meetings to promote engagement. iLEAD Agua Dulce will continue to incorporate multiple ways for families to engage, connect with the community through volunteer and outreach strategies, and provide communication amongst all educational partners to promote learner engagement and awareness of the mission and vision of iLEAD Agua Dulce. The school will conduct an annual survey for input on the school and its programs to determine our strengths and areas of growth. iLEAD Agua Dulce will provide ongoing family education and additional resources (through counseling support, community partnerships and/or additional resources based on individual need) and will be dedicated to support all learners through the guidance of school counselors, liaisons and coordinators. Underrepresented families and those with unduplicated learners are often less connected to school and sometimes need additional support on how to support their learners in the home typically resulting in higher rates of chronic absenteeism and lower graduation rates.

Section 2: Building Partnerships for Student Outcomes

Content Area	1	2	3	4	5
	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					X
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					X
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					X
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					X

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

Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

iLEAD Agua Dulce has conducted surveys and analyzed data from our educational partners, as well as state and local assessments to determine our current strengths and progress in Building Partnerships for Student Outcomes. We will provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness, as defined in our LCAP Goal #2.

Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

iLEAD Agua Dulce LCAP Goal #2 emphasizes a continued focus on student achievement across all student groups to include increased ELA and math achievement on both state assessments and NWEA MAP (a California Department of Education (CDE)-approved, internal diagnostic assessment). The goal is to prepare learners academically and social-emotionally through project-based learning and/or personalized learning opportunities that align with state standards. Learner and credentialed teacher (facilitator) feedback on the iLEAD Comprehensive Growth Card, a measure on social-emotional, academic and personal goal-setting, also indicate a need for growth in academic achievement. Additionally, there is a need to concentrate efforts on the percentage of high schoolers graduating as prepared as indicated on the California School Dashboard's college/career indicator. iLEAD Agua Dulce's high school staff is working to ensure learner voice and choice and that all courses being offered are A-G. The school will continue to develop its high school program so that learners graduate college and career ready as measured by the CA School Dashboard. The school continues to monitor student achievement across student groups.

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

After a careful analysis of our educational partner input, as well as state and local data, iLEAD Agua Dulce will continue to work on improving engagement of underrepresented families and learners in relation to Priority 3: Building Partnerships for Student Outcomes. School staff will support and track all learners, including Special Education, Socioeconomically Disadvantaged, Foster/Homeless, etc.) in their mastery of standards through integrated core projects and curriculum as reflected on state assessments and other internal measures. School staff will work to ensure there is a high percentage of all learners who participate in internal and state assessments. The EL Coordinator and other school staff will utilize professional development principles in ELD and regularly analyze data to provide targeted support with a focus on increased English proficiency in reading, listening, speaking, and writing to ensure progress is being made towards reclassification. Through a variety of strategies including professional development sessions, learner-led conferences and/or learning period meetings, school staff will work with learners to create goals and action plans to improve academic performance and social-emotional learning (SEL). Additionally, school staff will provide SEL strategies to support learners in achieving their personal goals. The school plans to monitor these identified student groups both academically and social-emotionally in order to provide additional, targeted support to promote learner achievement and college and career readiness. The high school will also increase counseling, monitoring and support to ensure unduplicated are utilizing opportunities and coursework in order to graduate prepared as indicated on the CA School Dashboard.

Section 3: Seeking Input for Decision-Making

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					X
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					X

Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					X
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					X

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

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

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

During the 2023-24 school year, monthly iSUPPORT meetings were held to allow opportunity for school staff and families to connect regarding the school program. Informal feedback was also received by families through family involvement at school wide events. Additionally, monthly EL collaborations with the EL coordinators within the school and across iLEAD Schools provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program. The WASC substantive change visit (to add the 11th grade level) occurred in the winter of 2023. Feedback from that visit included preparing future graduates to graduate as college and career prepared through the coursework and opportunities provided by iLEAD Agua Dulce. Twice a year, iLEAD Agua Dulce learners and staff completed the iLEAD Comprehensive Growth Card, a measure of learner growth in the Schoolwide Learner Outcomes, as well as their progress towards academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent and learner surveys regarding aspects of the program were sent in the spring of 2023 to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps).

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

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

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

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

At iLEAD Agua Dulce, we firmly believe that nurturing both academic and social-emotional skills is crucial for our students' success. To support this holistic approach, we utilize the Panorama Student Survey to measure and support our learners' perceptions of school climate, safety, engagement, belonging, and relationships with facilitators.

In the Spring of 2024, 184 students from grades 3-11 participated in this nationally-normed survey. Our learners in grades 3-5 met or exceeded the national norm in four out of five categories, while those in grades 6-11 met the norm in one category. This data highlights our strengths and areas where we need to focus our efforts to ensure every student thrives.

In order to best review the data from this survey the following presentation was put together to summarize the data:

[2024 iLEAD Agua Dulce Disaggregated School Climate Survey](#)

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

From the data we collected, we can derive valuable insights into our strengths and areas needing improvement.

School Safety

The sense of safety among our students is paramount. According to the survey, 62% of students in grades 3-5 and 71% in grades 6-11 feel physically and psychologically safe at school, the latter showing an impressive 11-point increase from the previous year.

A deeper look into the data reveals that 78% of our younger learners (grades 3-5) feel it is highly unlikely they would experience online bullying, and 74% feel the same about physical fights. Among older students, 71% believe they can easily get help from an adult if needed, and 80% do not worry about violence at school—a significant 15-point improvement from last year. Notably, 96% of our older students report very few physical fights at school, reinforcing our commitment to a safe learning environment.

Teacher-Student Relationships

Strong relationships between facilitators and students are at the heart of our school community. The survey results show 71% of students in grades 3-5 and 60% in grades 6-11 feel positively about their relationships with their facilitators.

Among our younger students, 84% believe their facilitators treat them with high respect, and 65% feel their facilitators are concerned and caring when they are upset. Moreover, 78% would be excited to have the same teachers again. In the older grades, 83% of students feel respected by their facilitators, and 60% would be excited to have most or all of their current facilitators again—a 16-point increase from the previous year.

School Belonging

Feeling valued and connected is essential for student well-being and success. Our survey results show that 58% of students in grades 3-5 and 40% in grades 6-11 feel a sense of belonging, with the latter showing a 10-point increase from last year.

Among the younger students, 71% feel supported by adults at school, and 52% believe they are understood as individuals. For the older students, 42% feel connected to adults, and 32% feel understood. Respect among peers has improved significantly, with a 14-point increase in students feeling respected by their peers.

School Climate

The overall social and learning climate of our school is perceived positively by 56% of students in grades 3-5 and 50% in grades 6-11.

Among our younger learners, 57% feel that school rules are fair, and 81% see their facilitators as enthusiastic about teaching—a 12-point increase. In the older grades, 62% find the physical learning environment pleasant, and 59% feel the school's energy is positive. Fairness of rules and facilitator enthusiasm are felt by 55% of these students.

School Engagement

Engagement is a critical indicator of how invested and attentive our students are in their learning. Here, we see an opportunity for growth, with 48% of grades 3-5 and 30% of grades 6-11 reporting high levels of engagement.

Half of our younger students (50%) are excited to go to school each day, a 9-point increase from last year, though focus in class has decreased to 58%. For our older students, 28% are excited about their classes, and 32% are eager to participate in learning activities, indicating a need for strategies to boost engagement.

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

Path Forward

Our survey data paints a comprehensive picture of a supportive and engaged school community while highlighting key areas for growth. The insights gained from this data will serve as a guiding framework for our Local Control and Accountability Plan (LCAP), aimed at improving school climate, safety, and engagement. By addressing these areas and building on our strengths, we aim to create an environment where every student feels safe, connected, and motivated to learn.

We are committed to fostering an educational experience that exceeds expectations, ensuring every learner at iLEAD Agua Dulce can achieve their full potential academically, socially, and emotionally. By leveraging the insights from our survey data, we will strategically address the areas of need and continue to build on our strengths. Our comprehensive approach will involve the entire school community—students, teachers, parents, and administrators—in a collective effort to create an enriching, supportive, and dynamic learning environment.

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

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

In grades TK-11, the LEA uses the following measures/tools, for all learners, to ensure access to a broad course of study: Individualized Learning plans (ILPs), revised at least once per semester; Presentations of Learning (POLs), presented by each learner throughout the school year; and Showcases of Learning at the end of each year.

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

All learners have access, and are enrolled in, a broad course of study as defined by EC sections 51210 and 51220(a)-(i), as all courses offered intentionally follow those codes. All learners identified as unduplicated pupils, as well as individuals with exceptional needs are served via push in services in their classrooms. No learners are removed for services. The use of Individualized Learning plans (ILPs) encourages learners to continually set goals for achievement. Presentations of Learning (POLs) completed at the end of each year, are comprised of cross-curricular materials and projects. Learners present on knowledge gained during the year, as well as discussing plans for academic courses for the following year.

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

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

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

While there are no new actions needed to ensure access to a broad course of study for all learners, there will be continued support to ensure all learners complete courses successfully.



iLEAD Agua Dulce

School Climate Survey
Student Group Breakdown
Spring 2024



School Belonging 3rd-5th

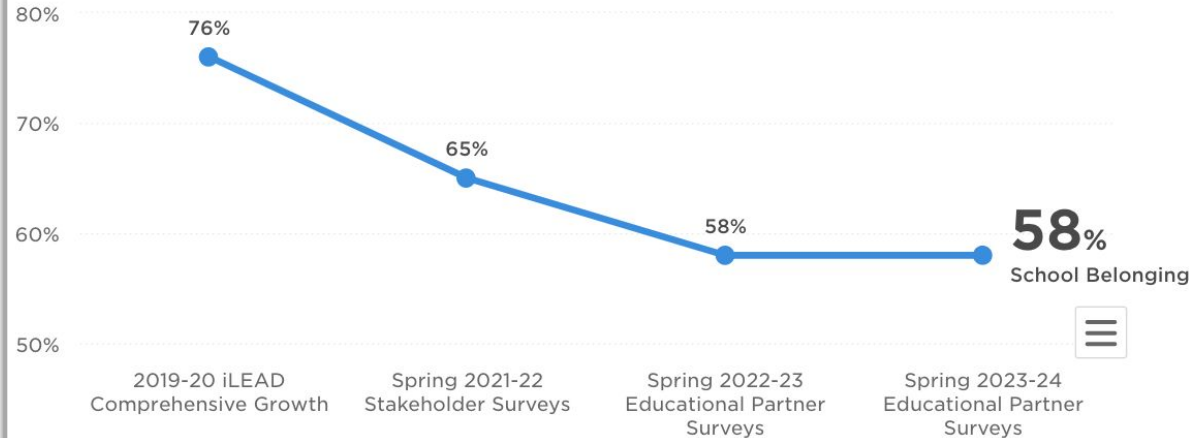
School Belonging

Based on **86** responses

How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable



%
Favorable Responses Change Over Time





School Belonging 6th-12th

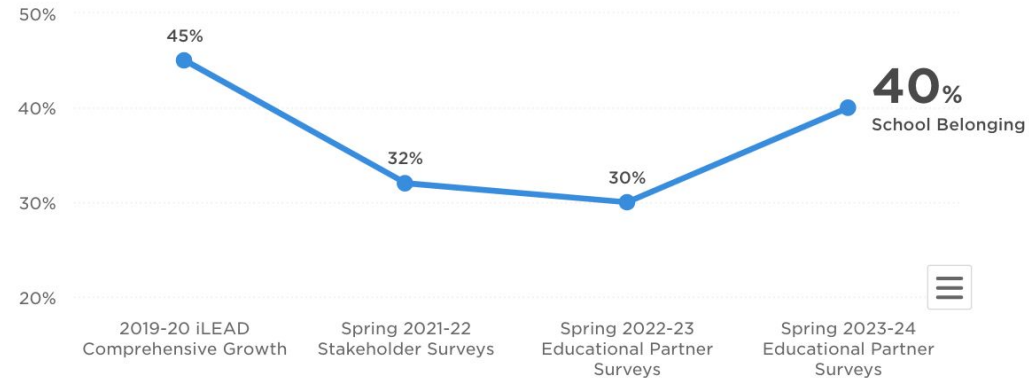
School Belonging

Based on **98** responses

How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable



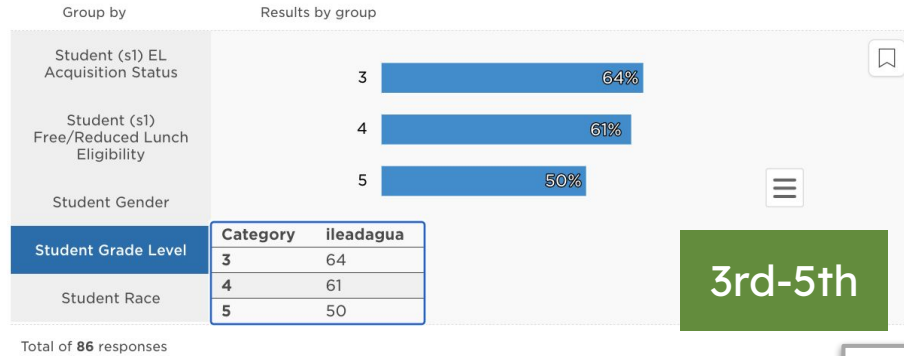
%
**Favorable
Responses
Change
Over Time**





Student Belonging

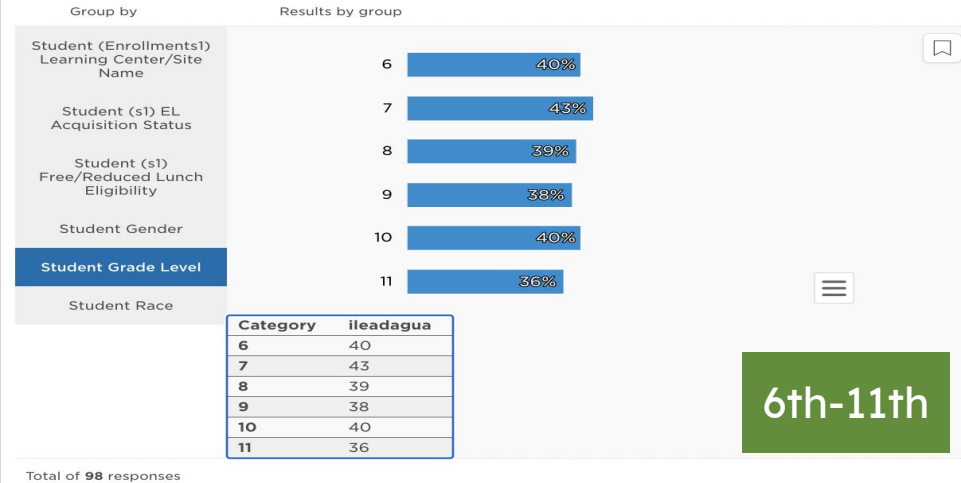
How did different groups respond?



3rd-5th

% of Favorable Responses by Student Grade

How did different groups respond?

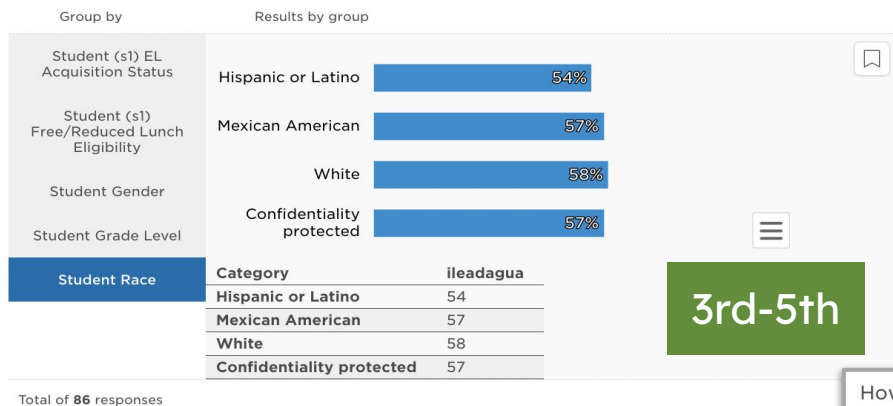


6th-11th



Student Belonging

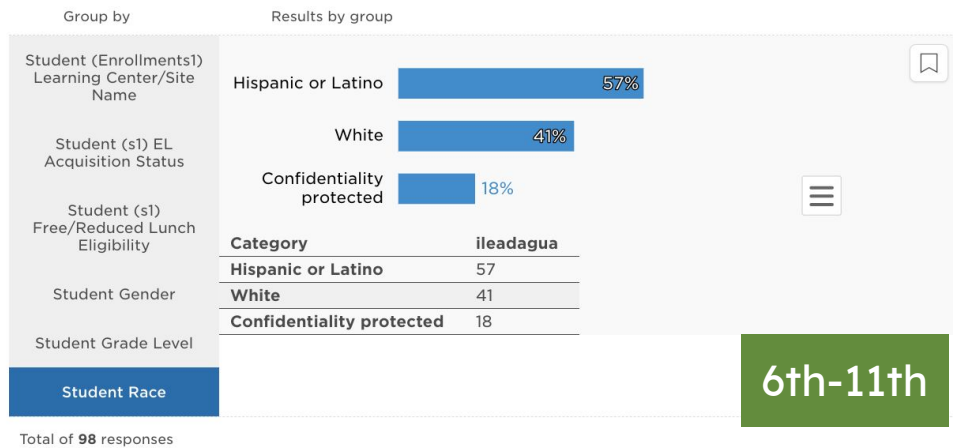
How did different groups respond?



3rd-5th

% of Favorable Responses by Student Race

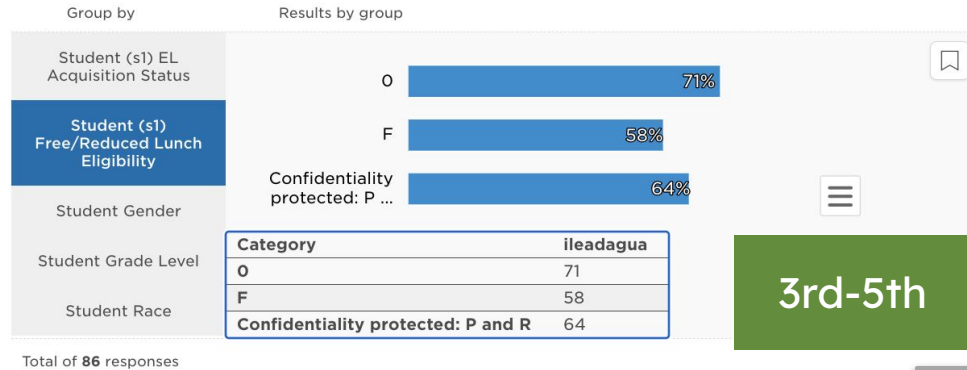
How did different groups respond?



6th-11th



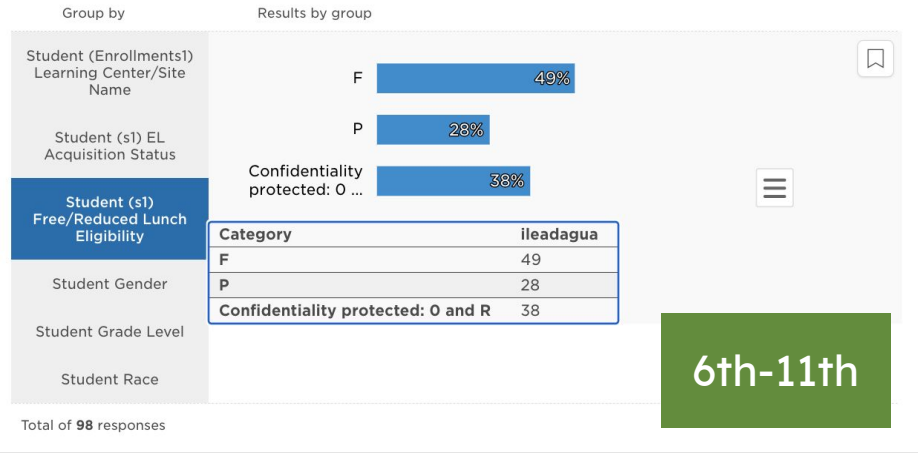
How did different groups respond?



