



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, April 5, 2022
Start Time	5:00 PM
End Time	6:30 PM
Location	Address: 11311 Frascati Street, Agua Dulce, CA 9190 Zoom Meeting: https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order	(5:00 PM - 5:00 PM)
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1.2. Roll Call	(5:00 PM - 5:00 PM)
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1.3. Pledge Of Allegiance	(5:00 PM - 5:00 PM)
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1.4. Approve Agenda	(5:00 PM - 5:00 PM)
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Due date: 4/12/2022

1.5. Approve Minutes	(5:00 PM - 5:00 PM)
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Due date: 4/12/2022

Documents

- Minutes-2022-02-08-v1.pdf
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2. Curriculum Moment

2.1. Curriculum Moment	(5:00 PM - 5:00 PM)
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Two 4th grade learners will be discussing their current project.

3. Public Comments

3.1. Public Comments	(5:00 PM - 5:00 PM)
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The public may address the iLEAD Agua Dulce governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes.



4. Consent Items

4.1. Personnel Report

(5:00 PM - 5:00 PM)

Due date: 4/12/2022

Documents

- Personnel Report_Agua Dulce 3.31.2022.pdf

4.2. Check Register

(5:00 PM - 5:00 PM)

Due date: 4/12/2022

Documents

- iAD Payment Register_20220329.pdf

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

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

Due date: 4/12/2022

Documents

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

5. Discussion And Reports

5.1. School Director Report

(5:00 PM - 5:00 PM)

Documents

- Site Director Board Report - .pdf

5.2. Covid Update

(5:00 PM - 5:00 PM)

6. Action Items

6.1. 2nd Interim Report

(5:00 PM - 5:00 PM)

Request ratification of the 2021-2022 2nd Interim report.

Due date:

Documents

- iLEAD Agua Dulce 2021-2022 Alt Form and MYP.pdf

6.2. Revised Mental Health Policy

(5:00 PM - 5:00 PM)

Request renewal of the Revised Mental Health Policy. [iLEAD Student Support - Counseling Page](#)

Due date:

Documents

- Agua Dulce (redline) Mental Health Policy 3_2022.pdf

6.3. School Plan for Student Achievement

(5:00 PM - 5:00 PM)



Request approval of School Plan For Student Achievement which outlines the Title I, II, and IV programs put into place with the Federal Funding requested for this year.

Due date: 4/12/2022

Documents

- SSC Approved - iLEAD Agua Dulce SPSA 21_22 (1).pdf

6.4. International Baccalaureate Programme

(5:00 PM - 5:00 PM)

Request approval of a letter of support to apply for the International Baccalaureate Programme for the high school as outlined and approved in the iLEAD Agua Dulce Charter School Petition.

Due date:

Documents

- Draft AD Board Letter of Support IB CP April 5 2022.docx.pdf

7. Board Comments

7.1. Board Comments

(5:00 PM - 5:00 PM)

8. Closed Session

8.1. Conference with Legal Council

(5:00 PM - 5:00 PM)

Litigation (Gov. Code section 54956.9(d)(4).): 1 case

8.2. Report of Closed Session

(5:00 PM - 5:00 PM)

9. Closing Items

9.1. 8th Grade Promotion June 10th at 3PM

(5:00 PM - 5:00 PM)

All Board members are invited to our 8th grade promotion which is scheduled for June 10th, at 3PM. Formal invitations will be sent as the date gets closer.

10. Next Meeting Date May 10th at 5PM

(5:00 PM - 5:00 PM)

Our next regularly scheduled meeting is May 10th at 5PM.

11. 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, February 8, 2022
Started	5:01 PM
Ended	6:14 PM
Location	Zoom Meeting: https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting Via Zoom
Chaired by	Christine Johnson
Recorder	Nicole Higdon

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Christine Johnson called the meeting to order at 5:01PM.

Status: Completed

1.2. Roll Call

Christine Johnson, present

Kurt Knechtel, present

Mary Johnson, present

Susan Slates, present

Lester Mascon, absent

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Approve Agenda

Motion: Susan Slates

Seconded: Mary Johnson

Unanimously passed

Lester Mascon was absent.

Due date:

Status: Completed



1.5. Approve Minutes

Motion: Kurt Knechtel

Seconded: Susan Slates

Unanimously passed

Lester Mascon was absent.

Due date:

Status: Completed

Documents

- Special Board Meeting Minutes-2021-12-07-v1 (2).pdf
 - Minutes-2021-12-07-v1 (1).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.

Patrick and Susan Gilbert zoomed in to discuss having a choice with regards to vaccine mandates. She expressed her concern with trusting government and vaccinations. Patrick and Susan are Grandparents of learners who attend iLEAD AD.

Status: Completed

3. Consent Items

3.1. Personnel Report

Mary Johnson asked if the resignations were regarding vaccine mandates and Lisa Latimer was able to answer that they were not to do with Covid or mandates.

Motion: Mary Johnson

Seconded: Kurt Knechtel

Unanimously passed.

Lester Mascon was absent.

Due date:

Status: Completed

Documents

- Personnel Report_Agua Dulce 1.31.2022.pdf
-

3.2. Check Register

Motion: Mary Johnson

Seconded: Kurt Knechtel



Unanimously passed.

Lester Mascon was absent.

Due date:

Status: Completed

Documents

- iAD Payment Register_20220202.pdf
-

3.3. AB 361 Brown Act Resolution

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

Kim Lytle, iLEAD Agua Dulce Support Provider, presented the Brown Act Resolution and answered questions of the Board.

Motion: Mary Johnson

Seconded: Susan Slates

Unanimously passed.

Lester Mascon was absent.

Due date:

Status: Completed

Documents

- iLEAD AD - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements.pdf
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4. Discussion And Reports

4.1. School Director Report

Site Director, Lisa Latimer, will present her report at the meeting.

Lisa Latimer, Site Director, presented her report to the Board which included the upcoming prospective family nights, Kindergarten Roundup, a drone program, Dream Up, a middle school dance, new 4th Grade Facilitator and Outdoor Classroom Facilitator. a

Status: Completed

4.2. Covid Update

Amanda Fischer, iLEAD Support Provider, presented an updated report on Covid and protocols for schools.

Status: Completed

4.3. Mid Year LCAP and Supplement Funding

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

Lara Durrell, iLEAD Support Provider, presented the LCAP and Supplement Funding and answered questions of the Board.



Status: Completed

Documents

- 2021-22 iLEAD Agua Dulce LCAP Supplement DRAFT.docx.pdf
-

4.4. Annual Form 700

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

Kim Lytle, iLEAD Support Provider, presented the Annual Form 700 and answered questions of the Board.

Status: Completed

Documents

- Annual Form 700 Electronic File Support Document.pdf
-

5. Action Items

5.1. First Interim Report

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

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

Kurt ase how iLEAD was predicting inflation would affect the school and inquired specifically on our electricity bill. Kelly answer that iLEAD CA is studying how to stay competitive and to plan for it. Kelly confrims that the electricity bill has doubled. Kurt then inquiries on solar options for the school. Mary Johnson said she would reach out to her contact at SCE to see what opportunities or resources are available for schools.

Motion: Mary Johnson

Seconded: Kurt Knechtel

Unanimously passed.

Lester Mascon was absent.

Due date:

Status: Completed

Documents

- 2021-22 First Interim Budget Alternative Form.iLEAD Agua Dulce for signature.xlsx - Alternative Form.pdf
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5.2. Revised ESSER III

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

Lara Durrell, iLEAD Support Provider, presents the Revised ESSER III and answered questions of the Board.

Motion: Mary Johnson

Seconded: Kurt Knechtel

Unanimously passed.

Lester Mascon was absent.

Due date:



Status: Completed

Documents

- Revised & Redlined iLEAD-Agua-Dulce-2021-22-ESSER-III-Expenditure-Plan.pdf
-

5.3. 2022 Emergency Operations Plan

Request approval of the 2022 Emergency Operation Plan.

April Cauthron, iLEAD Support Provider, presented the EOP and answered questions of the Board.

The Board asked if major changes were made and were informed that the changes were adding new staff to the EOP.

Motion: Mary Johnson

Seconded: Kurt Knechtel

Unanimously passed.

Lester Mascon was absent.

Due date:

Status: Completed

5.4. School Calendar

Request approval of the 2022-2023 School Calendar.

Kim Lytle, iLEAD Support Provider presented the new calendar to the Board.

No questions were asked.

Motion: Mary Johnson

Seconded: Kurt Knechtel

Unanimously passed.

Lester Mascon was absent.

Due date:

Status: Completed

Documents

- 2022-23 draft iLEAD Agua Dulce Calendar Track A v2202011045.pdf
-

5.5. Board Member Roles

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

Kim Lytle, iLEAD Support Provider, discussed the member roles and told the Board if they had any questions to let her know.

No changes were requested.

Motion: Mary Johnson

Seconded: Kurt Knechtel

Unanimously passed.



Lester Mascon was absent.

Due date:

Status: Completed

5.6. Board Member Term

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

Kim Lytle, iLEAD Support Provider, discusses that our current President's term is up. Christine Johnson agrees to renew her term.

Motion: Mary Johnson

Seconded: Kurt Knechtel

Unanimously passed.

Lester Mascon was absent.

Due date:

Status: Completed

6. Board Comments

6.1. Board Comments

President, Christine Johnson, said she doesn't think (with regards to vaccines) that the Board should put an opinion on something that's not a mandated fact yet.

Kurt Knechtel wants to ensure that parents know when the Board meetings are and that comments are welcomed. He also thanked iLEAD staff for their organization and smooth running meetings.

Lisa Latimer thanks iLEAD CA for their support and for the systems they have put in place.

Mary Johnson thanks Amanda Fischer for staying so up to date on Covid protocols.

Amanda Fischer thanks April Cauthron for being her counterpart.

Christine Johnson concluded the evening by saying that she is worried about the staff getting the support they need. She commented that office staff is subbing, that much of the staff are wearing many hats and that will take a toll mentally and physically.

Status: Completed

7. Closing Items

7.1. Next Meeting Date 3/8/22

Our next meeting is scheduled for March 8, 2022 at 5PM.

The next scheduled meeting is March 8, 2022. We will email the week prior to decide if it will be virtual or in person.

Status: Completed

7.2. Adjournment

The meeting adjourned at 6:14PM.



Status: Completed

EMPLOYMENT – NEW HIRES

Adin Kuric - Care Team - Floater - 2/17/22

Kenneth Suber - Care Team - Classroom Support - 3/8/22

RESIGNATIONS/TERMINATIONS

N/A

STATUS CHANGE

Krista Moody - part time to full time Care Team - Classroom Support - 2/22/22

Kenneth Suber - full time to part time Care Team - Classroom Support - 3/16/22

Company Name: iLEAD Agua Dulce
Report Name: Payment Register
Report Title 2: Mission Valley Bank
Footer Text: 02/03/2022-03/29/2022
Created On: 3/30/22
Location: 118--iLEAD Agua Dulce