Student Belonging

% Favorable Responses by Student Free/Reduced Lunch

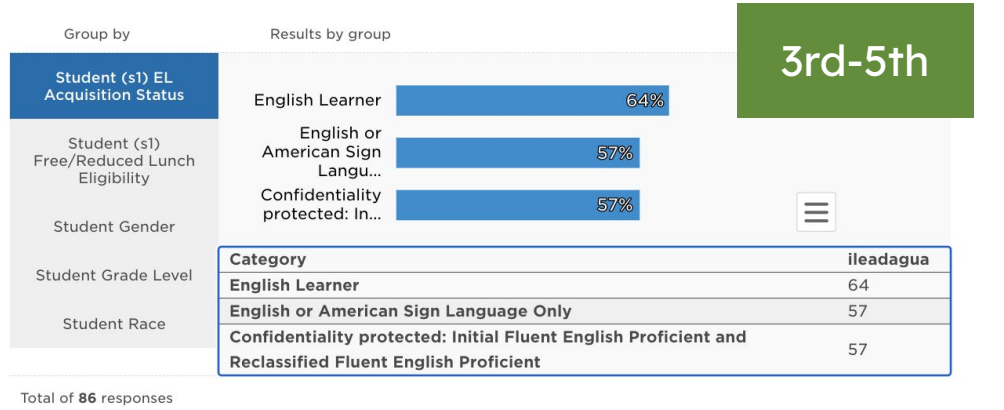
How did different groups respond?





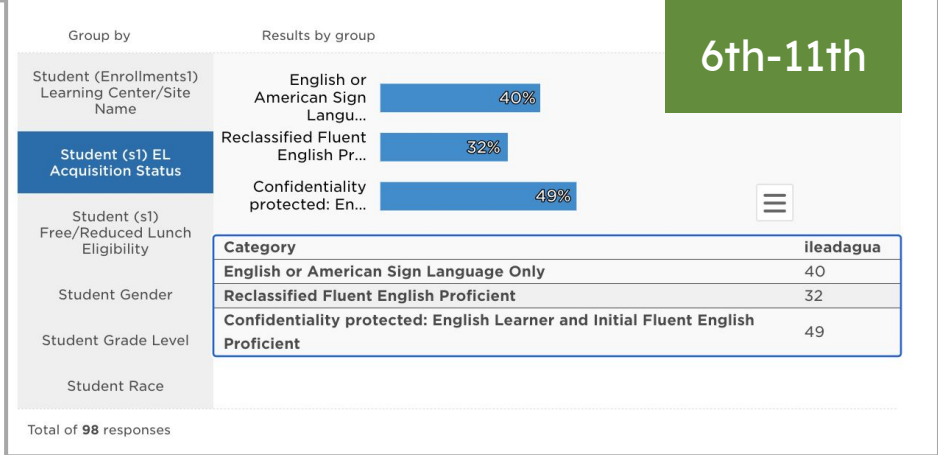
Student Belonging

How did different groups respond?



% Favorable Responses by Student EL Acquisition Status

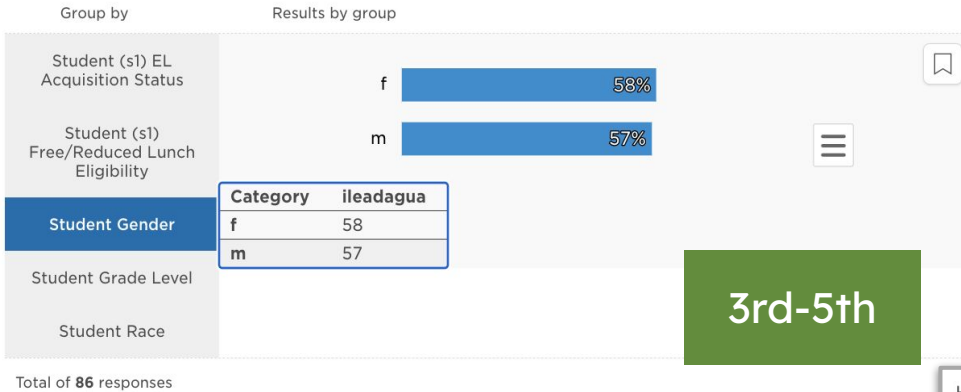
How did different groups respond?





Student Belonging

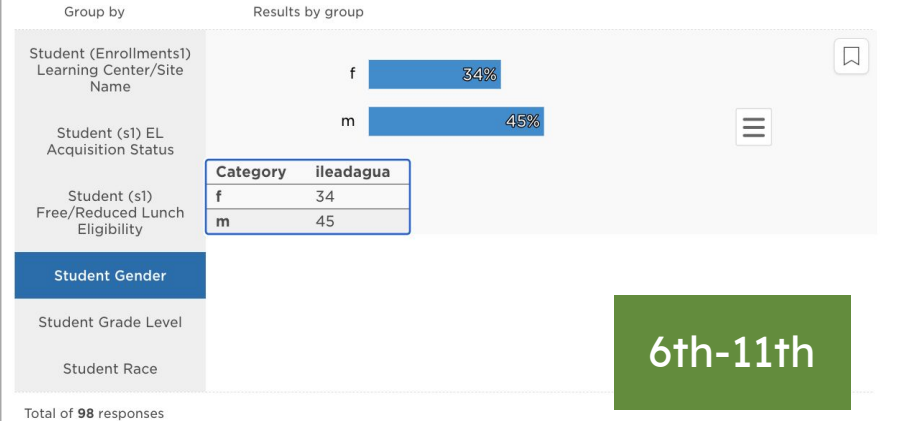
How did different groups respond?



3rd-5th

% Favorable Responses by Student Gender

How did different groups respond?



6th-11th



School Climate 3rd-5th

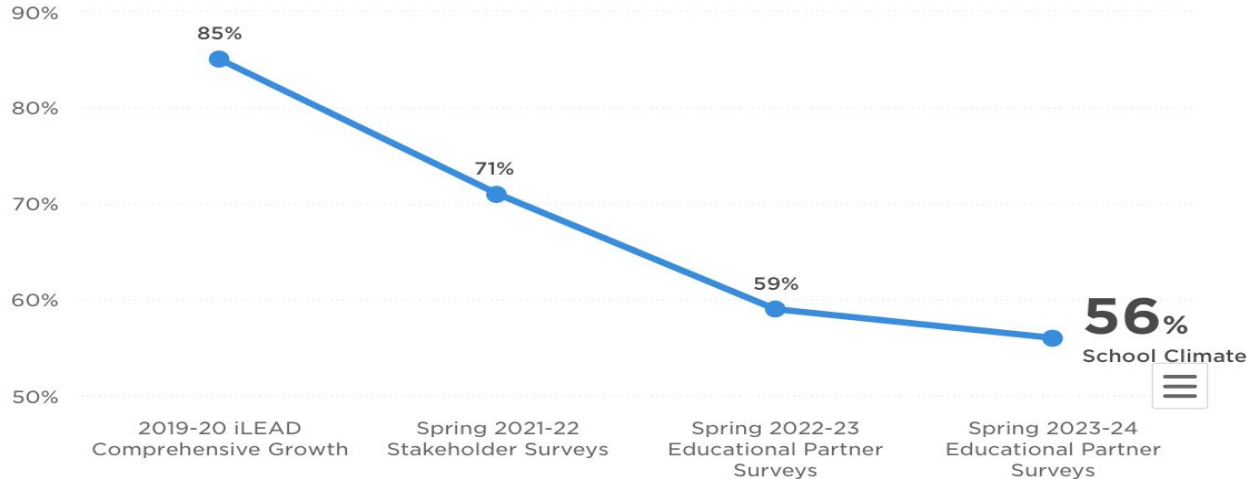
School Climate

Based on **86** responses

Perceptions of the overall social and learning climate of the school.

How have results changed over time?

Percent Favorable



%
**Favorable
Responses
Change
Over Time**





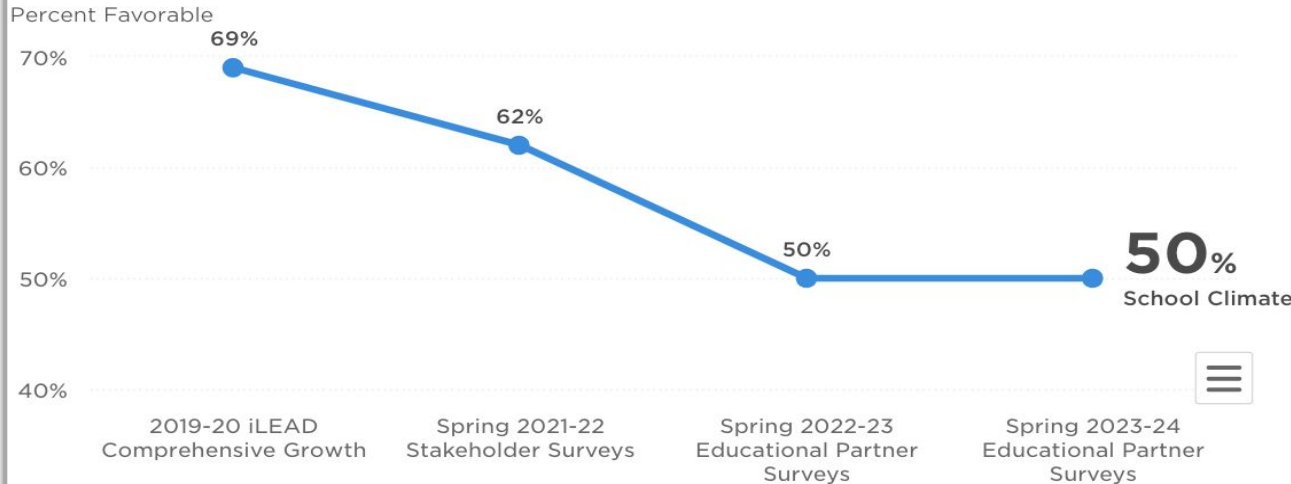
School Climate 6th-12th

School Climate

Based on **98** responses

Perceptions of the overall social and learning climate of the school.

How have results changed over time?

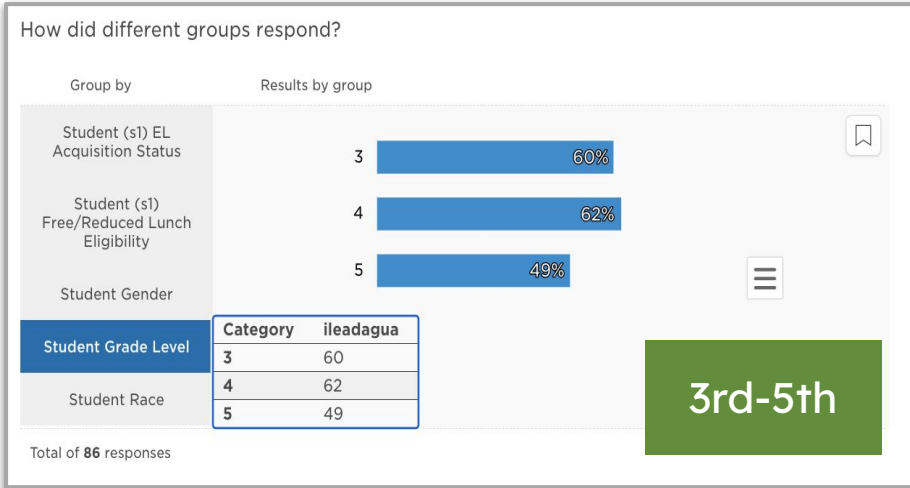


%
Favorable Responses Change Over Time



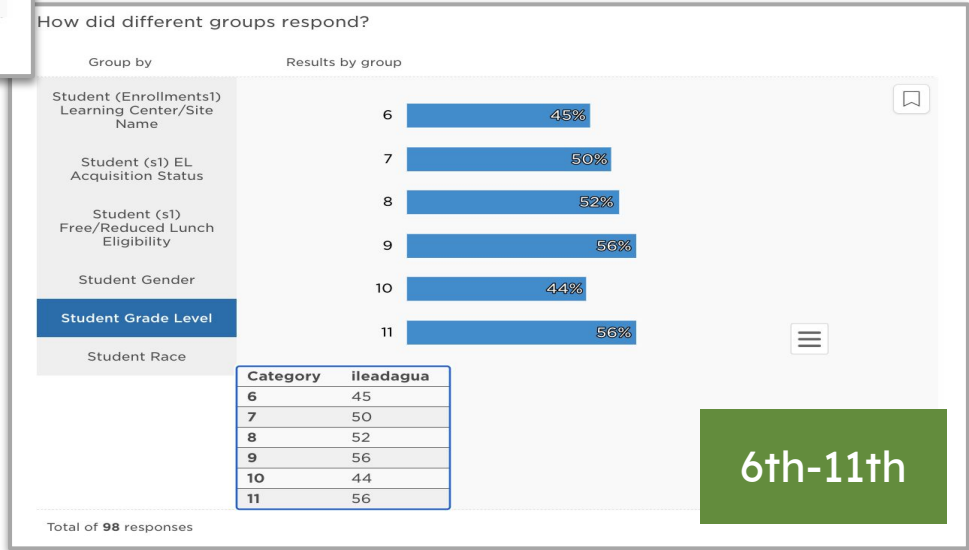


School Climate



3rd-5th

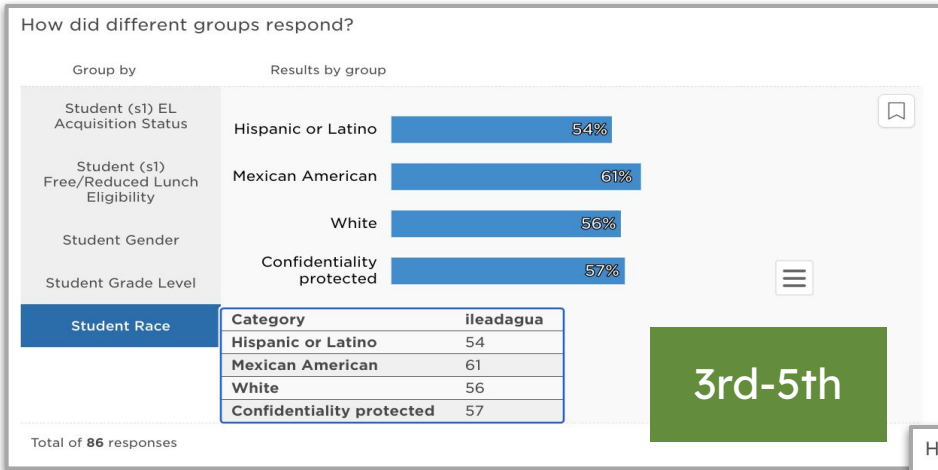
% Favorable Responses by Student Grade



6th-11th

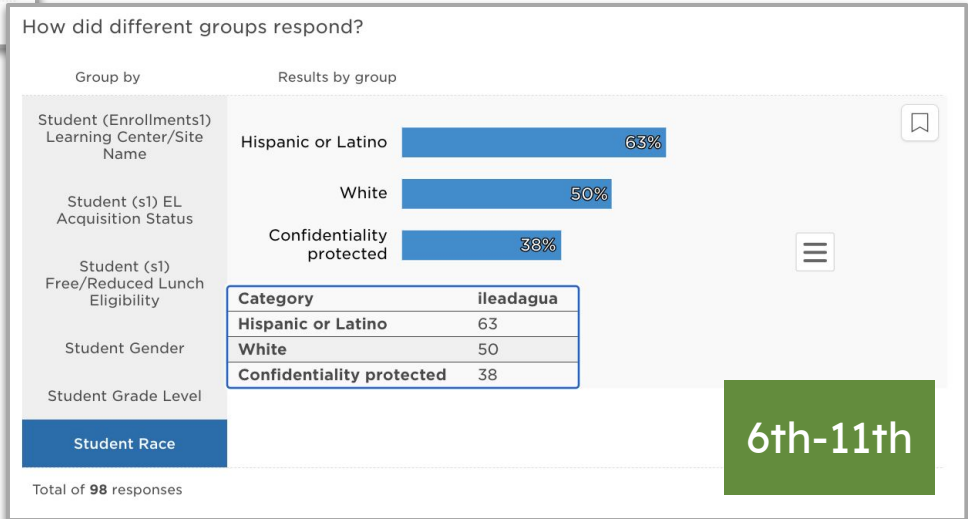


School Climate



3rd-5th

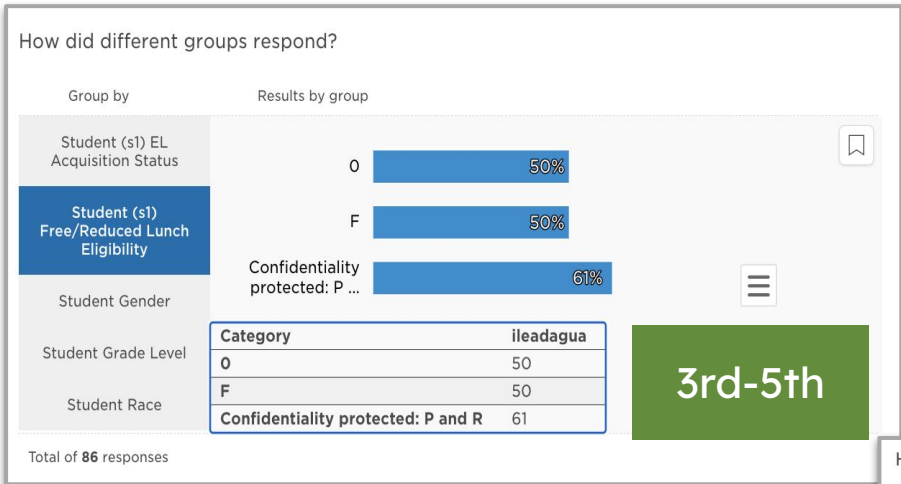
% Favorable Responses by Student Race



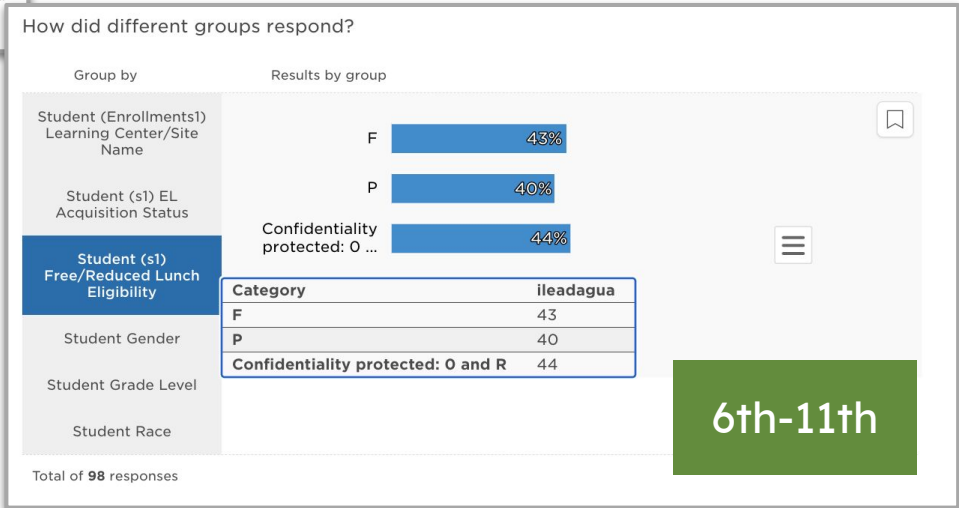
6th-11th



School Climate



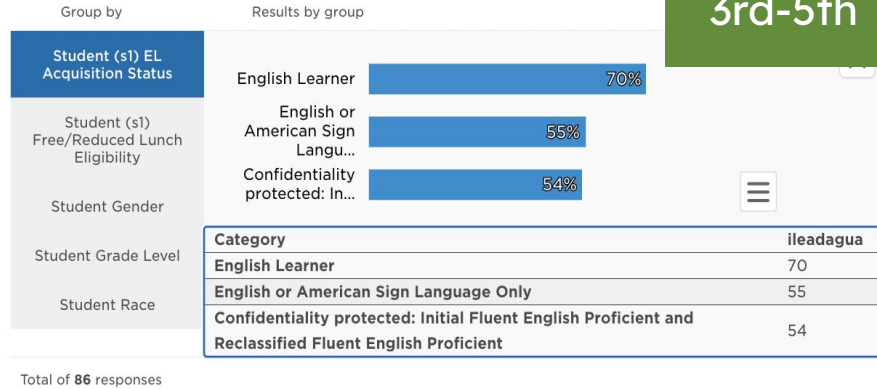
% Favorable Responses by Free/Reduced Lunch





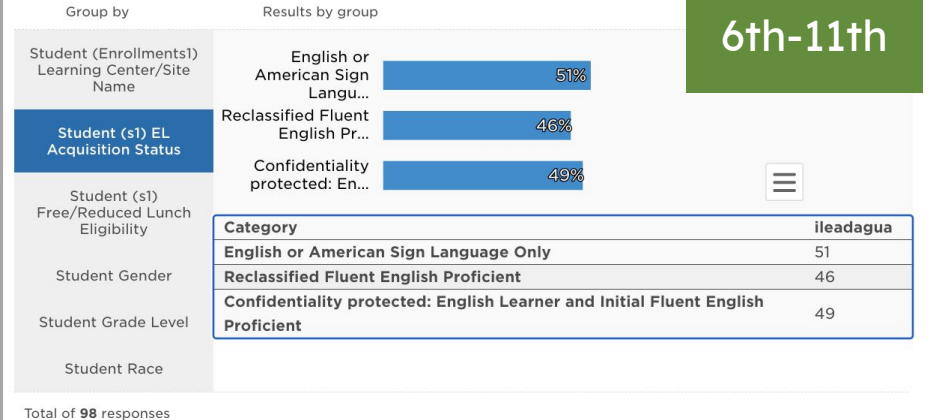
School Climate

How did different groups respond?