Date	Vendor	Method	Amount	GL account/Account label	Memo
2/3/22	BAY118A--Bay Alarm Company 3872	EFT	529.92	5560--Operations - Security	iAD- Acct# 3483872
2/3/22	MCCA000--McCalla Company	EFT	98.53	4325--Custodial Supplies	iAD-Cleaning Supplies
2/3/22	WAS118A--Waste Management 3008	EFT	851.18	5540--Utilities - Trash	Service 12/01-12/31
2/4/22	DANC007--Dancin' In Acton, Inc.	EFT	210.00	4335--Home Study Stipend	iAD - VCI -Curriculum
2/4/22	SCHO009--School Pathways Holdings, LLC	EFT	1,978.41	5310--Professional Dues, Membe	iAD-Annual Subscriptions
2/4/22	Rhonna Horney	EFT	50.86	4305--Educational Supplies (CI	iAD-Classroom Supplies
2/4/22	EDI118A--Southern California Edison 9069	EFT	496.08	5510--Utilities - Electricity	iAD- Acct#700386499069
2/4/22	Ramirez, Gladys	EFT	371.87	5310--Professional Dues, Membe	iAD-Postage, Facilities and Application Fee
2/4/22	Benedetti, Ally	EFT	136.53	4120--Core Curriculum - Softwa	iAD- Classroom Supplies
2/4/22	INSI000--Inside SCV Magazine	EFT	135.00	5830--Operating Expenditures -	iAD-Advertising
2/4/22	KIWI000--KIWICO [P]	EFT	149.44	4335--Home Study Stipend	iAD - EMR - Curriculum
2/4/22	ARTS001--Wishmill Corp	EFT	39.50	4335--Home Study Stipend	iAD - EMR - Curriculum
2/4/22	HESS000--Hess and Associates Inc	EFT	135.00	5310--Professional Dues, Membe	iAD- 2nd quarter STRS
2/4/22	FRES001--Fresh Start Healthy Meals, Inc.	EFT	1,024.77	4710--Vended Food Service	iAD-September 2020 Food Service
2/4/22	KIWI000--KIWICO [P]	EFT	185.85	4335--Home Study Stipend	iAD - EMR - Curriculum
2/4/22	KIWI000--KIWICO [P]	EFT	59.34	4335--Home Study Stipend	iAD - EMR - Curriculum
2/4/22	AMAZ100--Amazon Capital Services (iCA)	EFT	225.31	4340--Office Supplies	iAD-Office Supplies
2/4/22	AFFO001--Affordable Veterinary Clinic	EFT	800.00	4305--Educational Supplies (CI	iAD- Classroom Supplies
2/9/22	ILEA300--iLEAD California	EFT	187.72	5630--Repairs & Maintenance -	iAD- Home Depot Repairs
2/9/22	MCCA000--McCalla Company	EFT	26.54	4325--Custodial Supplies	iAD-Cleaning Supplies
2/9/22	ILEA010--iLEAD Online Charter	EFT	8,098.75	4120--Core Curriculum - Softwa	iAD- Fall 2021
2/14/22	LOSA001--Los Angeles County Office of Education (LACOE)	Check 2149	13,429.05	9535--Retirement Liability	iAD STRS
2/16/22	CODE003--Code Ninjas Santa Clarita	EFT	290.00	4335--Home Study Stipend	iAD - VCI - Curriculum
2/16/22	LAVI000--LaVine Equestrian	EFT	480.00	4335--Home Study Stipend	iAD - VCI - Curriculum
2/16/22	CIGN000--Cigna Healthcare	EFT	1,461.89	3401--Health & Welfare Benefit	EE Benefits 02.22
2/16/22	MAKE000--Maker Learning Network	EFT	400.00	5920--Internet Services	iAD- Monthly Hotspot Reimbursement - Learners
2/16/22	MAKE000--Maker Learning Network	EFT	147.92	3401--Health & Welfare Benefit	iAD- Monthly HSA Reimbursement - Quan (Final Billing)
2/16/22	MAKE000--Maker Learning Network	EFT	250.00	5830--Operating Expenditures -	iAD- Monthly Marketing Reimbursement - KHTS
2/16/22	ILEA300--iLEAD California	EFT	78,781.77	5801--Professional Services -	iAD- iCA- Student Support
2/16/22	ILEA300--iLEAD California	EFT	2,917.25	5940--Postage Expense	iAD- iCA - Postage
2/16/22	ATT118A--AT&T 9839	EFT	439.81	5910--Telephone & Fax	Acct# 661 268-0087 983 9
2/16/22	TIM118A--Time Warner Cable 9656	EFT	384.96	5920--Internet Services	iAD- Acct#8448 20 003 0439656
2/16/22	INSI000--Inside SCV Magazine	EFT	135.00	5830--Operating Expenditures -	iAD-Advertising
2/16/22	ACCR000--WASC Accrediting Commission for Schools	EFT	125.00	4340--Office Supplies	iAD- Stamp and Embosser
2/16/22	Benedetti, Ally	EFT	19.10	4305--Educational Supplies (CI	iAD- Classroom Supplies
2/16/22	Arminee Movsysian	EFT	272.98	5853--Student Services Expendi	iAD- Classroom and Holiday Party Supplies
2/16/22	LEGA003--Legal Shield	EFT	109.60	3401--Health & Welfare Benefit	EE Benefits 01.22
2/16/22	CIGN000--Cigna Healthcare	EFT	1,149.51	3401--Health & Welfare Benefit	EE Benefits 01.22
2/16/22	Taige Steese	EFT	39.99	5230--Conference & Workshop Re	iAD- Project Designer Workshop
2/16/22	SPAR001--Sparkletts	EFT	186.29	4340--Office Supplies	iAD- Water Service
2/16/22	KIWI000--KIWICO [P]	EFT	115.59	4335--Home Study Stipend	iAD - EMR - Curriculum
2/16/22	LEGA003--Legal Shield	EFT	109.60	3401--Health & Welfare Benefit	EE Benefits 12.21
2/16/22	SUNL000--Sun Life Assurance Company of Canada	EFT	185.57	3401--Health & Welfare Benefit	EE Benefits 12.21
2/16/22	Latimer, Lisa	EFT	276.99	5230--Conference & Workshop Re	iAD- Project Designer Workshop
2/16/22	NEWH000--Newhall Valencia Lock & Key	EFT	624.61	5630--Repairs & Maintenance -	iAD- High School Door Closer

2/16/22	NATI001--Nationwide	EFT	54.60	3401--Health & Welfare Benefit	EE Benefits 12.21
2/16/22	WAS118A--Waste Management 3008	EFT	1,709.48	5540--Utilities - Trash	Service 02/01-02/28
2/16/22	AFLA000--AFLAC	EFT	1,159.64	3401--Health & Welfare Benefit	EE Benefits 12.21
2/16/22	AMAZ100--Amazon Capital Services (iCA)	EFT	2,477.53	4305--Educational Supplies (CI	iAD-Classroom Supplies
2/17/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	173.31	4335--Home Study Stipend	iAD - EMR - Curriculum
2/17/22	AMAZ100--Amazon Capital Services (iCA)	EFT	984.78	4110--Core Curriculum - Texts,	iAD-Curriculum Supplies
2/17/22	SUNL000--Sun Life Assurance Company of Canada	EFT	392.51	3401--Health & Welfare Benefit	EE Benefits 11.21
2/18/22	AMAZ100--Amazon Capital Services (iCA)	EFT	51.44	4305--Educational Supplies (CI	iAD-Classroom Supplies
2/23/22	SCHO013--School Food and Wellness Group	EFT	1,000.00	5310--Professional Dues, Membe	iAD- NSLP Administrative Fee
2/23/22	JIVE000--Jive Communications, Inc.	EFT	382.78	5910--Telephone & Fax	iAD-02/01/2022- 02/28/2022
2/23/22	OUTS000--Outschool, Inc [S]	EFT	40.00	4335--Home Study Stipend	iAD - EMR - Curriculum
2/23/22	MCCA000--McCalla Company	EFT	906.17	4325--Custodial Supplies	iAD-Cleaning Supplies
2/23/22	FRES001--Fresh Start Healthy Meals, Inc.	EFT	4,911.40	4710--Vended Food Service	iAD-January Food Service
2/23/22	ARTH000--First Insurance Funding	EFT	3,583.74	5826--Operating Expenditures -	Agua Dulce-8th Installment Acct# ILEASCH-02
2/23/22	GIRA000--Girard, Edwards, Stevens & Tucker LLP	EFT	1,701.90	5808--Professional Services -	iAD-SPED-Legal Bills
2/24/22	LOSA001--Los Angeles County Office of Education (LACOE)	Check 2150	25,373.21	9535--Retirement Liability	iAD STRS
2/25/22	LITT001--Little School of Music [S]	EFT	180.00	4335--Home Study Stipend	iAD - VCI - Curriculum
2/25/22	ULTI001--Ultimate Student Success	EFT	280.00	4335--Home Study Stipend	iAD- VCI- Curriculum
2/25/22	HORS000--Kim Wineland (Horse ETC)	EFT	270.00	4335--Home Study Stipend	iAD - VCI - Curriculum
2/25/22	BEND002--Piano Boise LLC dba Allemande Music Academy	EFT	120.00	4335--Home Study Stipend	iAD - VCI -Curriculum
2/25/22	Latimer, Lisa	EFT	28.03	5240--Professional Development	iAD- Staff Lunch
2/25/22	ORTO000--Orton Gillingham Online Academy	EFT	595.00	5230--Conference & Workshop Re	iAD- Conference
2/25/22	Ramirez, Gladys	EFT	184.00	4305--Educational Supplies (CI	iAD-Class Supplies
2/25/22	STEM000--StemPilot Inc	EFT	6,071.78	4305--Educational Supplies (CI	iAD- Classroom Supplies
2/25/22	AMAZ100--Amazon Capital Services (iCA)	EFT	598.93	4340--Office Supplies	iAD-Office Supplies
2/25/22	LLPC000--Lisa Latimer	EFT	266.41	5630--Repairs & Maintenance -	iAD- Facilities and Maintenance Supplies
2/28/22	MESV000--MES Vision	EFT	739.52	3401--Health & Welfare Benefit	EE Benefits 01.22
3/2/22	DANC007--Dancin' In Acton, Inc.	EFT	210.00	4335--Home Study Stipend	iAD - VCI -Curriculum
3/2/22	MAKE000--Maker Learning Network	EFT	15,321.41	5801--Professional Services -	iAD- Monthly Service Fees
3/2/22	CLIF000--Clifton Larson Allen LLP	EFT	2,625.00	5804--Professional Services -	iAD-2nd progress billing for audit
3/2/22	NEWH000--Newhall Valencia Lock & Key	EFT	28.14	5630--Repairs & Maintenance -	iAD- Keys
3/2/22	AMAZ100--Amazon Capital Services (iCA)	EFT	2,111.10	4340--Office Supplies	iAD-Office and Classroom Supplies
3/2/22	OFFI000--Office Depot [P]	EFT	160.60	4335--Home Study Stipend	iAD - EMR - Curriculum
3/3/22	MCCA000--McCalla Company	EFT	139.28	4330--Health & Safety	iAD-Supplies
3/3/22	OUTS000--Outschool, Inc [S]	EFT	85.00	4335--Home Study Stipend	iAD - EMR - Curriculum
3/3/22	AIN001--Diane Lewis	EFT	1,090.00	4335--Home Study Stipend	iAD - VCI - Curriculum
3/3/22	TMOB000--T-Mobile	EFT	80.00	5920--Internet Services	iAD- Acct# 975936381
3/3/22	MAKE000--Maker Learning Network	EFT	106.45	3602--Worker Compensation Insu	iAD- Gallagher Workers Comp
3/3/22	OFFI000--Office Depot [P]	EFT	60.65	4335--Home Study Stipend	iAD - EMR - Curriculum
3/3/22	SMIT011--Smith, Fleur	EFT	70.00	5853--Student Services Expendi	iAD- Pali Trip Reimbursement
3/3/22	PROS000--Prosser, Eden	EFT	70.00	5853--Student Services Expendi	iAD- Pali Trip Reimbursement
3/3/22	PIPP000--Pippin, Chris	EFT	70.00	5853--Student Services Expendi	iAD- Pali Trip Reimbursement
3/3/22	AMAZ100--Amazon Capital Services (iCA)	EFT	1,088.84	4305--Educational Supplies (CI	iAD-Classroom Supplies
3/4/22	OFFI000--Office Depot [P]	EFT	53.78	4335--Home Study Stipend	iAD - EMR - Curriculum
3/9/22	JIVE000--Jive Communications, Inc.	EFT	382.78	5910--Telephone & Fax	iAD-03/01/2022- 03/31/2022
3/9/22	SCHO009--School Pathways Holdings, LLC	EFT	75.00	5310--Professional Dues, Membe	iAD-Annual Subscriptions
3/9/22	TIM118A--Time Warner Cable 9656	EFT	389.96	5920--Internet Services	iAD- Acct#8448 20 003 0439656
3/9/22	Latimer, Lisa	EFT	429.95	4305--Educational Supplies (CI	iAD- Classroom Supplies
3/9/22	Grace Wells	EFT	48.16	4305--Educational Supplies (CI	iAD-Classroom Supplies
3/9/22	Benedetti, Ally	EFT	113.76	4305--Educational Supplies (CI	iAD- Classroom Supplies
3/9/22	WAS118A--Waste Management 3008	EFT	865.29	5540--Utilities - Trash	Service 03/01-03/31
3/9/22	EDI118A--Southern California Edison 9069	EFT	3,289.17	5510--Utilities - Electricity	iAD- Acct#700386499069
3/9/22	SPAR001--Sparkletts	EFT	206.07	4340--Office Supplies	iAD- Water Service
3/9/22	EVOL001--Evolved Mushrooms	EFT	150.00	4305--Educational Supplies (CI	iAD-Classroom Supplies