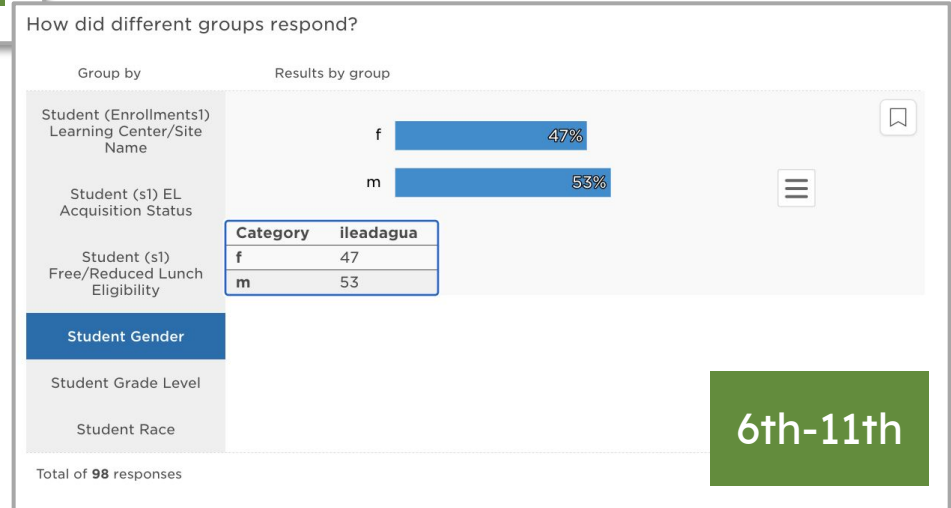
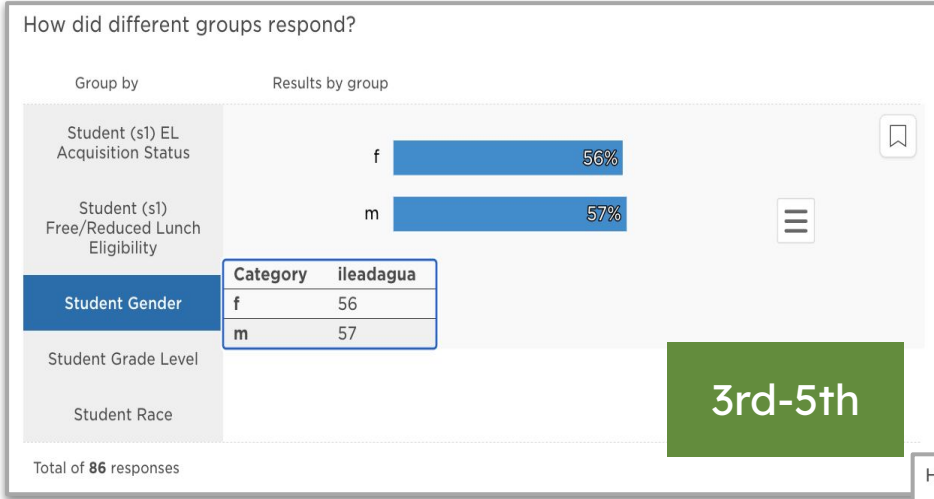
% Favorable Responses by Student EL Acquisition Status

How did different groups respond?





School Climate



% Favorable Responses by Student Gender



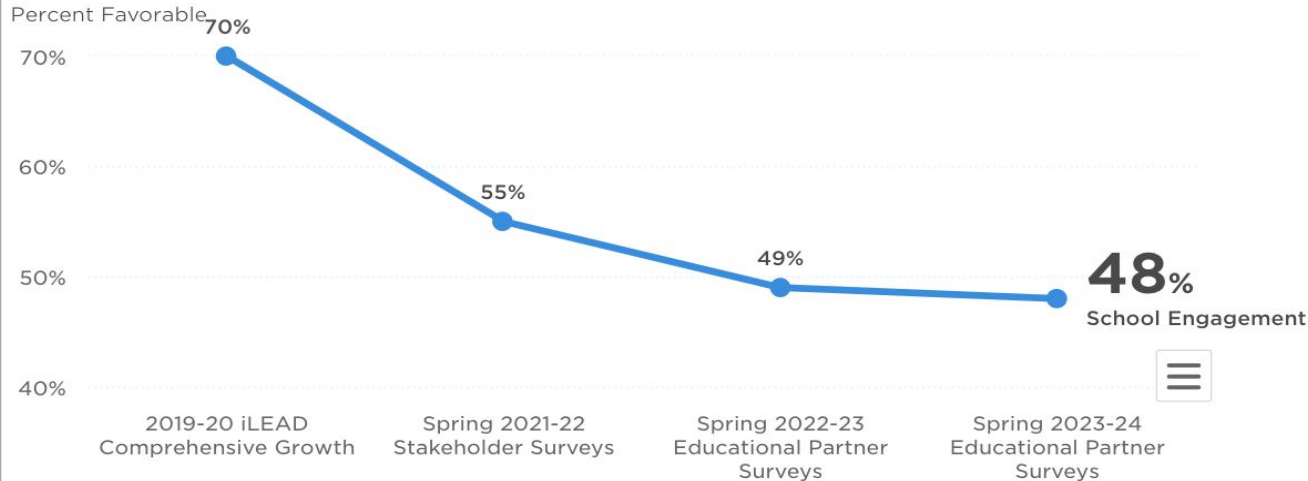
School Engagement 3rd-5th

School Engagement

Based on **86** responses

How attentive and invested students are in school.

How have results changed over time?



%
**Favorable
Responses
Change
Over Time**





School Engagement 6th-12th

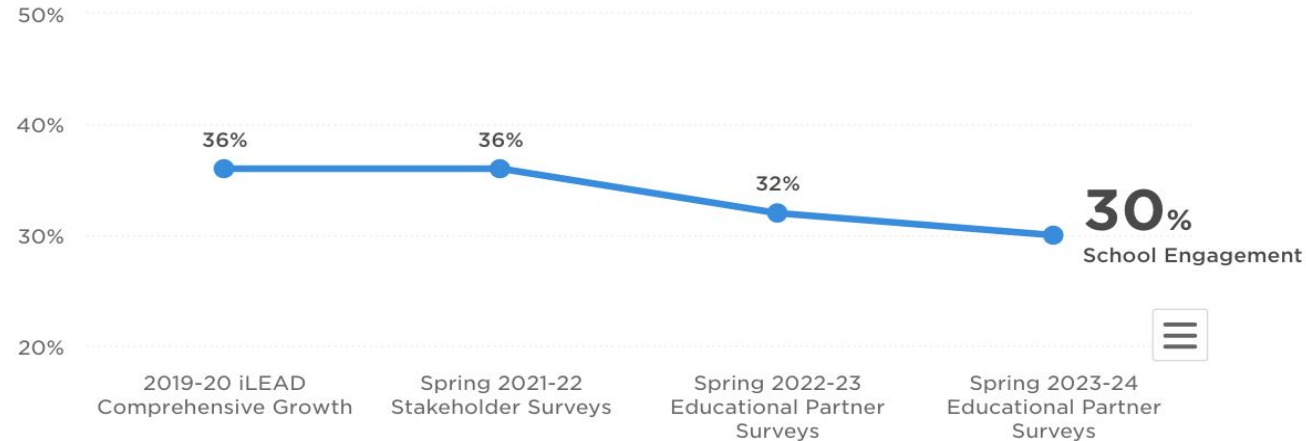
School Engagement

Based on **98** responses

How attentive and invested students are in school.

How have results changed over time?

Percent Favorable



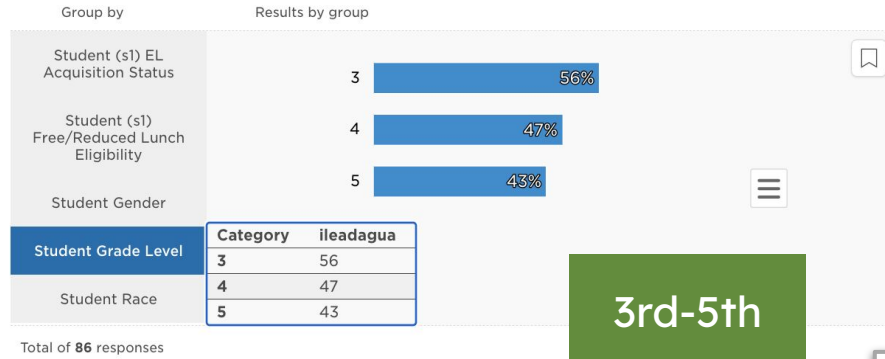
%
Favorable Responses Change Over Time





School Engagement

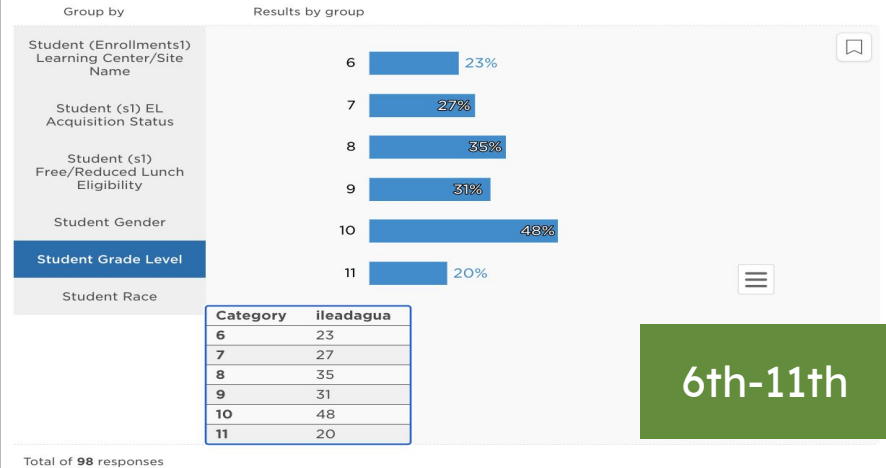
How did different groups respond?



3rd-5th

% Favorable Responses by Student Grade

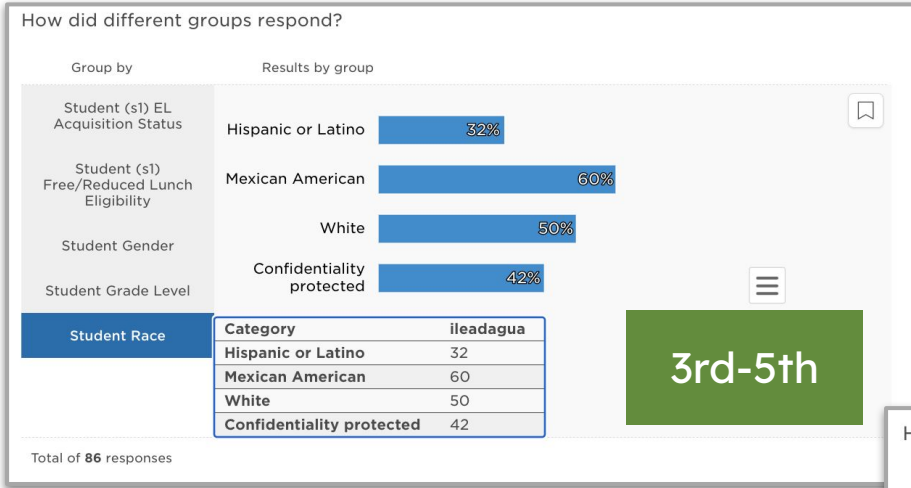
How did different groups respond?



6th-11th



School Engagement

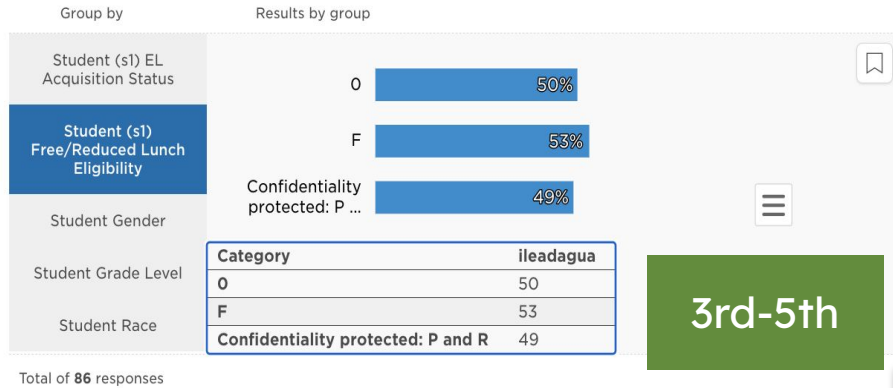


% Favorable Responses by Student Race



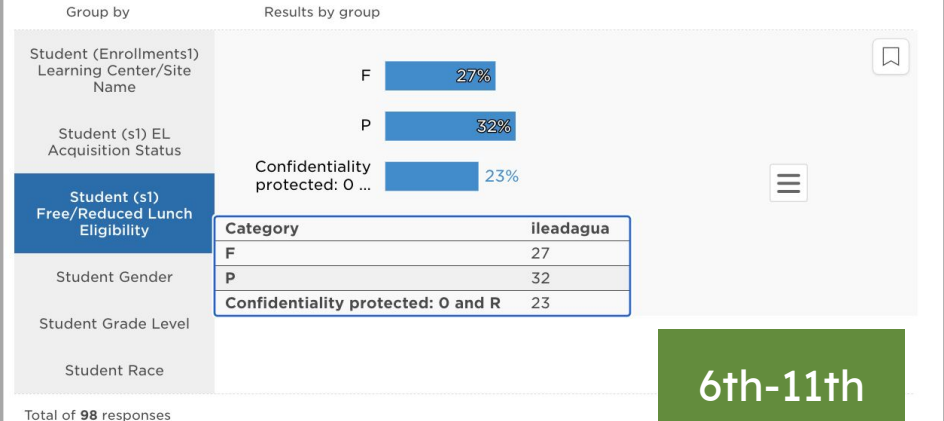
School Engagement

How did different groups respond?



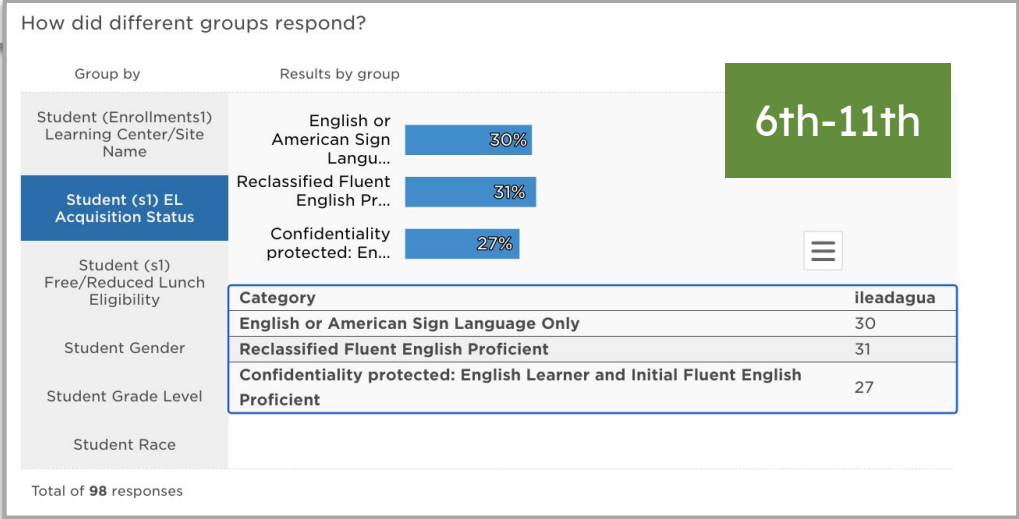
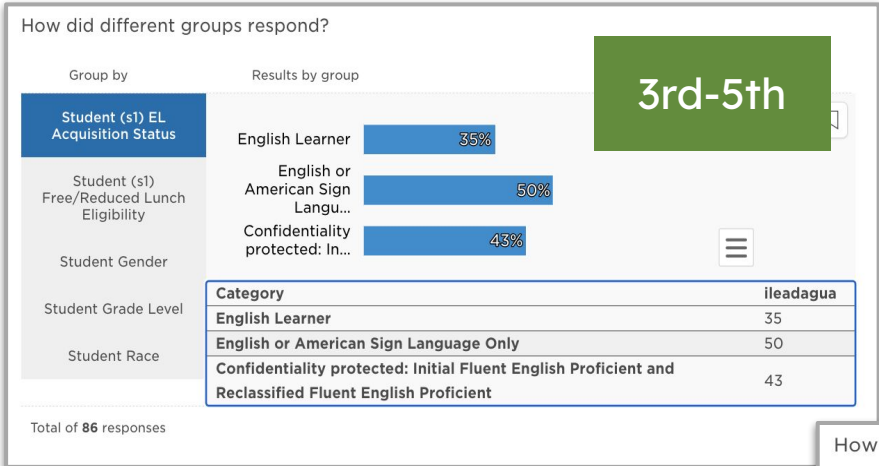
% Favorable Responses by Free/Reduced Lunch

How did different groups respond?





School Engagement



% Favorable Responses by Student EL Acquisition Status



School Engagement

How did different groups respond?

Group by Results by group

Student (s1) EL Acquisition Status f 48%

Student (s1) Free/Reduced Lunch Eligibility m 48%

Category	ileadagua
f	48
m	48

3rd-5th

Total of 86 responses

% Favorable Responses by Student Gender

How did different groups respond?

Group by Results by group

Student (Enrollments1) Learning Center/Site Name f 28%

Student (s1) EL Acquisition Status m 31%

Category	ileadagua
f	28
m	31

Student Gender

Student Grade Level

Student Race

6th-11th

Total of 98 responses



School Safety 3rd-5th

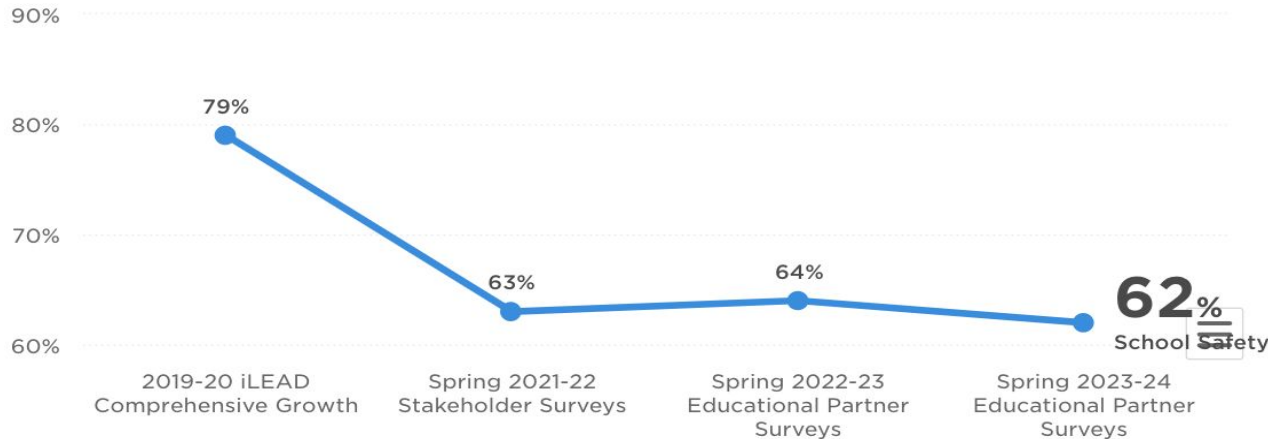
School Safety

Based on **86** responses

Perceptions of student physical and psychological safety at school.