3/9/22	AMAZ100--Amazon Capital Services (iCA)	EFT	1,432.17	4305--Educational Supplies (CI	iAD- Classroom Supplies
3/10/22	STON000--Stonefire Grill	EFT	-563.13	5240--Professional Development	iAD- Staff Holiday Party
3/10/22	AMAZ100--Amazon Capital Services (iCA)	EFT	54.67	4305--Educational Supplies (CI	iAD- Classroom Supplies
3/10/22	OWLC000--OwlCrate Enterprises, Inc.	EFT	122.20	4335--Home Study Stipend	iAD - EMR - Curriculum
3/10/22	TIME001--Time4Learning [S]	EFT	404.05	4335--Home Study Stipend	iAD--EMR-Curriculum
3/16/22	ARTH000--First Insurance Funding	EFT	3,583.74	9520--Payroll Liabilities	Agua Dulce-9th Installment Acct# ILEASCH-02
3/21/22	AFFO000--Affordable Copier Service	EFT	1,523.09	4345--Printing & Reproduction	iAD-Printing Supplies
3/21/22	Kristan Hinze	EFT	114.00	5840--Operating Expenditures -	iAD-Classroom Supplies - License
3/21/22	AMAZ100--Amazon Capital Services (iCA)	EFT	1,796.80	4305--Educational Supplies (CI	iAD- Classroom Supplies
3/21/22	SANT007--Santa Clarita Valley International	EFT	20,309.62	9251--AR - Due to/from SCVi	iAD- 19/20 Audit - Leasebacks
3/21/22	ILEA000--iLEAD Lancaster Charter Schools	EFT	9,391.12	9252--AR - Due to/from iLEAD L	iAD-Leasebacks
3/21/22	KIWI000--KIWICO [P]	EFT	106.00	4335--Home Study Stipend	iAD - EMR - Curriculum
3/21/22	DISC000--Discount School Supply [P]	EFT	197.31	4335--Home Study Stipend	iAD - EMR - Curriculum
3/21/22	KIWI000--KIWICO [P]	EFT	106.00	4335--Home Study Stipend	iAD - EMR - Curriculum
3/21/22	KIWI000--KIWICO [P]	EFT	115.59	4335--Home Study Stipend	iAD - EMR - Curriculum
3/21/22	CMSC000--CM School Supply [P]	EFT	78.15	4335--Home Study Stipend	iAD - EMR - Curriculum
3/21/22	MONT008--Montalv Mechanical	EFT	473.00	5630--Repairs & Maintenance -	iAD- Facilities and Maintenance
3/21/22	ABRI000--A Brighter Child [P]	EFT	33.62	4335--Home Study Stipend	iAD - EMR - Curriculum
3/21/22	ARTS001--Wishmill Corp	EFT	25.61	4335--Home Study Stipend	iAD - EMR - Curriculum
3/21/22	GIRA000--Girard, Edwards, Stevens & Tucker LLP	EFT	7,497.45	5808--Professional Services -	iAD-SPED-Legal Bills
3/21/22	INSI000--Inside SCV Magazine	EFT	135.00	5830--Operating Expenditures -	iAD-Advertising
3/21/22	TEAC002--Teacher Synergy [P]	EFT	40.74	4335--Home Study Stipend	iAD - EMR - Curriculum
3/21/22	SCVR001--SCV Restaurant Equipment	EFT	2,299.50	4420--NonClassroom Furniture &	iAD- Supplies
3/21/22	LEAR004--Learning Without Tears	EFT	380.63	4305--Educational Supplies (CI	iAD- Classroom Supplies
3/21/22	KIWI000--KIWICO [P]	EFT	57.82	4335--Home Study Stipend	iAD - EMR - Curriculum
3/21/22	KIWI000--KIWICO [P]	EFT	105.49	4335--Home Study Stipend	iAD - EMR - Curriculum
3/21/22	Nicole Higdon	EFT	27.12	4305--Educational Supplies (CI	iAD - Classroom supplies
3/21/22	STEM000--StemPilot Inc	EFT	6,345.53	4305--Educational Supplies (CI	iAD- Classroom Supplies
3/21/22	Amber Hardy-Soto	EFT	121.20	4720--Food Supplies	iAD- Cafe Refund
3/21/22	HOME010--Home Made Restaurant	EFT	676.02	5240--Professional Development	iAD- PD
3/21/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	319.27	4335--Home Study Stipend	iAD - EMR - Curriculum
3/21/22	AMAZ100--Amazon Capital Services (iCA)	EFT	141.33	4340--Office Supplies	iAD- Office Supplies
3/21/22	OFFI000--Office Depot [P]	EFT	432.37	4335--Home Study Stipend	iAD - EMR - Curriculum
3/22/22	MCCA000--McCalla Company	EFT	1,167.77	4355--Facilities Supplies	iAD-Supplies
3/27/22	LOSA001--Los Angeles County Office of Education (LACOE)	Check 2160	26,827.23	9535--Retirement Liability	iAD STRS
3/28/22	ULTI001--Ultimate Student Success	EFT	280.00	4335--Home Study Stipend	iAD- VCI- Curriculum
3/28/22	BEND002--Piano Boise LLC dba Allemande Music Academy	EFT	120.00	4335--Home Study Stipend	iAD - VCI -Curriculum
3/28/22	LAVI000--LaVine Equestrian	EFT	480.00	4335--Home Study Stipend	iAD - VCI - Curriculum
3/28/22	HESS001--Hess, Eloise	EFT	67.50	4335--Home Study Stipend	iAD - VCI - Curriculum
3/28/22	FRES001--Fresh Start Healthy Meals, Inc.	EFT	6,383.20	4710--Vended Food Service	iAD-February Food Service
3/28/22	DANC007--Dancin' In Acton, Inc.	EFT	210.00	4335--Home Study Stipend	iAD - VCI -Curriculum
3/28/22	EVER004--EverWild LA [S]	EFT	770.00	4335--Home Study Stipend	iAD - VCI - Curriculum
3/28/22	LEAR004--Learning Without Tears	EFT	494.77	4305--Educational Supplies (CI	iAD- Classroom Supplies
3/28/22	AMAZ100--Amazon Capital Services (iCA)	EFT	1,573.06	4305--Educational Supplies (CI	iAD- Classroom Supplies and Furniture
Total			\$ 297,936.24		