How have results changed over time?

Percent Favorable



%
**Favorable
Responses
Change
Over Time**



School Safety 6th-12th



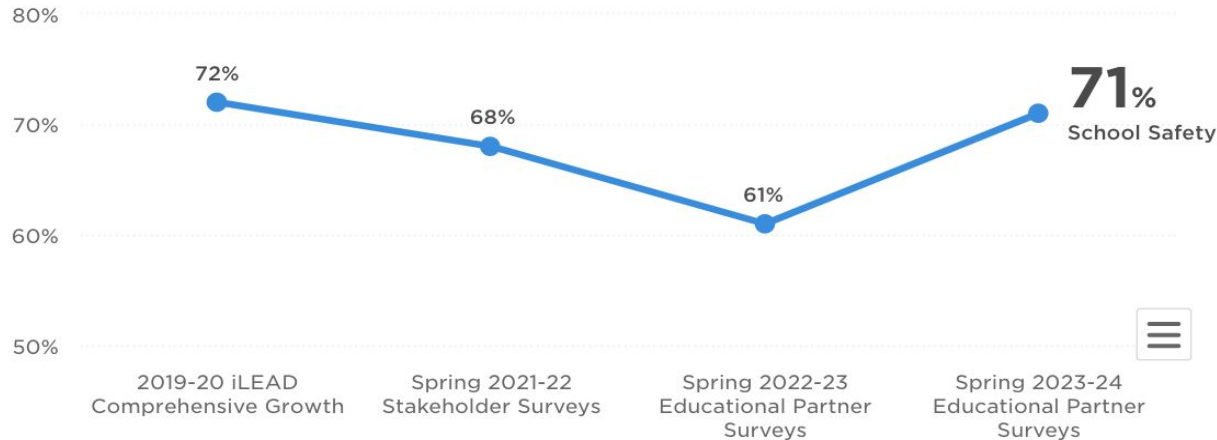
School Safety

Based on **98** responses

Perceptions of student physical and psychological safety at school.

How have results changed over time?

Percent Favorable



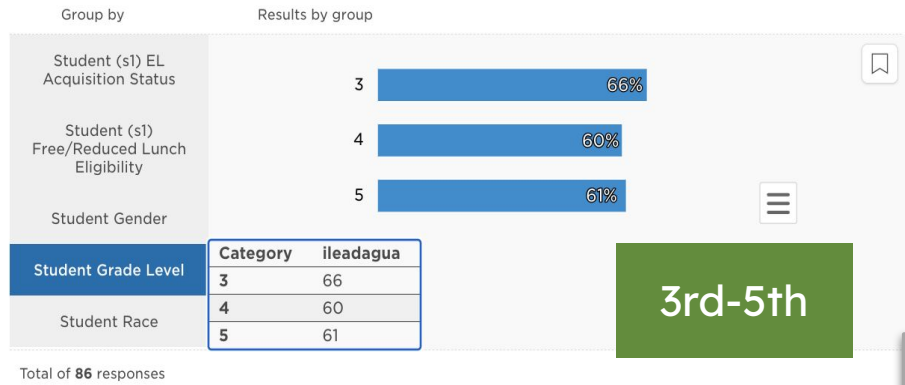
%
Favorable Responses Change Over Time





School Safety

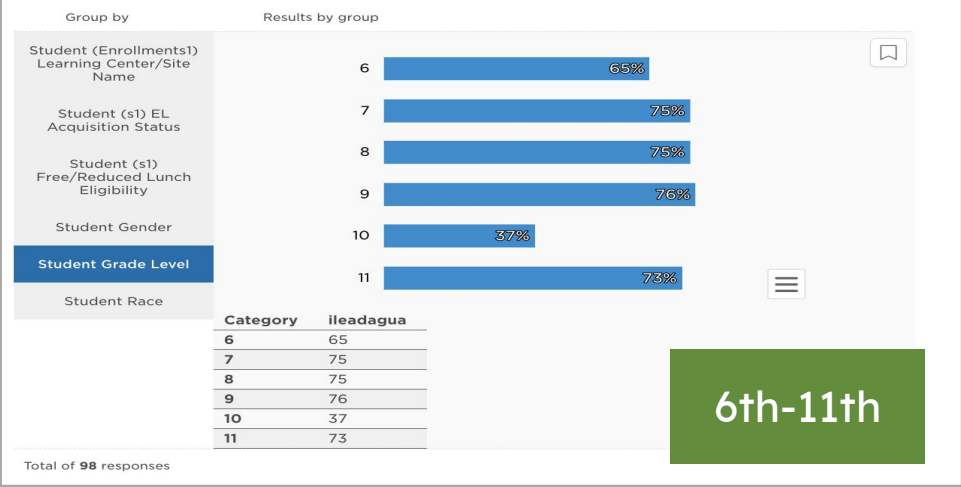
How did different groups respond?



3rd-5th

% Favorable Responses by Student Grade

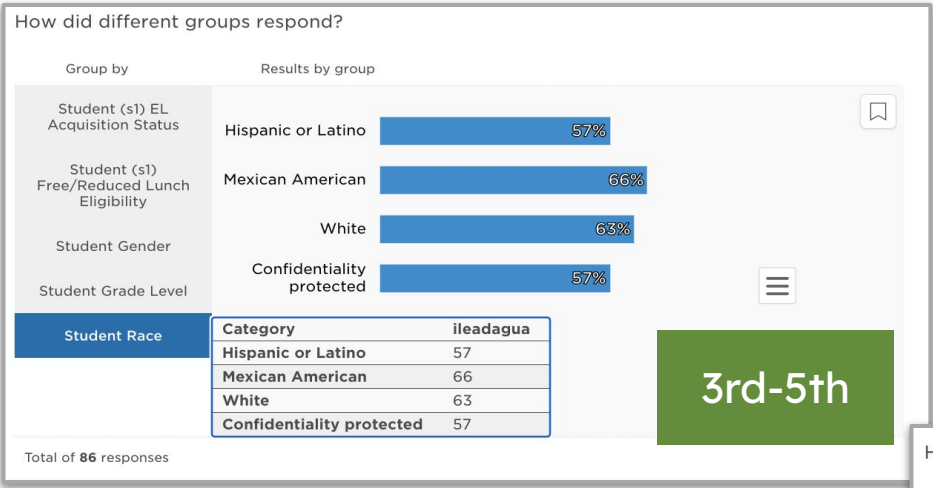
How did different groups respond?



6th-11th

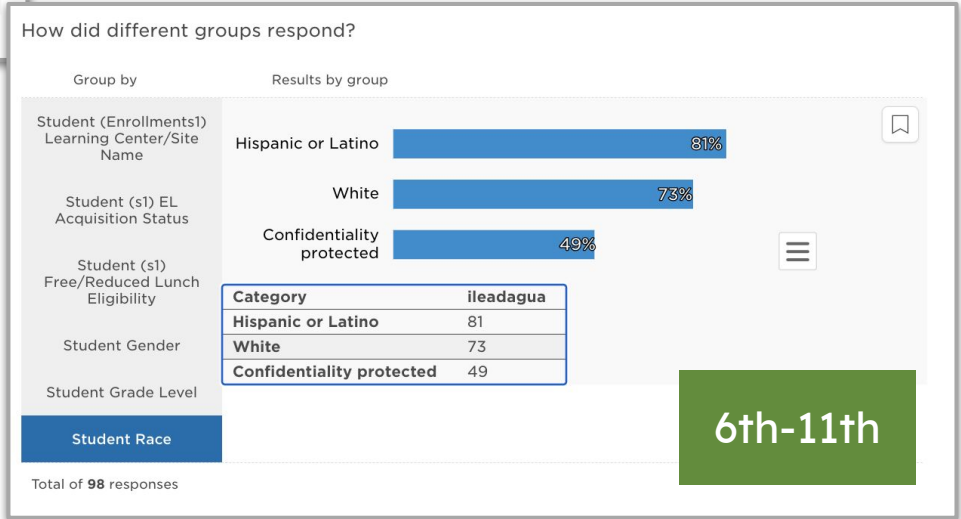


School Safety



3rd-5th

% Favorable Responses by Student Race

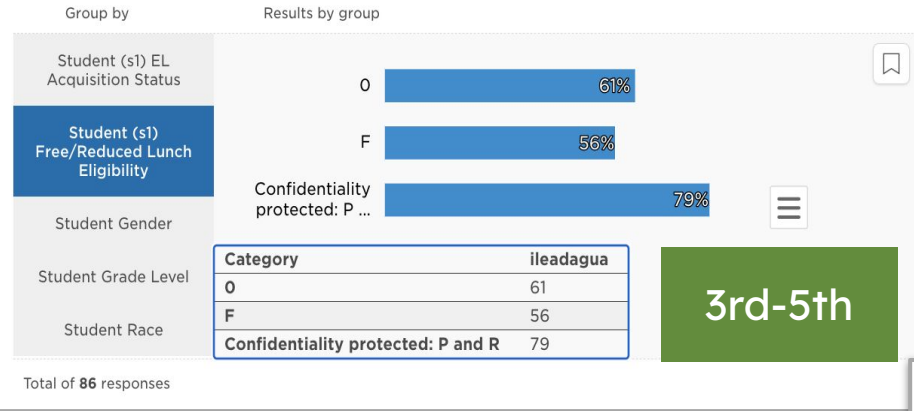


6th-11th



School Safety

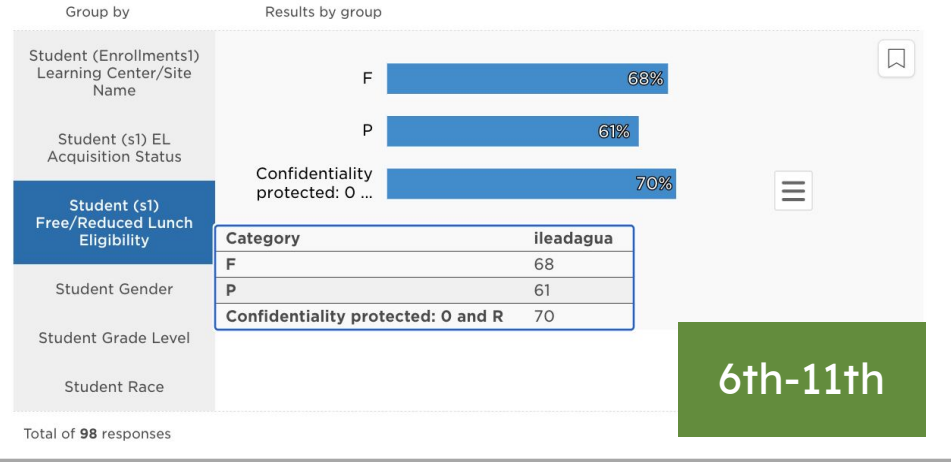
How did different groups respond?



3rd-5th

% Favorable Responses by Free/Reduced Lunch

How did different groups respond?

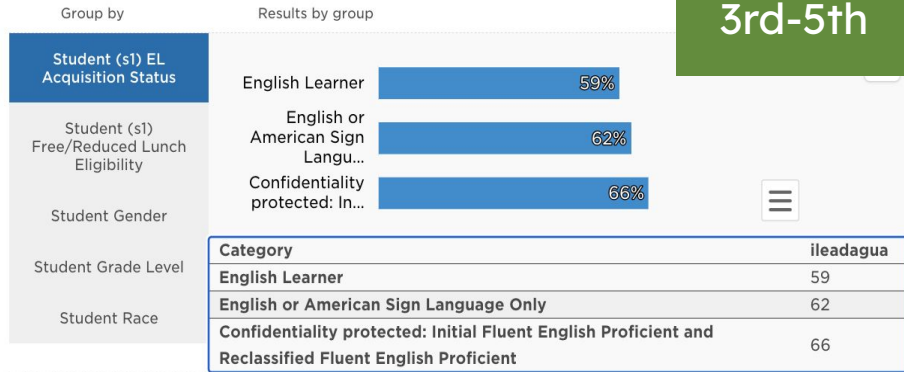


6th-11th



School Safety

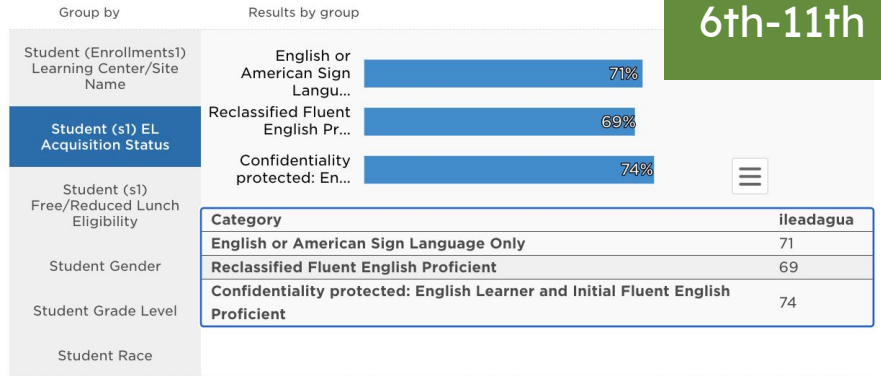
How did different groups respond?



Total of 86 responses

% Favorable Responses by Student EL Acquisition Status

How did different groups respond?

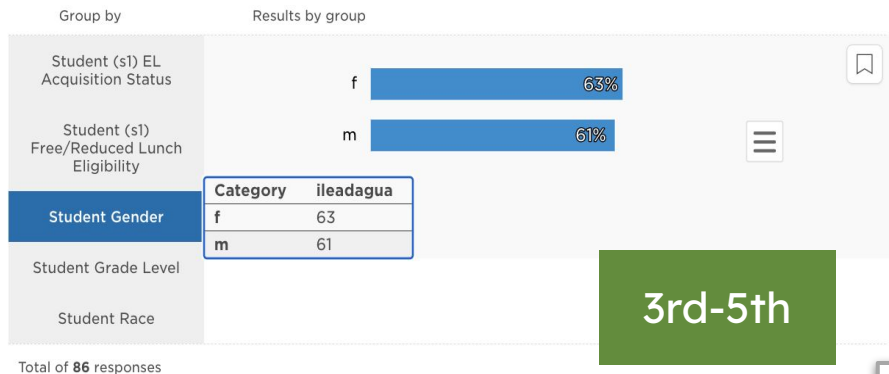


Total of 98 responses



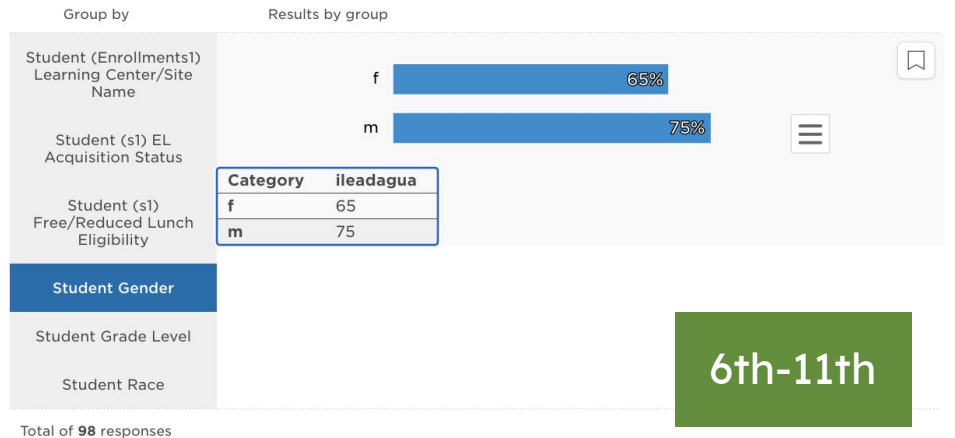
School Safety

How did different groups respond?



% Favorable Responses by Student Gender

How did different groups respond?





Teacher-Student Relationships 3rd-5th

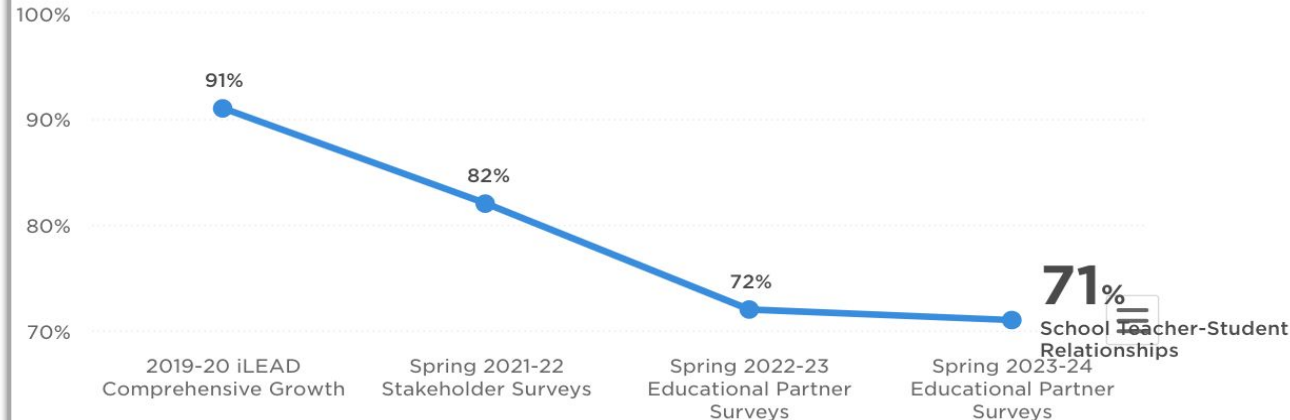
School Teacher-Student Relationships

Based on **86** responses

How strong the social connection is between teachers and students within and beyond the school.

How have results changed over time?

Percent Favorable



%
Favorable Responses Change Over Time





Teacher-Student Relationships 6th-12th

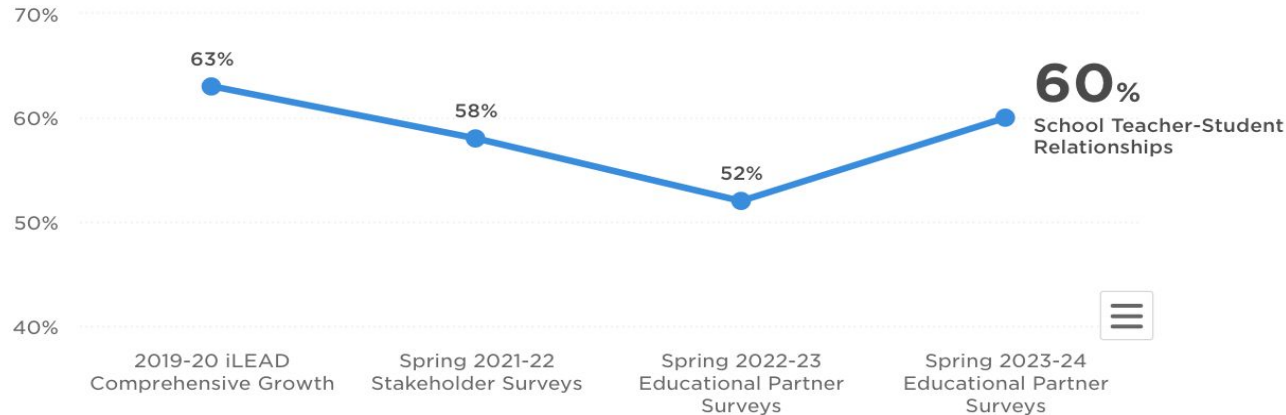
School Teacher-Student Relationships

Based on **98** responses

How strong the social connection is between teachers and students within and beyond the school.

How have results changed over time?

Percent Favorable



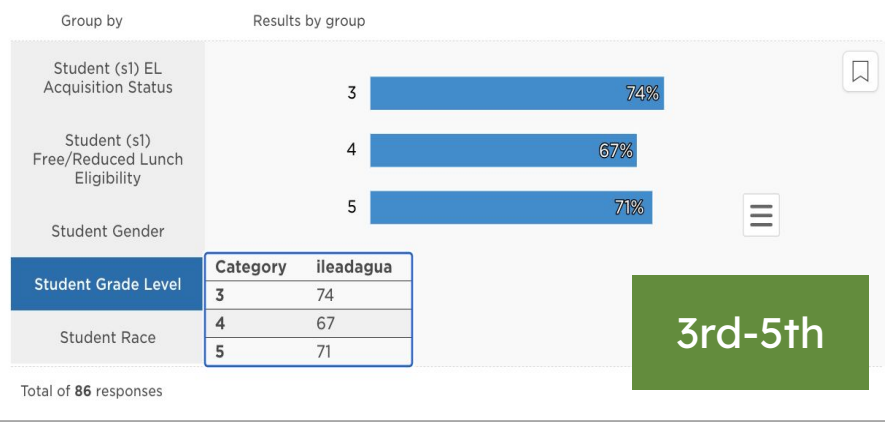
%
**Favorable
Responses
Change
Over Time**





Teacher-Student Relationships

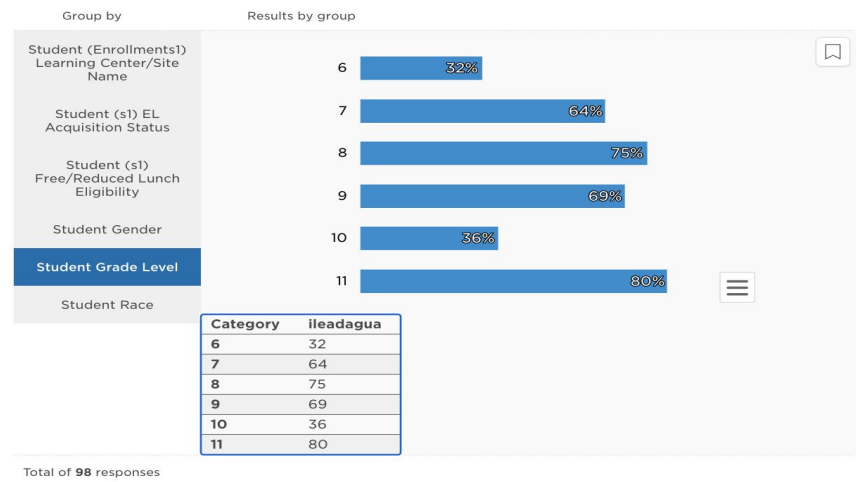
How did different groups respond?



3rd-5th

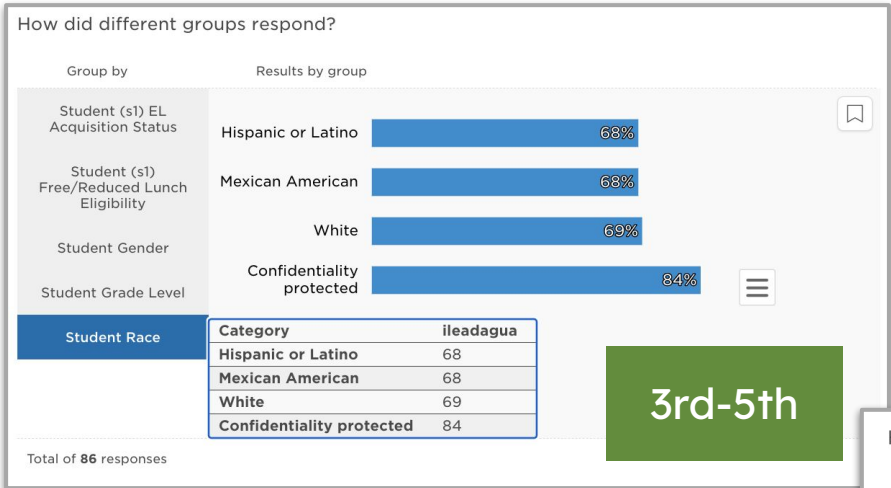
% Favorable Responses by Student Grade

How did different groups respond?



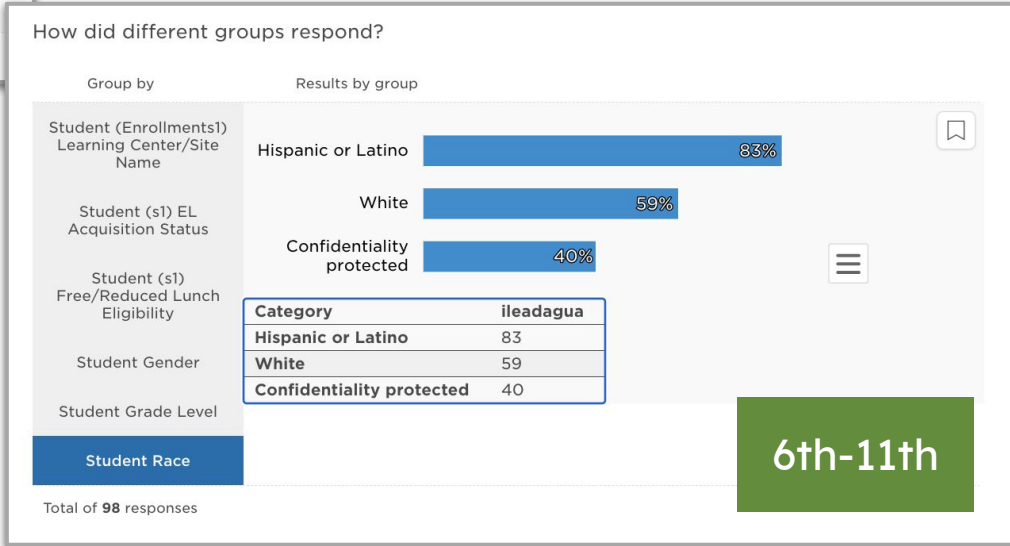


Teacher-Student Relationships



3rd-5th

% Favorable Responses by Student Race

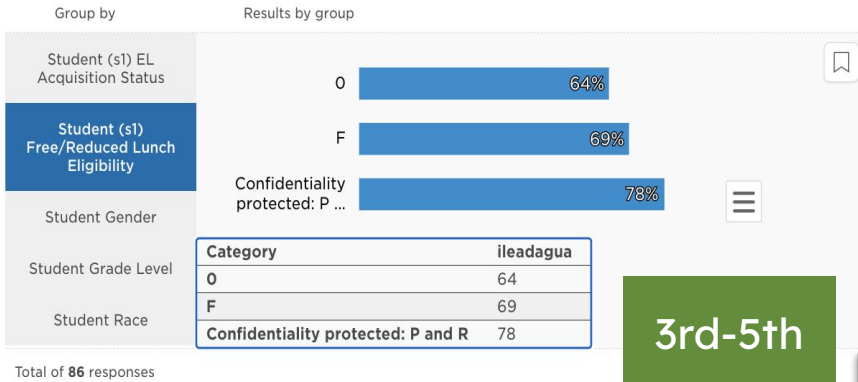


6th-11th



Teacher-Student Relationships

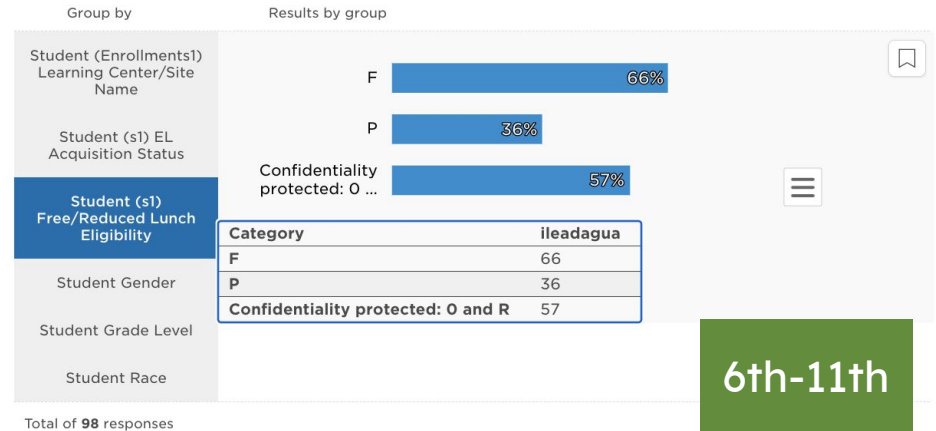
How did different groups respond?



3rd-5th

% Favorable Responses by Free/Reduced Lunch

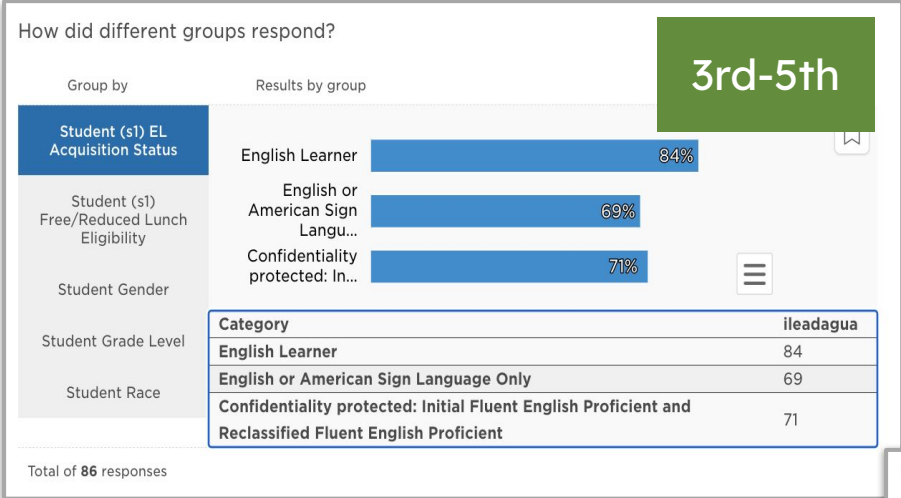
How did different groups respond?



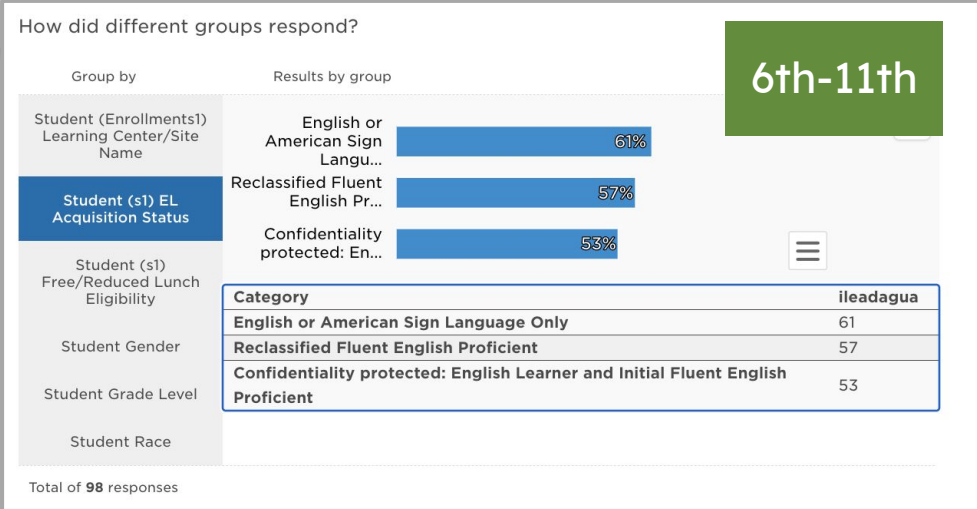
6th-11th



Teacher-Student Relationships

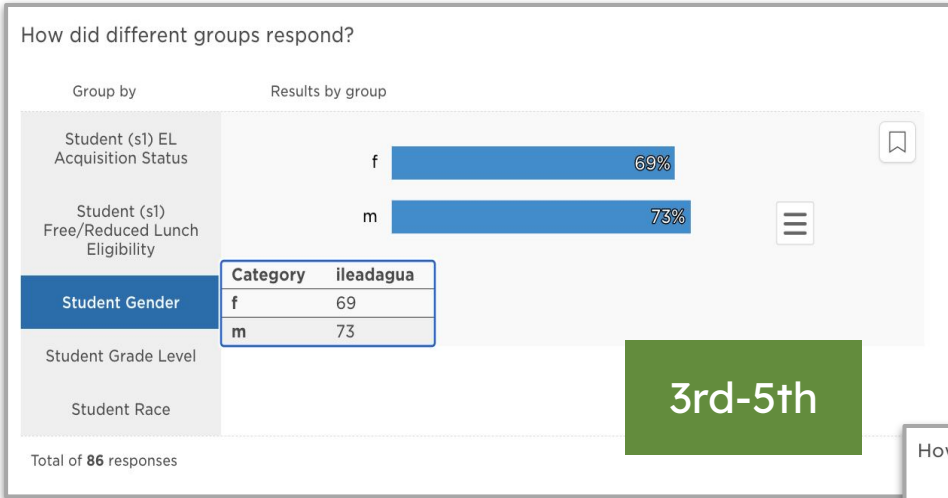


% Favorable Responses by Student EL Acquisition Status



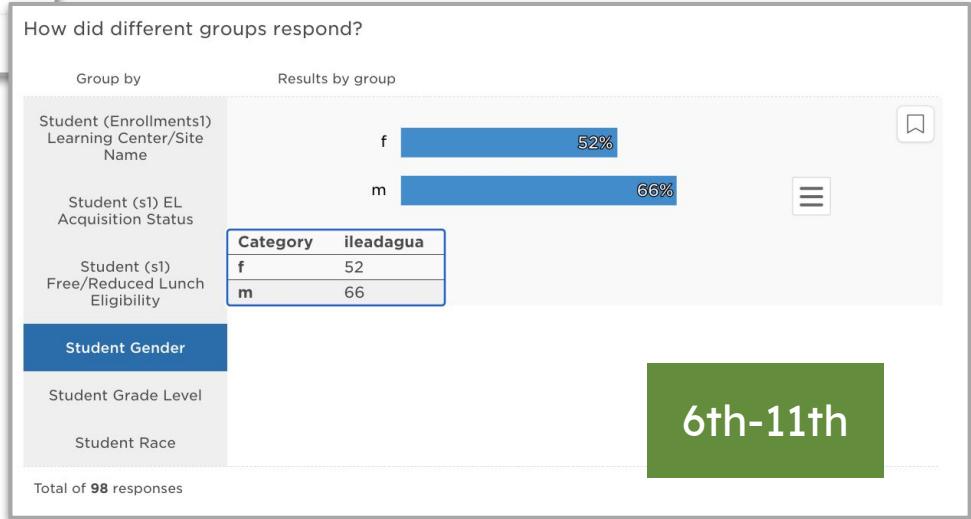


Teacher-Student Relationships



3rd-5th

% Favorable Responses by Student Gender



6th-11th

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: iLEAD Agua Dulce
 CDS #: 19-75309-0138297
 Charter Approving Entity: Acton-Agua Dulce Unified School District
 County: Los Angeles
 Charter #: 2003
 Fiscal Year: 2024-25

Description	Object Code	2023-24 (populated from Alternative Form Tab)			Totals for 2025-26	Totals for 2026-27
		Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	4,018,609		4,018,609	4,139,726	4,260,958
Education Protection Account - Current Year	8012	71,214		71,214	71,214	71,214
State Aid - Prior Years	8019	0		0		
Transfer of Charter Schools in Lieu of Property Taxes	8096	180,859		180,859	180,856	180,856
Other LCFF Transfers	8091, 8097	0		0		
Total, LCFF Sources		4,270,682		4,270,682	4,391,796	4,513,028
2. Federal Revenues						
No Child Left Behind	8290			0		
Special Education - Federal	8181, 8182		42,830	42,830	43,686	44,997
Child Nutrition - Federal	8220			0		
Other Federal Revenues	8290		100,673	100,673	102,686	104,740
Total, Federal Revenues		0	143,503	143,503	146,372	149,737
3. Other State Revenues						
Special Education - State	StateRevSE		256,074	256,074	261,196	269,032
Child Nutrition Programs	8520			0		
Mandated Costs Reimbursements	8550	8,834		8,834	8,834	8,834
Lottery - Unrestricted and Instructional Materials	8560	63,012	25,647	88,659	88,659	88,659
Low Performing Student Block Grant	8590			0		
All Other State Revenues	StateRevAO		499,419	499,419	396,104	255,801
Total, Other State Revenues		71,846	781,140	852,986	754,793	622,326
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0		0		
All Other Local Revenues	LocalRevAO	85,500	121,441	206,941	93,501	85,500
Total, Local Revenues		85,500	121,441	206,941	93,501	85,500
5. TOTAL REVENUES		4,428,028	1,046,084	5,474,112	5,386,462	5,370,591
B. EXPENDITURES						

1. Certificated Salaries						
Teachers' Salaries	1100	1,254,588	184,947	1,439,535	1,378,181	1,391,963
Certificated Pupil Support Salaries	1200		70,700	70,700	71,407	72,121
Certificated Supervisors' and Administrators' Salaries	1300	130,000		130,000	131,300	132,613
Other Certificated Salaries	1900		110,000	110,000	111,100	112,211
Total, Certificated Salaries		1,384,588	365,647	1,750,235	1,691,988	1,708,908
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	24,480	363,110	387,590	391,466	395,381
Non-certificated Support Salaries	2200			0	170,589	172,295
Non-certificated Supervisors' and Administrators' Sal.	2300			0		
Clerical and Office Salaries	2400	183,200		183,200	185,032	186,882
Other Non-certificated Salaries	2900	84,760		84,760	85,608	86,463
Total, Non-certificated Salaries		292,440	363,110	655,550	832,695	841,021
Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2025-26	Totals for 2026-27
3. Employee Benefits						
STRS	3101-3102	265,943	69,839	335,782	339,140	342,531
PERS	3201-3202			0		
OASDI / Medicare / Alternative	3301-3302	47,091	45,183	92,274	93,197	94,129
Health and Welfare Benefits	3401-3402	182,566	3,472	186,038	187,898	189,777
Unemployment Insurance	3501-3502	12,299	7,288	19,587	19,783	19,981
Workers' Compensation Insurance	3601-3602	22,010	7,652	29,662	29,957	30,257
Retiree Benefits	3701-3702			0		
PERS Reduction (for revenue limit funded schools)	3801-3802			0		
Other Employee Benefits	3901-3902			0		
Total, Employee Benefits		529,909	133,433	663,342	669,975	676,675
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	56,632		56,632	57,198	57,770
Books and Other Reference Materials	4200	2,375		2,375	2,399	2,423
Materials and Supplies	4300	139,831		139,831	141,229	142,642
Noncapitalized Equipment	4400	65,420		65,420	66,075	66,735
Food	4700	200		200		
Total, Books and Supplies		264,458	0	264,458	266,901	269,570
5. Services and Other Operating Expenditures						
Subagreements for Services	5100			0		
Travel and Conferences	5200		10,500	10,500	10,605	10,711
Dues and Memberships	5300	16,326		16,326	16,489	16,654
Insurance	5400	30,232		30,232	30,534	30,840
Operations and Housekeeping Services	5500	96,400		96,400	97,364	98,338
Rentals, Leases, Repairs, and Noncap. Improvements	5600	491,715		491,715	496,632	501,598
Professional/Consulting Services and Operating Expend.	5800	983,408	173,394	1,156,802	1,112,784	1,123,521
Communications	5900	35,750		35,750	36,108	36,469
Total, Services and Other Operating Expenditures		1,653,831	183,894	1,837,725	1,800,516	1,818,131

6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0		0	0	0
Equipment Replacement	6500	0		0	0	0
Depreciation Expense (for accrual basis only)	6900	18,426	0	18,426	18,426	18,426
Total, Capital Outlay		18,426	0	18,426	18,426	18,426
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		4,143,652	1,046,084	5,189,736	5,280,501	5,332,731
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		284,376	(0)	284,376	105,961	37,860
Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2025-26	Totals for 2026-27
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		284,376	(0)	284,376	105,961	37,860
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,147,238		1,147,238	1,431,614	1,537,575
b. Adjustments/Restatements to Beginning Balance	9793, 9795			0	0	0
c. Adjusted Beginning Balance		1,147,238	0	1,147,238	1,431,614	1,537,575
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		1,431,614	(0)	1,431,614	1,537,575	1,575,435
Components of Ending Fund Balance:						

Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
Legally Restricted Balance	9740		0	0	0	0
Designated for Economic Uncertainties	9770	1,862,033		1,431,614	1,537,575	1,575,435
Other Designations	9775, 9780		0	0	0	0
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0	0	0	0
Undesignated / Unappropriated Amount	9790	(0)	0	(0)	0	0

**CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2024 to June 30, 2025**

Charter School Name: iLEAD Agua Dulce
 CDS #: 19-75309-0138297
 Charter Approving Entity: Acton-Agua Dulce Unified School District
 County: Los Angeles
 Charter #: 2003