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

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

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

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

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

Whereas, AB 361 states that:

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

Whereas, SB 361 requires:

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

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

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

Agua Dulce
School Director's Report - Lisa Latimer
April 2022

School-wide Projects

- Natural Disaster Project
- Health Fair Expo
- Dream Up to Space

School-wide

- After school workshops
- Summer Session
- Play Day- May 6
- Jamboree June 3
- Donation for high school
- Prospective Family Night and TK/K Kindergarten Round-Up

Facilities

- Pickleball
- Soccer
- Repairs

Enrollment 2021-2022 2022-2023

TK/KN	50	36
1st	30	45
2nd	37	29
3rd	36	38
4th	26	39
5th	25	28
6th	37	27
7th	29	27
8th	13	28
9th	11	10
10th		10
Homeschool	27	27
Grand total	321	344

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

Charter School Name: iLEAD Agua Dulce
CDS #: 19 75309 138297
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

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

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	2,673,438.00	2,644,605.00	1,118,260.00	2,644,605.00		2,644,605.00	0
Education Protection Account - Current Year	8012	133,570.00	61,100.00	26,460.00	61,100.00		61,100.00	0
State Aid - Prior Years	8019	0.00	0.00		0.00		0.00	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	215,691.00	142,672.00	51,901.00	142,672.00		142,672.00	0
Other LCFF Transfers	8091, 8097	0.00	0.00		0.00		0.00	0
Total, LCFF Sources		3,022,699.00	2,848,377.00	1,196,621.00	2,848,377.00		2,848,377.00	0
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	0.00	0.00			0.00	0.00	0
Special Education - Federal	8181, 8182	33,075.00	35,125.00			35,125.00	35,125.00	0
Child Nutrition - Federal	8220	41,212.00	54,435.00	32,740.00		54,435.00	54,435.00	0
Other Federal Revenues	8290	105,437.00	201,132.00	92,891.00	0.00	201,132.00	201,132.00	0

Total, Federal Revenues		179,724.00	290,692.00	125,631.00	0.00	290,692.00	290,692.00	0
3. Other State Revenues								
Special Education - State	StateRevSE	205,773.00	213,205.00	100,351.00		213,205.00	213,205.00	0
Child Nutrition Programs	8520	2,169.00	4,243.00	2,564.00		4,243.00	4,243.00	0
Mandated Costs Reimbursements	8550	7,927.00	4,554.00	4,554.00	4,554.00		4,554.00	0
Lottery - Unrestricted and Instructional Materials	8560	64,572.00	69,654.00	35,512.00	49,796.50	19,857.50	69,654.00	0
Low Performing Student Block Grant	8590	0.00	0.00		0.00	0.00	0.00	0
All Other State Revenues	StateRevAO	164,645.00	164,645.00	42,084.00	164,645.00	0.00	164,645.00	0
Total, Other State Revenues		445,086.00	456,301.00	185,065.00	218,995.50	237,305.50	456,301.00	0
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00	0.00		0.00		0.00	0
All Other Local Revenues	LocalRevAO	40,000.00	15,000.00		15,000.00	0.00	15,000.00	0
Total, Local Revenues		40,000.00	15,000.00	0.00	15,000.00	0.00	15,000.00	0
5. TOTAL REVENUES		3,687,509.00	3,610,370.00	1,507,317.00	3,082,372.50	527,997.50	3,610,370.00	0
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	1,071,415.00	883,045.00	529,875.00	760,045.00	123,000.00	883,045.00	0
Certificated Pupil Support Salaries	1200	75,000.00	77,500.00	45,304.00	0.00	77,500.00	77,500.00	0
Certificated Supervisors' and Administrators' Salaries	1300	0.00	85,000.00	43,836.00	85,000.00	0.00	85,000.00	0
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00	0
Total, Certificated Salaries		1,146,415.00	1,045,545.00	619,015.00	845,045.00	200,500.00	1,045,545.00	0
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100	138,798.00	107,467.00	49,115.00	55,467.00	52,000.00	107,467.00	0
Non-certificated Support Salaries	2200	21,060.00	52,347.00	17,193.00	0.00	52,347.00	52,347.00	0
Non-certificated Supervisors' and Administrators' Sal.	2300	96,524.00	97,523.00	71,394.00	97,523.00	0.00	97,523.00	0
Clerical and Office Salaries	2400	88,400.00	75,279.00	40,369.00	38,879.00	36,400.00	75,279.00	0
Other Non-certificated Salaries	2900	91,832.00	146,293.00	60,024.00	146,293.00	0.00	146,293.00	0
Total, Non-certificated Salaries		436,614.00	478,909.00	238,095.00	338,162.00	140,747.00	478,909.00	0