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2023-24 Estimated Actuals (A)	2024-25 Preliminary Budget Unrestricted (B)	2024-25 Preliminary Budget Restricted (C)	2024-25 Preliminary Budget Total (D)	Difference (Col A & D)
A. REVENUES						
1. LCCF Sources						
State Aid - Current Year	8011	3413638	4,018,609		4,018,609	604,971
Education Protection Account - Current Year	8012	62214	71,214		71,214	9,000
State Aid - Prior Years	8019	0			0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	158002	180,859		180,859	22,857
Other LCCF Transfers	8091, 8097				0	0
Total, LCCF Sources		3,633,854	4,270,682		4,270,682	636,828
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290				0	0
Special Education - Federal	8181, 8182	51,925		42,830	42,830	(9,095)
Child Nutrition - Federal	8220	0			0	0
Other Federal Revenues	8290	172,304		100,673	100,673	(71,631)
Total, Federal Revenues		224,229	0	143,503	143,503	(80,726)
3. Other State Revenues						
Special Education - State	StateRevSE	268,901		256,074	256,074	(12,827)
Child Nutrition Programs	8520				0	0
Mandated Costs Reimbursements	8550	6,084	8,834		8,834	2,750
Lottery - Unrestricted and Instructional Materials	8560	77,457	63,012	25,647	88,659	11,202
Low Performing Student Block Grant	8590				0	0
All Other State Revenues	StateRevAO	376,245		499,419	499,419	123,174
Total, Other State Revenues		728,687	71,846	781,140	852,986	124,299
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0		0	0
All Other Local Revenues	LocalRevAO	96,381	85,500	121,441	206,941	110,561
Total, Local Revenues		96,381	85,500	121,441	206,941	110,561
5. TOTAL REVENUES		4,683,151	4,428,028	1,046,084	5,474,112	790,962
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	1,291,997	1,254,588	184,947	1,439,535	147,538
Certificated Pupil Support Salaries	1200	69,661		70,700	70,700	1,039
Certificated Supervisors' and Administrators' Salaries	1300	0	130,000		130,000	130,000
Other Certificated Salaries	1900	12,125		110,000	110,000	97,875
Total, Certificated Salaries		1,373,783	1,384,588	365,647	1,750,235	376,452
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	286,815	24,480	363,110	387,590	100,775
Non-certificated Support Salaries	2200	90,876			0	(90,876)
Non-certificated Supervisors' and Administrators' Sal.	2300	130,675			0	(130,675)
Clerical and Office Salaries	2400	126,475	183,200		183,200	56,725
Other Non-certificated Salaries	2900	121,181	84,760		84,760	(36,421)
Total, Non-certificated Salaries		756,022	292,440	363,110	655,550	(100,472)
3. Employee Benefits						
STRS	3101-3102	255,010	265,943	69,839	335,782	80,772
PERS	3201-3202				0	0
OASDI / Medicare / Alternative	3301-3302	76,037	47,091	45,183	92,274	16,237
Health and Welfare Benefits	3401-3402	177,179	182,566	3,472	186,038	8,859
Unemployment Insurance	3501-3502	16,025	12,299	7,288	19,587	3,562
Workers' Compensation Insurance	3601-3602	24,135	22,010	7,652	29,662	5,527
Retiree Benefits	3701-3702				0	0
PERS Reduction (for revenue limit funded schools)	3801-3802				0	0
Other Employee Benefits	3901-3902				0	0
Total, Employee Benefits		548,386	529,909	133,433	663,342	114,956
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	57,208	56,632		56,632	(576)
Books and Other Reference Materials	4200	1,194	2,375		2,375	1,181
Materials and Supplies	4300	168,797	139,831		139,831	(28,966)
Noncapitalized Equipment	4400	51,381	65,420		65,420	14,039
Food	4700	252	200		200	(52)
Total, Books and Supplies		278,832	264,458	0	264,458	(14,374)

5. Services and Other Operating Expenditures						
Subagreements for Services	5100				0	0
Travel and Conferences	5200	54,841		10,500	10,500	(44,341)
Dues and Memberships	5300	5,400	16,326		16,326	10,926
Insurance	5400	24,421	30,232		30,232	5,811
Operations and Housekeeping Services	5500	114,501	96,400		96,400	(18,101)
Rentals, Leases, Repairs, and Noncap. Improvements	5600	408,617	491,715		491,715	83,098
Professional/Consulting Services and Operating Expend.	5800	959,425	983,408	173,394	1,156,802	197,377
Communications	5900	19,383	35,750		35,750	16,367
Total, Services and Other Operating Expenditures		1,586,588	1,653,831	183,894	1,837,725	251,137
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	18,426	18,426	0	18,426	0
Total, Capital Outlay		18,426	18,426	0	18,426	0
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		4,562,037	4,143,652	1,046,084	5,189,736	627,699
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		121,114	284,376	(0)	284,376	
Description	Object Code	2023-24 Estimated Actuals (A)	2024-25 Preliminary Budget Unrestricted (B)	2024-25 Preliminary Budget Restricted (C)	2024-25 Preliminary Budget Total (D)	Difference (Col A & D)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		121,114	284,376	(0)	284,376	627,699
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,026,124	1,147,238		1,147,238	121,114
b. Adjustments/Restatements to Beginning Balance	9793, 9795					
c. Adjusted Beginning Balance		1,026,124	1,147,238			
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		1,147,238	1,431,614	0	1,431,614	284,376
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	
Reserve for Stores (equals object 9320)	9712	0	0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	
All Others	9719	0	0	0	0	
Legally Restricted Balance	9740	0		0	0	
Designated for Economic Uncertainties	9770	1,147,238	1,431,614		1,431,614	
Other Designations	9775, 9780	0		0	0	
Net Investment in Capital Assets (Accrual Basis Only)	9796	0	0	0	0	
Undesignated / Unappropriated Amount	9790	(1)	(0)	0	(0)	

iLEAD Agua Dulce

	Estimated Actuals FY23/24	Preliminary Budget FY24/25	MYP FY25/26	MYP FY26/27
	334/311.07	380/356 ADA	380/356 ADA	380/356 ADA
Supplemental	279,905	308,790	348,048	343,940
REVENUE				
Principal Apportionment				
8011 - State Funding - Current Year LCFF	3,413,638	4,018,609	4,139,726	4,260,958
8012 - State Funding - EPA	62,214	71,214	71,214	71,214
8019 - State Funding - Prior Years	0	0	0	0
8096 - State Funding - Property Taxes	158,002	180,859	180,856	180,856
Total Principal Apportionment	3,633,854	4,270,682	4,391,796	4,513,028
Federal Revenue				
8181 - Federal Special Education - Entitlement	51,925	42,830	43,686	44,997
8220 - Federal Child Nutrition Programs	0	0	0	0
8290 - Federal Revenue - All Other Federal Revenue	98,699	100,673	102,686	104,740
8291 - Federal Revenue - Other Revenue	73,605	0	0	0
Total Federal Revenue	224,229	143,503	146,372	149,737
Other State Revenue				
8311 - Other State Apportionments - Special Education	268,901	256,074	261,196	269,032
8312 - Other State Apportionments - Special Education Mental Health	0	0	0	0
8313 - Other State Apportionments - Facilities Reimbursement	0	0	0	0
8319 - Other State Apportionments - Prior Year	0	0	0	0
8520 - State Child Nutrition	0	0	0	0
8530 - State Child Development Program	0	0	0	0
8550 - State Mandated Costs	6,084	8,834	8,834	8,834
8560 - State Lottery	77,457	88,659	88,659	88,659
8590 - All Other State Revenues	376,245	499,419	396,104	255,801
Total Other State Revenue	728,687	852,986	754,793	622,326
Other Revenue				
8631 - Sale of Equipment and Supplies	0	0	0	0
8632 - Sale of Publications	0	0	0	0
8634 - Food Service Sales	0	0	0	0
8639 - All Other Sales	0	0	0	0
8640 - After School Care	38,965	40,000	40,000	40,000
8645 - Student Activities	13,987	14,000	14,000	14,000
8650 - Leases and Rentals	0	0	0	0
8655 - Facilities Use	0	0	0	0
8660 - Interest	0	0	0	0
8672 - Nonresident Student (Exchange, etc)	0	0	0	0
8680 - Service Fees	0	0	0	0
8682 - Start-Up Reimbursements	0	0	0	0
8689 - Fees & Contracts - Coaching/Training/Devl	0	0	0	0
8690 - Misc Local Income	3,686	3,500	3,500	3,500
8699 - All Other Local Revenue	2,928	3,000	3,000	3,000
8705 - Camp Income	0	0	0	0
8710 - Vendor Program & Online Classes	0	0	0	0
8715 - PreSchool Tuition	0	0	0	0
8721 - Special Education SELPA Transfers	0	0	0	0
8810 - Family Giving Donations	8,650	10,000	10,000	10,000
8820 - Private & Corporate Donations	3,252	2,000	2,000	2,000

iLEAD Agua Dulce

	Estimated Actuals FY23/24	Preliminary Budget FY24/25	MYP FY25/26	MYP FY26/27
8830 - Fundraising	24,914	13,000	13,000	13,000
8840 - Grants	0	11,000	8,000	0
8999 - Unallocated Income	0	110,441		
Total Other Revenue	96,381	206,941	93,500	85,500
Total Revenue	4,683,151	5,474,112	5,386,462	5,370,591
Expenditures				
Certificated Salaries				
1110 - Credentialed Teacher Salaries	989,073	946,194	955,655	965,212
1120 - Credentialed Home Study Teacher Salaries	159,362	226,895	229,164	231,456
1130 - Credentialed Education Specialist Salaries (SpEd)	102,085	191,447	193,361	195,295
1140 - Credentialed Elective Teacher Salaries	0	0	0	0
1150 - Credentialed Substitute Teacher Salaries	41,477	0	0	0
1190 - Credentialed After School/Extra Duty Salaries	0	75,000		
1210 - Credentialed Psychologist & Counseling Services (SpEd)	57,682	49,490	49,985	50,485
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	0	0	0
1230 - Credentialed Academic Counseling Salaries	11,980	21,210	21,422	21,636
1310 - Credentialed Directors	1,500	130,000	131,300	132,613
1320 - Credentialed Student Support Coordinators (SpEd)	0	0	0	0
1910 - Credentialed Coaching & Curriculum Salaries	0	0	0	0
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	0	0	0	0
1930 - Credentialed Other Support	12,125	110,000	111,100	112,211
Total Certificated Salaries	1,375,283	1,750,235	1,691,988	1,708,908
Classified Salaries				
2110 - Classified Elective Salaries	136,829	193,380	195,314	197,267
2120 - Classified Classroom Aide Salaries	149,986	194,210	196,152	198,114
2130 - Classified Substitutes	0	0	0	0
2140 - Classified Intern Teacher Salaries	0	0	0	0
2150 - Classified Online Teacher	0	0	0	0
2160 - Classified Learner Services	0	0	0	0
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	90,876	168,900	170,589	172,295
2220 - Classified Speech Therapy & Other Services (SpEd)	0	0	0	0
2230 - Classified Academic Counseling Salaries	0	0	0	0
2310 - Classified Directors	130,675	0	0	0
2410 - Classified Clerical, Technical, and Office Staff Salaries	126,475	183,200	185,032	186,882
2910 - Classified CARE Team Yard Duty Salaries	31,527	0	0	0
2920 - Classified After School Misc Salaries	0	50,000		
2930 - Classified After School Care Salaries	0	0	0	0
2940 - Classified Food Services Salaries	0	0	0	0
2950 - Classified Facilities/Maintenance Salaries	89,654	84,760	85,608	86,464
2960 - Classified Preschool Aide Floater	0	0	0	0
2985 - Classified Educational Coaches	0	0	0	0
2990 - Classified Health Office Support (Nurse)	0	0	0	0
Total Classified Salaries	756,022	874,450	832,695	841,021
Employee Benefits				
3101 - State Teachers' Retirement System - Credentialed positions	253,537	334,295	337,638	341,014
3102 - State Teachers' Retirement System - Classified positions	1,472	1,487	1,502	1,517
3201 - Public Employees' Retirement System - Credentialed positions	0	0	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0	0	0

iLEAD Agua Dulce

	Estimated Actuals FY23/24	Preliminary Budget FY24/25	MYP FY25/26	MYP FY26/27
3301 - OASDI (Social Security) - Credentialed positions	1,072	0	0	0
3302 - OASDI (Social Security) - Classified positions	44,804	54,216	54,758	55,306
3311 - Medicare - Credentialed	19,477	25,378	25,632	25,889
3312 - Medicare - Classified	10,684	12,680	12,806	12,934
3401 - Health & Welfare Benefits - Credentialed positions	102,161	107,269	108,341	109,425
3402 - Health & Welfare Benefits - Classified positions	75,018	78,769	79,557	80,352
3501 - State Unemployment Insurance - Credentialed positions	9,073	11,546	11,662	11,778
3502 - State Unemployment Insurance - Classified positions	6,952	8,041	8,121	8,203
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0	0	0
3601 - Worker Compensation Insurance - Credentialed positions	15,050	19,153	19,345	19,538
3602 - Worker Compensation Insurance - Classified positions	9,085	10,508	10,613	10,719
3701 - Retiree Benefits - Credentialed positions	0	0	0	0
3702 - Retiree Benefits - Classified positions	0	0	0	0
3801 - PERS Reduction - Credentialed positions	0	0	0	0
3802 - PERS Reduction - Classified positions	0	0	0	0
3901 - Other Benefits - Credentialed positions	0	0	0	0
3902 - Other Benefits - Classified positions	0	0	0	0
Total Employee Benefits	548,385	663,342	669,975	676,675
Books and Supplies				
4110 - Core Curriculum - Texts, Workbooks, etc	29,366	52,132	52,653	53,180
4120 - Core Curriculum - Software & Programs	21,682	1,000	1,010	1,020
4130 - Other Curriculum	6,160	3,500	3,535	3,570
4210 - Professional Development References	1,194	0	0	0
4220 - Other Books & References	0	2,375	2,399	2,423
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	30,388	51,500	52,015	52,535
4310 - Science Supplies	1,363	8,000	8,080	8,161
4315 - Art Supplies	2,487	4,000	4,040	4,080
4317 - Assessment Supplies	0	0	0	0
4320 - PE Supplies	3,952	3,000	3,030	3,060
4325 - Custodial Supplies	16,063	13,685	13,822	13,960
4330 - Health & Safety	2,430	1,922	1,941	1,960
4335 - Home Study Stipend	57,640	0	0	0
4340 - Office Supplies	5,438	5,062	5,113	5,164
4345 - Printing & Reproduction Supplies	12,265	14,592	14,738	14,885
4350 - Spiritwear	198	450	455	459
4355 - Facilities Supplies	36,573	37,620	37,996	38,376
4410 - Classroom Furniture & Equipment	15,357	8,909	8,998	9,088
4420 - NonClassroom Furniture & Equipment	14,215	17,659	17,835	18,014
4430 - IT Equipment & Supplies	21,809	38,852	39,241	39,633
4710 - Vended Food Service	0	0	0	0
4720 - Food Supplies	145	0	0	0
4730 - Catering Supplies	0	0	0	0
4740 - Cafe Other Supplies	252	200	0	0
Total Books and Supplies	278,977	264,458	266,901	269,570
Services and Operating Expenditures				
5210 - Travel for PD, Conferences, & School Development	7,840	10,500	10,605	10,711
5220 - Travel for Intersite Business - Mileage*	783	0	0	0
5230 - Conference & Workshop Registration Fees	4,549	0	0	0

iLEAD Agua Dulce

	Estimated Actuals FY23/24	Preliminary Budget FY24/25	MYP FY25/26	MYP FY26/27
5240 - Professional Development - Meetings & Collaborations	41,670	0	0	0
5310 - Professional Dues, Memberships, and Subscriptions	5,400	16,326	16,489	16,654
5410 - Liability Insurance	24,421	30,232	30,534	30,840
5420 - Other Insurance	0	0	0	0
5510 - Utilities - Electricity	75,652	70,000	70,700	71,407
5520 - Utilities - Gas	0	0	0	0
5530 - Utilities - Water	0	0	0	0
5540 - Utilities - Trash	33,704	24,000	24,240	24,482
5550 - Operations - Janitorial Services	0	0	0	0
5560 - Operations - Security	5,145	2,400	2,424	2,448
5570 - Utilities - Other	0	0	0	0
5610 - Rent - Facilities Rent and CAM Charges	327,047	405,715	409,772	413,870
5620 - Leases	0	0	0	0
5630 - Repairs & Maintenance - Facilities	81,171	86,000	86,860	87,729
5640 - Repairs & Maintenance - Elevator Service	0	0	0	0
5650 - Repairs & Maintenance - Auto	0	0	0	0
5660 - Repairs & Maintenance - Other Equipment	399	0	0	0
5710 - Transfers of Direct Costs	0	0	0	0
5750 - Transfers of Direct Costs - Interfund	0	0	0	0
5801 - Professional Services - Service Fees	413,105	533,835	539,174	544,565
5802 - Professional Services - District Oversight Fees	36,339	42,707	43,134	43,565
5803 - Professional Services - Business Services	7,360	8,950	9,040	9,130
5804 - Professional Services - Auditing & Tax Preparation	16,680	17,585	17,761	17,938
5805 - Professional Services - Payroll Fees	18,625	19,000	19,190	19,382
5806 - Professional Services - Consultant Fees	13,753	950	960	969
5807 - Professional Services - BTSA	4,650	6,000	6,060	6,121
5808 - Professional Services - Legal Fees	22,008	34,000	30,000	30,000
5809 - Professional Services - Shared/Leased Employees	17,626	17,000	17,170	17,342
5810 - Contra Account - Shared Employees Reimbursement	0	0	0	0
5811 - Professional Services - Course Development	0	0	0	0
5820 - Professional Services - Contributions/Donations	0	0	0	0
5822 - Operating Expenditures - Licenses & Other Fees	1,286	450	455	459
5823 - Operating Expenditures - Fingerprinting Fees	67	0	0	0
5824 - Operating Expenditures - Fundraising & Grantwriting	13,161	0	0	0
5825 - Operating Expenditures - Banking Charges & Fees	1,303	9,650	9,000	9,000
5826 - Operating Expenditures - Interest	3	250	253	255
5827 - Operating Expenditures - Other Benefit Fees	143	200	202	204
5828 - Operating Expenditures - Staff Recruitment	0	0	0	0
5829 - Operating Expenditures - Events	8,444	6,700	6,767	6,835
5830 - Operating Expenditures - Marketing & Advertising	7,211	12,000	12,120	12,241
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	0	0	0	0
5840 - Operating Expenditures - Software Licenses	6,107	12,400	12,524	12,649
5850 - Student Services Expenditures - Student Information System	7,649	15,325	15,478	15,633
5851 - Student Services Expenditures - Student Assessment Services	0	0	0	0
5852 - Student Services Expenditures - Special Education Contracted Services	291,729	302,400	305,424	308,478
5853 - Student Services Expenditures - Student & Group Activities	31,814	27,400	27,674	27,951
5854 - Student Services Expenditures - Electives & Enrichment	7,244	50,000		
5855 - Student Services Expenditures - Substitutes	33,120	40,000	40,400	40,804
5910 - Telephone & Fax	13,641	11,500	11,615	11,731

iLEAD Agua Dulce

	Estimated Actuals FY23/24	Preliminary Budget FY24/25	MYP FY25/26	MYP FY26/27
5915 - Cell Phones	0	900	909	918
5920 - Internet Services	4,883	21,700	21,917	22,136
5925 - Website/Communication Fees	0	150	152	153
5930 - Freight Expense	0	0	0	0
5940 - Postage Expense	860	1,500	1,515	1,530
Total Services and Operating Expenditures	1,586,588	1,837,725	1,800,516	1,818,131
Total Expenditures	4,545,256	5,390,210	5,262,074	5,314,305
Depreciation	18,426	18,426	18,426	18,426
NET INCOME	119,469	65,476	105,962	37,860



iLEAD Agua Dulce Single Plan for Student Achievement 2024-2025

School Name: iLEAD Agua Dulce	
About the School: At iLEAD Agua Dulce, you will find a school that prioritizes a positive, supportive, and inviting environment where our students (learners) can focus on their development. In addition to academic excellence, we are committed to supporting learners’ development of emotional intelligence, life skills, and community engagement. Our teachers (facilitators) and Success Coaches are devoted to providing learners with the best academic and emotional support by way of small class sizes and individualized attention.	
<p>School Mission and Vision: The mission of iLEAD Agua Dulce is to provide a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for learners in grades TK-12, inspiring them to become lifelong learners with the skills to lead in the 21st century.</p> <p>The vision of iLEAD Agua Dulce is that all learners would become creative problem solvers, critical thinkers, compassionate leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. These are the qualities that develop our learners into leaders, today and in the future. Our learners achieve this through the iLEAD educational model.</p>	<p>CDS Code: 19 75309 0138297</p>
SSC Approved: Jun 12, 2024	Board Approved:
<h3 style="margin: 0;">Purpose</h3> <p style="margin: 0;"><i>Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)</i></p>	
<p>The purpose of this plan is to use a continuous cycle of improvement for a Schoolwide Program and Additional Targeted Support and Improvement that increase growth and achievement for learners falling below proficient in English Language Arts and Math, increase staff capacity through professional development, and bolster a program that results in a well-rounded education.</p> <p>The school’s Single Plan for School Achievement goals are based upon a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the most current CA School Dashboard. Other school data, such as NWEA MAP assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with iLEAD Agua Dulce’s Local Control Accountability Plan (LCAP) goals and include the same metrics/indicators where possible. Input and advice is solicited from key school community members including staff, learners, families, and school leadership.</p> <p>The school receives Federal Title I, Title II, and Title IV funding. Title I funding is allocated for Math and ELA interventions. Title II is allocated for staff development to ensure equitable access to quality educators. Title IV funding is used to assure that learners receive a well-rounded education.</p> <p>iLEAD Agua Dulce is eligible for Additional Targeted Support and Improvement based off the 2022 California Dashboard indicators for Students with Disabilities. This plan serves as the school’s Additional Targeted Support</p>	



and Improvement plan.

ESSA Requirements

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

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

Educational Partner Involvement and Comprehensive Needs Assessment

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

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

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

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

The school engages in a year-long process of continuous improvement to serve as its comprehensive needs assessment. This includes: analysis of internal and verifiable metrics as aligned to California state required



LCAP metrics, annual program evaluation and planning, monthly grade level data protocol meetings, staff and parent meetings, annual survey data, and comprehensive budget analysis and review.

Resource Inequities: ATSI

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

iLEAD Agua Dulce is a single school LEA and all Title funding is allocated to the school directly.

iLEAD Agua Dulce, there are many opportunities available to increase the academic performance of learners. iLEAD Agua Dulce has been identified as meeting the requirement for Additional Targeted Support and Improvement under ESSA for the following subgroups:

- Students with Disabilities

Learners in these subgroups were identified for low performance in:

- CAASPP Math
- CAASPP ELA

In 2023-24, 16.8% of iLEAD Agua Dulce’s population qualified for Special Education.

A comprehensive budget and resource analysis was performed. It was determined that no inequities exist for the identified subgroup for equitable offerings for resources and services.

The school will perform more in-depth root cause analysis throughout the 24-25 school year to continue to participate in root cause analysis through the school’s equity taskforce.

Goals, Strategies, Expenditures

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

Identified Need

iLEAD Agua Dulce scored 49.1 points below standard in ELA for all learners on the 2023 CAASPP. Students with Disabilities were rated “Very Low” on the California Dashboard, which is one rating below the all student group. There is a need to increase academic achievement in ELA for identified learners needing intervention based on internal NWEA ELA MAP scores.

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores, specifically the Conditional	Expected Spring 2024 all learners grades K-8 CGI: 0.0	Meet or exceed a CGI score of 0 or higher in Spring 2025



Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.		Expected Spring 2024 CGI for Students with Disabilities: -1.08	all learners	Meet or exceed a CGI score of -.5 or higher in Spring 2024 for Students with Disabilities
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Tier II reading intervention	Identified learners falling below State proficiency levels grades K-8.	Designated Care Team Support Providers to work directly with identified learners falling below State proficiency levels. These employees will implement, and help monitor strategies and activities to support reading learning in alignment to California State Standards.	\$19,841	Title I
Training	all	Training in MTSS strategies	\$8,013	Title IV

Annual Review	
SPSA Year Reviewed: 2023-2024	Summary: iLEAD Agua Dulce Facilitators worked to implement an ELA intervention program in grades 1-5 for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2023.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Facilitators and Care Team worked with targeted learners during instructional time in small groups to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and new curriculum were used to design intervention activities for learner's based on their skill development needs. iLEAD Agua Dulce is expected to meet it's goal of a CGI score of 0 or above for Spring 2024 NWEA MAP assessments for all learners but will need to continue to grow for learners with disabilities.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. No Title I, II, or IV rollover is expected based on 2023-24 estimated actuals.



<p>implement the strategies/activities to meet the articulated goals.</p>	
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSSA.</p>	<p>iLEAD Agua Dulce moved to a Schoolwide Program this year to implement a wider reach of interventions and strategies.</p> <p>iLEAD Agua Dulce will continue offering small group intervention programs using live classes, credentialed teachers and care team (classified aides), intervention software, and close monitoring of Tier II learners.</p>

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

<p>Identified Need</p>	<p>iLEAD Agua Dulce scored 71 points below standard in Mathematics on the 2023 CAASPP. There is a need to increase academic achievement in math for identified learners needing intervention based on internal NWEA math MAP scores and CAASPP.</p>
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Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
<p>NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.</p>	<p>Expected Spring 2024 all learners grades K-8 CGI: -0.2</p> <p>Expected Spring 2024 CGI for Students with Disabilities: -1.8</p>	<p>Meet or exceed a CGI score of 0 or higher in Spring 2025 all learners</p> <p>Meet or exceed a CGI score of -.5 or higher in Spring 2025 for Students with Disabilities</p>

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
<p>Tier II math intervention</p>	<p>Identified learners falling below State proficiency levels grades K-8.</p>	<p>Designated Care Team Support Providers to work directly with identified learners falling below State proficiency levels in grades 1-5. These employees will implement, and help monitor strategies and activities to support math learning in alignment to California State Standards.</p>	<p>\$19,841</p>	<p>Title I</p>



Annual Review	
SPSA Year Reviewed: 2023-2024	Summary: iLEAD Agua Dulce Facilitators worked to implement a Math intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2023.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Facilitators worked with targeted learners during instructional time in small groups to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and intervention curriculum were used to design individual lessons and practice for learner's based on their skill development needs. iLEAD Agua Dulce is not expected to meet it's goal of a CGI score of 0 or above for Spring 2023 NWEA MAP assessments, however they did meet the state goal of -.2
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. No Title I, II, or IV rollover is expected based on 2023-24 estimated actuals.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	iLEAD Agua Dulce is moving to a Schoolwide Program next year to implement a wider reach of interventions and strategies. iLEAD Agua Dulce will continue offering small group intervention programs using intervention strategies and curriculum, credentialed teachers and care team (classified aides), and close monitoring of Tier II learners.

Goal 3: Increase learner engagement and social-emotional well-being.		
Identified Need	Due to COVID, there is an increase in the need for behavior intervention, social-emotional support, and learner engagement. Educational partner surveys, absenteeism data, suspension data, and educational partner input served as data during the comprehensive needs analysis to create this new goal for 2023-2024.	
Annual Measurable Outcomes		
Metric	Baseline	Expected Outcome
Number of learners who met at least 1	Fall 2023 survey: 46% of learners met their	Increase by 2%



SEL individual learning plan goal on SEL Survey		SEL goal.		annually
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
SEL Curriculum	All learners	Curriculum and programming to support social-emotional wellbeing on campus.	\$10,000	Title IV

Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$57,695
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$57,695
Total of Federal Title Funds for this school	\$57,695

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing



learner achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

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

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

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

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

Instructions: Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)



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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, learners, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, learner advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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



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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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



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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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



Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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



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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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



Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all learners in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of learners and groups of learners who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.



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

Requirements for the Plan

- II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

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

i. strategies to improve learners' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for facilitators, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.



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

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

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

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

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

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

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

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

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



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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement



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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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



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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



iLEAD Agua Dulce School Plan for Student Achievement



TITLE FUNDING: I, II, IV

- \$56,455 for the 23/24 school year

Title I

Targeted Academic
Intervention
(people)
\$38,904

Title II

Staff Training and Support
(training)
\$7,551

Title IV

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

Expected

2024-2025:

\$39,682

\$8,013

\$10,000

total: \$57,695

This Past Year's Program (23/24)



Successes

- Continued Intervention Programs and building of community
- Increased mentoring and new facilitator support
- Training and PD opportunities

- Increased family outreach and engagement

Areas for Growth

- Goal measurement and SPSA analysis

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

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

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

Submitted by Superintendent, Director, or Designee:

Name

Signature

Title

Fax Number

Telephone Number

Date

Mailing Address

E-Mail Address

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit

Estimated Number Needed

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

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

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

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

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

Authorizations for Single Subject Limited Assignment Permits

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

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

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

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

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



iLEAD Agua Dulce Prop 28 Annual Review of Plan and Fiscal Update

Prop 28 Overview



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

Funding Allocation



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



Purpose of These Funds

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

For any LEA/School serving more than 500 learners,
80% of funds must be expended on Personnel

Use of these funds 23/24



Allocation: \$46,279

Expected Expenditure: \$37,500

Each years allocated funds can be rolled over for 3 years

Program: This year iLEAD Agua Dulce Expanded it's arts program in music

Personnel Funded: 1 instructional Specialist



2024-2025 Family Guidebook

Free To Think. Inspired To Lead.

INTRODUCTION

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

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

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

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

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SECTION 1:

iLEAD Agua Dulce' EDUCATIONAL OVERVIEW

OUR MISSION AND VALUES

iLEAD Agua Dulce Mission Statement

Free to Think. Inspired to Lead.

Vision Statement

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

Schoolwide Learner Outcomes

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

i-LEAD by being a/an...

Lifelong Learner

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

Empathetic Citizen

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

Authentic Individual

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

Design Thinker

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

OUR METHODOLOGY

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

Individualized Learning

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

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

Project-Based Learning (PBL)

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

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

Through the PBL methodology, our learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way into the future. The development of rigorous, authentic

projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

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

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

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

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

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

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

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

Not just knowing but also DOING

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

High levels of engagement

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

True learning

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

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

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

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

Social and Emotional Learning (SEL)

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

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

7 Habits of Highly Effective People

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

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

Living a life in balance means taking the necessary time to renew one's self. To "sharpen the saw" means having a balanced program for self-renewal in the four areas of life: physical, social/emotional, mental, and spiritual.

CURRICULUM

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

Curriculum is implemented with the following best practices in education:

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

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

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

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

Advisory/Morning Meetings: Research shows that when learners feel connected to their school, they do better academically. One of the ways we achieve this with Middle and Diploma Programme learners is through our advisory program. In small group settings, we explore the causes and effects of cultural, personal, and community events. Our primary learners participate in daily morning and/or 'family'

(classroom) meetings that provide an opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment.

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


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

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

Parents/Guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants
5. Receive notice by mail or another commonly used method of notification fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker

English Learners Identification Notice: State law requires that parents/guardians of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or



English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

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

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

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

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

SECTION 2: GENERAL OPERATIONS

OFFICE HOURS 8:00am to 4:00pm

Front Desk Phone Number: (661) 268-6386

SCHEDULE

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

INSTRUCTIONAL CALENDAR

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

STAFF

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

POLICIES

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

SECTION 3:

DAILY OPERATIONS

DROP OFF AND VALET PROCEDURES

iLEAD Agua Dulce offers a convenient valet drop off system. This is the safest and most efficient way to drop off your learner(s). We strongly encourage all families, regardless of the learner's grade level, to use the valet system. Please note: The top lot is for staff parking only.

Drop-Off: Begins at 8:00. Gates will promptly close at 9:00 am.

Pick-Up: Begins at 3:15. Gates will open at 2:45 pm.

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

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

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

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

The top lot by the office is for staff, late drop-offs and early pick-up only. If you are bringing your child in late or picking your child up early, you must park in a parking spot only. The curb in front of the office is a fire lane and cannot be blocked.

For more information please visit our website: ileadaguadulce.org

ATTENDANCE

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

Absence

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

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

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

Excused Absences

Pupils, with the written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No pupil shall have their grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

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

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

leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school.

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

(11) For the purpose of participating in a cultural ceremony or event.

(12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

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

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

(13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation. (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

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

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The facilitator of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, means the parent/guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Chronic Absenteeism

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all

absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

Tardiness

We ask that you contact the school if you know your child is going to be tardy. Consistent tardiness will result in learners missing valuable time with their classmates and will require them to make up missed activities.

Truancy

Learners are expected to be in school every school day. Any learner who is absent from school without a valid excuse (46010, 46010.3, 48205 Ed. Code) is considered truant. Missing a class period without a valid excuse is also considered truancy. Truancy is a serious offense and may lead to serious consequences.

Illness

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

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

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

Concurrent Enrollment

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

Extended School Year - Migrant Education

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

High School Class Enrollment

All learners enrolled in grades 9th-12th must be enrolled in a minimum of four classes with the school to maintain full time enrollment. Learners may take college credit courses concurrently during the school year. See the school counselor for more information.

Independent Study

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

Drinking Water

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

BEFORE AND AFTER SCHOOL CARE:

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

iCREATE is available for learners in grades TK through 6th grade, Monday through Friday. For more information and schedules, go to: <https://ileadaguadulce.org/programs/icreate-after-school-care/>

SCHOOL LUNCH PROGRAM

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

ENRICHMENT ACTIVITIES

iLEAD Agua Dulce offers several clubs, sports and enrichment classes. A list of current ongoing extra-curricular offerings will be emailed home.

TRANSPORTATION

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

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

LOTTERY GUIDELINES

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

SECTION 4:

LEARNER CONDUCT

EXPECTATIONS FOR SCHOOL BEHAVIOR

iLEAD Agua Dulce strives to present our learners with opportunities that exceed those available at most traditional schools. Our learners also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do their best, both academically and behaviorally. If there's a problem, we personally speak with the learner, discuss the options for making good decisions, set appropriate consequences, and strive to help the learner internalize the importance of taking responsibility for their own learning and behavior. As a framework for this, we have expected learning results.

At iLEAD Agua Dulce we utilize **Love and Logic®** to embrace each learner's uniqueness while modeling and expecting appropriate behavior. Our iLEAD Agua Dulce expectations for school behavior are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it.

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our learners to incorporate them into their daily lives. Parents/Guardians are encouraged to participate in the Love and Logic® courses offered at iLEAD Agua Dulce throughout the year.

Consequences

In addition to Love and Logic, our school focuses on Restorative Practices. This is an approach to resolving conflict and is used for preventative measures. Restorative Practices refer to a range of approaches including talking circles and peer mediation and utilizes strategies to rebuild relationships.

There are age appropriate consequences for not adhering to the behavior guidelines. Along with the Restorative Practice approach, family and staff will work together to make decisions that are in the best interest of the child. The following are examples of consequences that allow flexibility for individuals and varying situations.

- **Warning and reminder:** This may take place in or out of the classroom.
- **Reflection time:** This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.

- **A respectful, related consequence:** This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.
- **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what they could have done differently, and what could be changed at the school that could prevent this from happening again.
- **Suspension/parental/guardian supervision :** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
- **Emergency Removal:** See *Emergency Removal* section on the next page.

Suspension/Expulsion Procedures

Rules of suspension and expulsion must follow due process mandates. They are stated below.

Suspension

- The school administrator or administrative designee can suspend a child.
- A learner shall not be suspended from school or recommended for expulsion, unless the school administrator or designee in which the pupil is enrolled determines that the learner has committed an act as defined pursuant to any of subdivisions of EC 48900 (a) to (r).
- No suspension shall exceed five (5) school days.
- The administrator must directly contact parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the Administrator. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their defense.
- A written notice of suspension must be sent or given within one school day to the parent/guardian or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD as the Board of Director's designee.

Note: A learner under a suspension shall have the right to make up all academic work missed. From the day they return to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

Expulsion

- Only the School Director can recommend expulsion. *EDN 48900*
- The School Director may grant an extension of time. If granted, the Administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.

- The learner and parent/guardian must have an opportunity to appear, on request, before the school Administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion
- Only the governing board may make the decision to expel a learner. Following that decision:
- The letter of expulsion is sent.
- Within one (1) school day, the Administrator shall notify the Registrar, in writing of the decision to expel.
- The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school Administrator within fourteen (14) calendar days of the written letter of expulsion. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

Requirement of Parent/Guardian School Attendance

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

Emergency Removal

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

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

Student Search

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

Electronic Nicotine Delivery Systems (E-Cigarettes)

The school prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all school property and in school vehicles at all times. ENDS are often made to look

like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Learners using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

Tobacco Free Campus

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

Release of Learner to Peace Officer

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

Parent/Guardian Responsibility

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

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

Academic Dishonesty

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

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

SECTION 5: TECHNOLOGY

ELECTRONICS

At iLEAD, technology is a powerful learning, collaboration, and creativity tool. This policy outlines the guidelines for responsible and ethical use of technology resources, including cell phones, tablets, Chromebooks, Artificial Intelligence (AI), and the Internet. Following these guidelines can create a safe and positive learning environment for all learners and staff.

INTERNET USAGE

iLEAD Agua Dulce's computers have access to the Internet. The school works diligently to protect our learners from inappropriate content. The iLEAD Agua Dulce staff works closely in training our learners as to the appropriate use of the Internet. Before using the Internet, parents/guardians and learners should read the following "Network Use Guidelines."

NETWORK USE GUIDELINES

iLEAD School computers provide access to the internet, filtered to protect students from inappropriate content at the network level. We train students on responsible internet use and require both students and parents/guardians to sign a "Network Use Guidelines" agreement.

Equipping our learners with the skills to thrive in the 21st century demands providing them with access to technology, and this is reflected in the integration of computers and educational software into every classroom curriculum. Learners will have email access with filtering and built in restrictions; iLEAD Agua Dulce School employs strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act and COPPA (Children's Online Privacy Protection Act). While we have filters at the network level for inappropriate Websites, there are still instances when those Websites can come through. Please be assured that iLEAD Agua Dulce remains committed to restricting the use of such Websites

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13).

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

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

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

1. Any information which violates or infringes upon the rights of any other person.
2. Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. Advertisements, solicitations, commercial ventures, or political lobbying.
4. Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
5. Any material which violates copyright laws.
6. Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited.
7. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.

NETIQUETTE (Network Étiquette)

The use of the Internet requires that you abide by accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite- and respectful in all online communication.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent/guardian release authorizing publication.
4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without their permission.
5. Do not disrupt the network or **engage in activities that interfere with others' use**.-Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must notify iLEAD Agua Dulce staff.

6. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

SUPERVISION AND MONITORING

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any learner or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

CYBERBULLYING

iLEAD Agua Dulce provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/Guardians, learners, and community members also may be provided with similar information.

Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the learner is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

Academic Dishonesty and AI:

iLEAD encourages responsible use of AI tools for learning and exploration. Students must use AI ethically and avoid plagiarism or other forms of academic dishonesty. AI tools should be used to enhance learning, not replace critical thinking and independent work. Students should always cite their sources when using AI-generated content.

SECTION 6:

HIGH SCHOOL

GENERAL OVERVIEW

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

GRADUATION PATHS

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

International Baccalaureate Career Program Path

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

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

All IB courses are UCOP A-G approved, and IB courses are considered as rigorous or more rigorous than advanced placement (AP) courses. Eligible high school learners may receive financial assistance to cover the costs of the International Baccalaureate examination fees, or both. More information on the CP IB can be found on the IB website.

UC/CSU A-G Path

California State University and the University of California school systems have established seven admission requirements labeled A-G. Learners who are planning on directly attending a University of California (UC) or California State University (CSU) are required to complete these specific [UC Admissions Requirements](#) during their high school experience. This track requires 240 credits to graduate. More

information on the A-G requirements can be found on the [University of California website](#). A-G courses are approved by the UC system. A list of iLEAD Agua Dulce's currently approved A-G courses may be found in [UC Doorways](#).

Basic Path

Learners in special circumstances may qualify for reduced graduation requirements and be placed on the basic graduation path according to the California State Graduation Requirements. This path requires 180 credits to graduate and requires administrative approval.

Certificate of Completion

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

Exemptions

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

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

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

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

NCAA (in process)

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

Golden State Seal

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

Biliteracy Seal

The State Seal of Biliteracy (SSB) is a recognition conferred by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Learners who are eligible for the seal will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

Work-Based Learning and Internships

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

Minimum Credit Requirements for Graduation

To graduate from iLEAD Agua Dulce, learners must have the following credits at minimum. Graduation plans will be customized to each learner's unique needs dependent on interests and college/career goals.