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
3. Employee Benefits								
STRS	3101-3102	193,973.00	175,850.00	100,883.00	141,925.00	33,924.60	175,849.60	0
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00	0.00	0
OASDI / Medicare / Alternative	3301-3302	50,412.00	52,184.00	27,943.00	38,510.00	13,674.40	52,184.40	(0)
Health and Welfare Benefits	3401-3402	185,869.00	187,200.00	59,107.00	158,400.00	28,800.00	187,200.00	0
Unemployment Insurance	3501-3502	12,346.00	13,020.00	8,887.00	11,284.00	1,736.00	13,020.00	0
Workers' Compensation Insurance	3601-3602	47,672.00	45,734.00	0.00	35,497.00	10,237.41	45,734.41	(0)
Retiree Benefits	3701-3702	0.00	30,079.00	0.00	30,079.00	0.00	30,079.00	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00	0.00	0
Other Employee Benefits	3901-3902	26,488.00	0.00	0.00	0.00	0.00	0.00	0
Total, Employee Benefits		516,760.00	504,067.00	196,820.00	415,695.00	88,372.41	504,067.41	(0)
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	63,070.00	63,070.00	27,105.00	63,070.00	0.00	63,070.00	0
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00	0.00	0
Materials and Supplies	4300	162,118.00	162,118.00	70,094.00	162,118.00	0.00	162,118.00	0
Noncapitalized Equipment	4400	70,000.00	70,000.00	4,259.00	40,000.00	30,000.00	70,000.00	0
Food	4700	45,031.00	45,031.00	54,235.00	45,031.00	0.00	45,031.00	0
Total, Books and Supplies		340,219.00	340,219.00	155,693.00	310,219.00	30,000.00	340,219.00	0
5. Services and Other Operating Expenditures								
Subagreeemnts for Services	5100	0.00	0.00	0.00	0.00	0.00		
Travel and Conferences	5200	7,850.00	7,850.00	14,294.00	7,850.00	0.00	7,850.00	0
Dues and Memberships	5300	9,802.00	9,802.00	14,314.00	9,802.00	0.00	9,802.00	0
Insurance	5400	13,400.00	13,400.00	9,490.00	13,400.00	0.00	13,400.00	0
Operations and Housekeeping Services	5500	36,197.00	36,197.00	44,435.00	36,197.00	0.00	36,197.00	0
Rentals, Leases, Repairs, and Noncap. Improvements	5600	256,966.00	243,020.00	0.00	243,020.00	0.00	243,020.00	0
Professional/Consulting Services and Operating Expend.	5800	754,965.00	729,431.00	408,598.00	722,594.00	6,837.00	729,431.00	0
Communications	5900	22,596.00	22,596.00	11,756.00	22,596.00	0.00	22,596.00	0

Total, Services and Other Operating Expenditures		1,101,776.00	1,062,296.00	502,887.00	1,055,459.00	6,837.00	1,062,296.00	0	
6.	Capital Outlay								
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)								
	Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00	0	
	Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0	
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0	
	Equipment	6400	0.00	0.00	0.00	0.00	0.00	0	
	Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0	
	Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00	0	
Total, Capital Outlay			0.00	0.00	0.00	0.00	0.00	0	
7.	Other Outgo								
	Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0	
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0	
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00	0	
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0	
	All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00	0	
	Debt Service:								
	Interest	7438	0.00	0.00	0.00	0.00	0.00	0	
	Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00	0	
Total, Other Outgo			0.00	0.00	0.00	0.00	0.00	0	
8.	TOTAL EXPENDITURES		3,541,784.00	3,431,036.00	1,712,510.00	2,964,580.00	466,456.41	3,431,036.41	(0)
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		145,725.00	179,334.00	(205,193.00)	117,792.50	61,541.09	179,333.59	0
Description		Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)

D. OTHER FINANCING SOURCES / USES									
1.	Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0
2.	Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00	0
4.	TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00	0
E.	NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		145,725.00	179,334.00	(205,193.00)	117,792.50	61,541.09	179,333.59	0
F. FUND BALANCE, RESERVES									
1.	Beginning Fund Balance								
a.	As of July 1	9791	633,146.00	0.00		0.00		0.00	0
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00				0.00	0
c.	Adjusted Beginning Balance		633,146.00	0.00		0.00	0.00	0.00	
2.	Ending Fund Balance, Oct 31 (E + F.1.c.)		778,871.00	179,334.00		117,792.50	61,541.09	179,333.59	
	Components of Ending Fund Balance:								
	Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00		0.00	0.00	0.00	
	Reserve for Stores (equals object 9320)	9712	0.00	0.00		0.00	0.00	0.00	
	Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00		0.00	0.00	0.00	
	All Others	9719	0.00	0.00		0.00	0.00	0.00	
	Legally Restricted Balance	9740	0.00	0.00			0.00	0.00	
	Designated for Economic Uncertainties	9770	177,089.00	0.00		0.00		0.00	
	Other Designations	9775, 9780	0.00	0.00		0.00	0.00	0.00	
	Net Investment in Capital Assests (Accrual Basis Only)	9796	0.00	0.00		0.00	0.00	0.00	
	Undesignated / Unappropriated Amount	9790	601,782.00	179,334.00		117,792.50	61,541.09	179,333.59	0

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name:	iLEAD Agua Dulce
CDS #:	19 705309 138297
Charter Approving Entity:	Acton-Agua Dulce Unified School District
County:	Los Angeles
Charter #:	2003
Fiscal Year:	2021-22

2021-22 (populated from Alternative Form Tab)						
Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2022-23	Totals for 2023-24
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	2,644,605.00		2,644,605.00	3,090,790.00	3,531,726.00
Education Protection Account - Current Year	8012	61,100.00		61,100.00	69,400.00	76,200.00
State Aid - Prior Years	8019	0.00		0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	142,672.00		142,672.00	162,052.00	177,931.00
Other LCFF Transfers	8091, 8097	0.00		0.00	0.00	0.00
Total, LCFF Sources		2,848,377.00		2,848,377.00	3,322,242.00	3,785,857.00
2. Federal Revenues						
No Child Left Behind	8290		0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182		35,125.00	35,125.00	36,881.00	38,725.00
Child Nutrition - Federal	8220		54,435.00	54,435.00	57,157.00	60,015.00
Other Federal Revenues	8290	0.00	201,132.00	201,132.00	186,264.00	41,987.00
Total, Federal Revenues		0.00	290,692.00	290,692.00	280,302.00	140,727.00
3. Other State Revenues						
Special Education - State	StateRevSE		213,205.00	213,205.00	240,818.00	264,414.00