High School Subject Area	Minimum Credit Requirements
English	3 Years (30cr)
Mathematics	2 Years (20cr) Algebra I or Integrated Math I required
Science	2 Years Total (20cr) Biological Science (10cr) Physical Science (10cr)
History/Social Science	3 Years Total (30cr) World History (10cr) U.S. History (10cr) American Government (5cr) Economics (5cr)
Language other than English	1 Year (10cr)
Visual and Performing Arts or CTE	
Physical Education	1 Year (10cr)
Electives	60cr
Total Credits	180 Credits

CAREER CONNECTED LEARNING/CAREER AND TECHNICAL EDUCATION

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

The following Career and Technical Education pathways are available for the 2024-2025 school year. Additional offerings may be available through the local community college. Contact the academic counselor for more information.

Industry Sector: Marketing, Sales, Service		Pathway: Entrepreneurship	
Course		Sequence Level	
Introduction to Entrepreneurship		Introduction Grade 10	
Marketing and Business Leadership		Concentrator Grade 11	
Entrepreneurship Capstone/Internship		Capstone Grade 12	

HIGH SCHOOL ADVISEMENT

School Counselors

School Counselors serve high school learners in the areas of academic, college and career, and social emotional. School counselors partner with the learner and family to guide course selection and ensure the completion of all graduation requirements in alignment with future college and career goals. School Counselors are available to conduct regular graduation checks and provide necessary support to prepare learners for life after graduation.

College and Career Planning Tools

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

- **SCOIR:** SCOIR is a college search and exploration tool which allows learners to find and connect with thousands of colleges. Scoir offers virtual tours and videos, tracks deadlines and testing requirements, and allows quick access to the college advisor for pressing questions. College planning and the application process are completed through Scoir.
- **YouScience Brightpath:** YouScience is an aptitude-based guidance platform that leverages data and artificial intelligence to help individuals identify their aptitudes, validate their skills, and get matched with educational and career pathways. Learners can complete industry-recognized certifications for college admissions, resumes, and CTE completion.
- **College Admissions/Planning:** School counselors and staff provide support for learners and their families assistance with college planning and application process.

HIGH SCHOOL POLICIES AND PROCEDURES

Transcripts

- **Requests:** Transcript requests (unofficial and official) can be made by contacting the school counselor [Dan Swaney](mailto:dan.swaney@ileadaguadulce.org) at dan.swaney@ileadaguadulce.org
- **College Credit Courses:** Learners must request official transcripts from the college for final grade assignments when they participate in dual enrollment. High school credit will not be awarded for a community college course until an official transcript is received.
- **Transfer:** Learners transferring from another public school must provide an official transcript during the enrollment process to verify previously completed coursework.
- **PSA/Private:** Learners who have previously filed a Private School Affidavit (PSA) or attended a private school must provide a transcript during the enrollment process. In addition, learners may be asked to submit a portfolio and/or work samples to verify previously completed coursework in order to grant credits accordingly. Unless courses were taken through an online program with approval, these courses will be listed without the A-G designation.

Course Load

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

Summer Course Load

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

IB Courses and Testing

LEAD Agua Dulce is officially accredited as an IB Career Program. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students. Click [HERE](#) for more information on the IB CP program.

Add/Drop Deadlines

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

DEADLINES		
	Fall 2024	Spring 2025
Add	Sept 9	Feb 3
Drop without a "W"	Sept 9	Feb 3
Drop with a "W"	Sept 11-20	Feb 5- Mar 14
Drop with a "WP" or "WF" (<i>Withdrawal Pass, Withdrawal Fail</i>)	Oct 23- Dec 16	Mar 18- June 6

Mid Year Transfers

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

Incomplete Grade

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

Course Extensions

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

Math Placement

In compliance with board policy, learners will be assessed within the first month of instruction and learners and/or parent/guardian may request a reassessment if questions the pupil's placement results. Learners and/or parent/guardian may request reassessment in writing. For more information, visit our [website](#) iLEAD Agua Dulce Mathematics Placement Policy.

Middle School Learners Seeking High School Credit

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

Academic Honesty

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

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

Grading Scale

Assignments will be reviewed and evaluated by the course facilitator. Report of Progress grades are provided at the end of the semester grading period. High school grades are based on evidence of the learner's progress shown through learner work and assessments. Insufficient, weak, late or missing assignments will affect the learner's grades.

GRADE SCALE			
Letter Grade	Standard GPA	AP GPA	Dual/Concurrent Enrollment
A	4.0	5.0	5.0
B	3.0	4.0	4.0

C	2.0	3.0	3.0
D	1.0	N/A	N/A
F	0.0	N/A	N/A

Grade Appeals

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

Work Permits

Learners interested in employment under the age of 18 who have not passed the CHSPE are required to obtain a school issued work permit. Work permits are contingent upon good academic standing and attendance. Learners on academic probation are not eligible for a work permit (EC§49130). Download the B1-1 Form from the [CDE website](#) and have the employer complete the workplace information. Return the signed form to Gladys Ramirez, School Registrar. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy. A work permit must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor.

Entertainment Permit

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

High Schoolers Age 18+ College Credit Courses

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

High Schoolers Age 18+ Privacy Policy

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

rights with respect to their children's education records until they are age 18. For more information on FERPA, visit the U.S. Department of Education's website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Educational Rights for Adult Learners

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

Cal Grant Program - EC 69432.9

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

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

Federal Student Aid - EC 51225.8

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

Education of Homeless Youth: Right to Apply for Financial Aid

Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please

contact gladys.ramirez@ileadaguadulce.org for more information of services and policies related to homeless education rights.

California High School Proficiency Exam

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

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

Educational Equity: Immigration and Citizenship Status

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

California College Guidance Initiative - EC 60900.5

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

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

COLLEGE TESTING

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

College Entrance Examination Board (CEEB) Code: 055000

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

PSAT

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

SAT/ACT

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

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

CLEP

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

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

Services for Students with Disabilities (SSD)

Learners with an IEP or 504 plan may qualify for accommodations through the College Board. The process can take up to two months to process. To initiate the application process, contact dan.swaney@ileadaguadulce.org

COLLEGE CREDIT COURSES

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

Registering for College Courses

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

Credit Evaluation

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

Grade Evaluations

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

Transcripts

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

- Please request e-transcripts to be sent directly to: gladys.ramirez@ileadaguadulce.org
- For paper transcripts, please have the college forward official sealed transcripts to iLEAD Agua Dulce's address upon course completion each semester:
iLEAD Agua Dulce
11311 Frascati Street
Agua Dulce, CA 91390

HIGH SCHOOL ACTIVITIES

Service Projects

iLEAD Agua Dulce periodically provides service projects for learners to earn volunteer hours. To inquire about opportunities, please contact the school office.

Clubs

iLEAD Agua Dulce offers leadership opportunities through learner voice and choice and are learner led with an approval of a club advisor and approval by a school administrator. Club formation and information may be obtained at the start of each year. For more information, please contact the school office.

SECTION : 7

EXPLORATION (HOME STUDY)

PROGRAM DESCRIPTION

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

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

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

MASTER AGREEMENT, INDIVIDUALIZED LEARNING PLANS AND ASSIGNMENT WORK RECORD

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

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

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to

evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time.

Attendance

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

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

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

Truancy and Compliance

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

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

Inadequate Progress

Inadequate Progress, established by this policy, occurs when the student fails to attend one learning period meeting, fails to complete at least 75% of work assigned for one learning period, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator. This is referred to as "Inadequate Progress." Learners making Inadequate Progress are

considered to be truant.

Evaluation After Truancy

Once the learner meets the criteria for truancy, an evaluation will be conducted by school administration including the learner's supervising teacher to determine whether it is in the best interest of the learner to remain enrolled in independent study (herein referred to as the "Evaluation"). The Evaluation may include items as outlined on the student's Master Agreement, but is not limited to the review of the following:

1. Attendance based on completion of assigned work and daily engagement as quantified by the supervising teacher
2. Learner's demonstration of adequate and appropriate progress toward Common Core State Standards due to lack of engagement or insufficient work completion
3. Attendance at scheduled school appointments
4. Appropriate learning environment
5. Parent/Guardian's ability to monitor student learning in the home

As part of the Evaluation process, the learner, parents/guardians, or the learner's educational rights holder (if the learner is a foster child or youth or a homeless child or youth), will be invited to present evidence to the individual(s) conducting the Evaluation. During the Evaluation, the School will determine whether it is in the best interest of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's mandatory interim record.

Additional Consideration for Students with a Section 504 Plan or IEP

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

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

If the answer to either (1) or (2), above, is yes, then the Inadequate Progress is a manifestation of the learner's disability and the school will follow applicable state and federal laws to ensure that the learner is offered a free appropriate public education.

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

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

Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parents/guardians shall be notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the

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

1. The school's intent to remove the learner as it is not in their best interest to remain in independent study.
2. The opportunity of the parent/guardian to request a hearing that follows the same procedures as the school uses for expulsions. Parents/Guardians (or the learner if over 18) must submit the request for hearing in writing and the request must be received by the School within five (5) calendar days from the date of the Notice.
3. If parents/guardians or learner over 18 requests a hearing:
 - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved charter.
 - b. The learner shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the learner shall be removed from the charter school on the date listed on the Notice. The learner's district of residence will be notified of the removal.

The learner and/or parents/guardians will receive a copy of the Notice.

NON-TRUANT ABSENCES

Based on how attendance is granted in independent study, the school is required to report attendance based on daily engagement and work completion. If learners are unable to engage or complete work on a school day, they will be marked absent but not considered truant if any of the following circumstances apply.

- a) Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
 1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
 2. Due to quarantine under the direction of a county or city health officer.
 3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 4. For the purpose of attending the funeral services of a member of the immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 5. For the purpose of jury duty in the manner provided for by law.
 6. Due to the illness or medical appointment during school hours of a child of whom the learner is the custodial parent/guardian.
 7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
 8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

9. For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 10. For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.
 11. For the purpose of participating in a cultural ceremony or event.
 12. Authorized at the discretion of a school administrator, as described in subdivision (c) of section 48260.
- b) A learner absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a learner is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the learner missed during the absence.
 - c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - e) "Immediate family," as used in this section, means the parent/guardian, sibling, grandparent, or any other relative living in the household of the learner.

CHRONIC ABSENTEEISM

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

INSTRUCTIONAL FUNDS

Instructional funds are public dollars allocated to the school by the state. The educational facilitator, a credentialed teacher within the state of California, will guide families in the selection of academic materials and services from the approved vendor list that supports the educational goals of the learner. As the teacher of record, the facilitator is required to ensure all learners have access to grade-level, standards-based materials. The materials and services ordered will support the assignments, projects, and activities listed on the learner's Assignment

2023-2024 Instructional Funds	
Grades K	\$2,600/year
Grades 1-8	\$3,100/year
Grades 9-12	\$3,500/year
<i>Note: Once the school year begins, funds are depreciated based on the learner's start date.</i>	

Work Record (AWR)/Individualized Learning Plan (ILP).

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

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

LEARNING PERIOD EXPECTATIONS

Assignment Work Record/Individualized Learning Plan (ILP)

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

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

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

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

- a. **Assignments:** Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
- b. **Time Value:** The EF's assignments must meet the instructional time requirements for charter schools as listed by the CDE. The assignments reflect time value for an average student to

9th - 12th	64,800 min	370 min/day
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complete their work by grade-level guidelines. <https://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp>

Learning Period Meetings

Learners and parents/guardians must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 20 instructional days in addition to weekly check ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as needed to support learner progress. At these meetings, the educational facilitator will review the body of work and collect work samples for each subject as listed on the Master Agreement. The learner will showcase, discuss, and provide work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. Additionally, the facilitator will work in collaboration with the family to assign work for the next learning period meeting. Should an emergency arise, the parent/guardian should communicate with the educational facilitator to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed and/or missed learning period meetings may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Master Agreement could result in removal from iLEAD Agua Dulce Exploration's independent study program.

Monthly Work Samples

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

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the AWR/ILP.
- Reflect original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
 - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.
- Not contain any religious materials or references unless the course on the Master Agreement requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the educational facilitator.

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

Learning Log

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

Learning Period (LP) End Dates			
LP1	9/13/24	LP6	03/07/25
LP2	10/18/24	LP7	03/28/25
LP3	11/15/24	LP8	05/02/25
LP4	12/20/24	LP9	06/06/25
LP5	2/07/25		

Synchronous Instruction and Daily Live Interaction

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

ORDERING TECHNOLOGY WITH INSTRUCTIONAL FUNDS

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

Device Usage

The right to use a school computer at home is a privilege. If learners do not adhere to the rules and guidelines in this Guidebook, the privilege to use their school computer/tablet/electronic device at home may be restricted or eliminated. An Equipment and Technology agreement form must be signed before the EF can place the technology order.

I. Hardware and Software

A. In the box

- Computer/Electronic Device
- Power supply

B. On the device

- Operating System software

C. Backup and file storage

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

D. Software support

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

II. Learner and Parent/Guardian Responsibilities

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

A. Handling and care of the device

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

B. Power management

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

C. Transport

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

D. Ethical and appropriate use

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

These include, but are not limited to:

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

E. Financial responsibility

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

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

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

G. Monitoring and supervision

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

H. Internet access at home

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

HIGH SCHOOL POLICIES AND PROCEDURES

Master Agreement

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

Master Agreement Addendum

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

Learner Withdrawal/Graduation

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

Other High School Specifics

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

SECTION 8: POLICIES AND PROCEDURES

ACCELERATION AND RETENTION PROCEDURES

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

ATTIRE

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

COMPLAINT PROCEDURE

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

EMERGENCY AND HEALTH PROCEDURES

Emergency Medical Authorization

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

Learner Medications Assistance

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

Confidentiality of Medical Information Act

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

Emergency Treatment for Anaphylaxis

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

Emergency Medical Care: Epinephrine Auto-Injectors

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

Entrance Health Screening

State law requires that the parent/guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible learners through the Child Health Disabilities Prevention Program.

Oral Health Assessment

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

Health Care Coverage:

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

Immunizations

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

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

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

Immunizations: HPV: Cancer Prevention

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

Menstrual Products

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

Physical Examination

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

Disease Prevention Strategies

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

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

Pupil Safety: Parental Notification: Synthetic Drugs

Our school is committed to the safety of all our learners. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a learner's education, family, and life could be long-lasting. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances. These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive and has been found in heroin, methamphetamine, counterfeit pills, cocaine and other drugs. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Unless tested, it is difficult to tell if drugs have been laced with fentanyl because it cannot be seen, smelled, or tasted. Additional information regarding fentanyl is available from the [CDPH's Substance and Addiction Prevention Branch](#).

Sudden Cardiac Arrest

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

participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until they are evaluated by, and receive written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent/guardian or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

Medical or Hospital Service

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

EMERGENCY PROCEDURES

Drills

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

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

Actual Emergency

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

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

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

School Safety Plan

A Comprehensive School Site Safety Plan has been adopted at iLEAD Agua Dulce Charter School, which includes a plan for disaster preparedness, emergency procedures and assessment and response to reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, a

school activity or on a school bus. This plan is available upon request from the school office. This plan is available upon request from the school office.

FACILITATOR QUALIFICATIONS

Parents/Guardians may request the following regarding their child's facilitator(s):

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

STUDENT RECORDS

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

A parent/guardian's request to access their pupil's educational records must be submitted in a written form to and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of pupil records are available to parents/guardians for a fee of per page.

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

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

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

For more information on FERPA, visit the U.S. Department of Education's website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

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

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

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

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

SERVICES TO DISABLED PUPILS

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

Child Find System

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent/guardian in the least restrictive environment.

Instruction for Pupils with Temporary Disabilities

A learner with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the learner is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. Please

contact Gladys Ramirez at gladys.ramirez@ileadaguadulce.org for further information. Charter schools are not allowed to provide Home Hospital.

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

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

PUPIL FEES

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

SEXUAL HARASSMENT

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

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

NON DISCRIMINATION

iLEAD Agua Dulce is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support

programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental/guardian status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The School assures that lack of English language skills will not be a barrier to admission or participation in School programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process.

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, guidebook will be updated. Please contact the school director, Lisa Latimer at lisa.latimer@ileadaguadulce.org, if you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

SAFE PLACE TO LEARN ACT

iLEAD Agua Dulce is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at (661) 268-6386.

BULLYING

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

FOSTER AND HOMELESS YOUTH

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact Gladys Ramirez at gladys.ramirez@ileadaguadulce.org for more information on services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. The attorney and social worker have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

LCFF and LCAP

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

SCHOOL ACCOUNTABILITY REPORT CARD

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

DRUG AND ALCOHOL/TOBACCO PREVENTION

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

PESTICIDE USE

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

ASBESTOS MANAGEMENT PLAN

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

MENTAL HEALTH AND SUICIDE PREVENTION POLICY

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

In order to initiate access to available pupil mental health services, you may contact the following mental health provider: Dan Swaney at dan.swaney@ileadaguadulce.org. Our school will notify parents/guardians at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year, by the following means:we will also notify you again a second time each school year via email. .

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

FIELD STUDIES

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

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

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

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

MISCELLANEOUS POLICIES

Harm or Destruction of Animals

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

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

Surveys

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

Civility on School Grounds

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

Any school staff who are uncivil shall be subject to disciplinary action. Any learner that is uncivil shall be subject to disciplinary action. In the event that any learner's parent/guardian is uncivil during a school-related activity, school staff to whom the uncivility is directed shall immediately warn the parent/guardian to communicate or act civilly. If the parent/guardian fails to correct the uncivil behavior as directed, the affected school staff shall notify the parent/guardian that the school activity is

terminated, and the affected school staff shall refer the matter to the school director or designee for further administrative or legal action, which may include, but may not be limited to, a prohibition from any further participation in school-related activities.

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).

It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Child Abuse and Neglect Reporting

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

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

Custody Issues

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

Electronic Listening or Recording Device

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

Gun-Free School Zone Act

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

Gun Safety

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

Title IX

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

Property Damage

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

Williams Complaint Policy & Procedure

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

SECTION 9: COMMUNICATION

COMMUNICATION METHODS

WEBSITE

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

MONDAY MESSAGE

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

SOCIAL MEDIA

You can follow our journey through our school [website](#), our [Facebook page](#) and our [Instagram page](#).

CLASS NEWSLETTERS/WEBSITE

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

PHONE/TEXT

You will receive periodic phone calls and/or text from our automated calling system. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times. To update your contact information, please email our School Registrar at gladys.ramirez@ileadaguadulce.org.

SECTION 10: FAMILIES AND iLEAD Agua Dulce WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

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

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

NOTE: All volunteers working with children must have a current TB test on file which are valid for 4 years, as well as a LiveScan criminal background check. LiveScan screenings are valid for the full duration of stay at the school. LiveScan can be obtained at various LiveScan locations and could take up to 2 weeks to clear. Please see the iLEAD Agua Dulce website at ileadaguadulce.org for a list of locations as well as the necessary LiveScan paperwork.

VISITORS/OBSERVATION PROCEDURES

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

- All campus visitors/observers must have the consent and approval of the school director/designee. Permission to visit/observe must be given at the time requested, if at all possible, or within a reasonable period of time following the request. This does not preclude visits occurring the same day as requested. School Director/designee must accompany the visitor/observer to the classroom and remain with them during the visitation/observation..
- Visitors DO have the right to:
 - Request and obtain approval of the main office to enter a school campus.
 - Observe in the classroom or classrooms in which their child is enrolled and/or observe in the classroom or classrooms for the purpose of selecting the school in which their child will be enrolled, within a reasonable period of time after making a request.
 - Request a meeting with the classroom facilitator/provider and/or school director/designee following the observation; and,

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

LEARNER BIRTHDAYS

While iLEAD Agua Dulce wants to ensure that every child feels celebrated on their birthday, we cannot take instructional minutes out of the day for birthday parties. Families may leave a healthy treat or an alternate party favor such as pencils, stickers, etc to be passed out at the end of the day by the facilitator.

TRADITIONS

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

- Celebration of Gratitude
- Winter Production
- Play Day
- Jamboree

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

SECTION 11: GOVERNANCE

HISTORY

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

SCHOOL GOVERNANCE

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

The listing of the current iLEAD Agua Dulce Board of Directors can be found on the iLEAD Agua Dulce website: ileadaguadulce.org.

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

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

SECTION 12: NOTIFICATIONS

TITLE I

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

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

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