Child Nutrition Programs		8520		4,243.00	4,243.00	4,455.00	4,677.00
Mandated Costs Reimbursements		8550	4,554.00		4,554.00	5,687.00	7,606.00
Lottery - Unrestricted and Instructional Materials		8560	49,796.50	19,857.50	69,654.00	79,116.00	86,868.00
Low Performing Student Block Grant		8590	0.00	0.00	0.00	0.00	0.00
All Other State Revenues		StateRevAO	164,645.00	0.00	164,645.00	51,034.00	51,034.00
Total, Other State Revenues			218,995.50	237,305.50	456,301.00	381,110.00	414,599.00
4. Other Local Revenues							
Transfers from Sponsoring LEAs to Charter Schools		8791	0.00		0.00	0.00	0.00
All Other Local Revenues		LocalRevAO	15,000.00	0.00	15,000.00	15,000.00	15,000.00
Total, Local Revenues			15,000.00	0.00	15,000.00	15,000.00	15,000.00
5. TOTAL REVENUES			3,082,372.50	527,997.50	3,610,370.00	3,998,654.00	4,356,183.00
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries		1100	760,045.00	123,000.00	883,045.00	1,041,876.00	1,202,295.00
Certificated Pupil Support Salaries		1200	0.00	77,500.00	77,500.00	78,275.00	79,058.00
Certificated Supervisors' and Administrators' Salaries		1300	85,000.00	0.00	85,000.00	85,850.00	86,709.00
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries			845,045.00	200,500.00	1,045,545.00	1,206,001.00	1,368,062.00
2. Non-certificated Salaries							
Instructional Aides' Salaries		2100	55,467.00	52,000.00	107,467.00	108,541.00	109,627.00
Non-certificated Support Salaries		2200	0.00	52,347.00	52,347.00	52,870.00	53,399.00
Non-certificated Supervisors' and Administrators' Sal.		2300	97,523.00	0.00	97,523.00	98,498.00	99,483.00
Clerical and Office Salaries		2400	38,879.00	36,400.00	75,279.00	76,031.00	76,792.00
Other Non-certificated Salaries		2900	146,293.00	0.00	146,293.00	147,756.00	149,234.00
Total, Non-certificated Salaries			338,162.00	140,747.00	478,909.00	483,696.00	488,535.00
Description		Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2022-23	Totals for 2023-24
3. Employee Benefits							

STRS	3101-3102	141,925.00	33,924.60	175,849.60	218,286.00	247,619.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	38,510.00	13,674.40	52,184.40	54,490.00	57,210.00
Health and Welfare Benefits	3401-3402	158,400.00	28,800.00	187,200.00	210,000.00	234,000.00
Unemployment Insurance	3501-3502	11,284.00	1,736.00	13,020.00	14,756.00	16,492.00
Workers' Compensation Insurance	3601-3602	35,497.00	10,237.41	45,734.41	50,691.00	55,698.00
Retiree Benefits	3701-3702	30,079.00	0.00	30,079.00	29,022.00	29,312.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		415,695.00	88,372.41	504,067.41	577,245.00	640,331.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	63,070.00	0.00	63,070.00	63,885.00	65,073.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	162,118.00	0.00	162,118.00	176,395.00	188,912.00
Noncapitalized Equipment	4400	40,000.00	30,000.00	70,000.00	60,000.00	60,000.00
Food	4700	45,031.00	0.00	45,031.00	48,112.00	49,150.00
Total, Books and Supplies		310,219.00	30,000.00	340,219.00	348,392.00	363,135.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	7,850.00	0.00	7,850.00	18,150.00	18,332.00
Dues and Memberships	5300	9,802.00	0.00	9,802.00	9,900.00	9,999.00
Insurance	5400	13,400.00	0.00	13,400.00	13,668.00	13,941.00
Operations and Housekeeping Services	5500	36,197.00	0.00	36,197.00	36,559.00	36,925.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	243,020.00	0.00	243,020.00	347,526.00	394,040.00
Professional/Consulting Services and Operating Expend.	5800	722,594.00	6,837.00	729,431.00	796,464.00	885,255.00
Communications	5900	22,596.00	0.00	22,596.00	22,822.00	23,050.00
Total, Services and Other Operating Expenditures		1,055,459.00	6,837.00	1,062,296.00	1,245,089.00	1,381,542.00
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00

Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		2,964,580.00	466,456.41	3,431,036.41	3,860,423.00	4,241,605.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		117,792.50	61,541.09	179,333.59	138,231.00	114,578.00
Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2022-23	Totals for 2023-24
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00

4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		117,792.50	61,541.09	179,333.59	138,231.00	114,578.00
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance		0.00	0.00			
a. As of July 1	9791	0.00	0.00	0.00	179,333.59	317,564.59
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		0.00	0.00	0.00	179,333.59	317,564.59
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		117,792.50	61,541.09	179,333.59	317,564.59	432,142.59
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance	9740		0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9770	0.00		0.00	0.00	0.00
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	0.00
Net Investment in Capital Assests (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	0.00
Undesignated / Unappropriated Amount	9790	117,792.50	61,541.09	179,333.59	317,564.59	432,142.59



iLEAD Agua Dulce School 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 shall develop preventive strategies, intervention and postvention procedures.

The Director(s) or designee will involve school health professionals, school counselors, administrators, other staff, parents/guardians, learners, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the LEA's strategies for suicide prevention, intervention and postvention.

In a recent poll of 858 teachers by the Association of Teachers and Lecturers, 75 percent of respondents reported that they entered the profession because they wanted to make a difference. Although making a difference likely holds a different meaning for each new teacher, it can be reasonably assumed that academic proficiency is only one piece of what drives millions of dedicated educators to arrive at schools across the country each day. Academic growth is an unquestionably high priority, yet it is secondary to creating a safe and supportive learning environment in which the basic needs and well-being of youth are assured. Only then are learners available to learn, interact, and grow into individuals who are prepared to excel in college, career, and civic life.

Background

Despite an ongoing focus on social-emotional learning and the physical and emotional well-being of youth in America, a growing number of learners continue to experience severe challenges related to anxiety, depression, self-harm and ultimately, suicidal ideation. Whether due to societal pressures, academic stress, bullying, relationship challenges, or mental health factors, rates of suicide among youth continue to increase.

According to the Center for Disease Control, suicide is now the second leading cause of death for youth between the ages of 10 and 24, and results in approximately 4,600 lives lost each year (CDC, 2015, 2016). The number of learners who have survived suicide attempts is also staggering. Data indicates that for every youth suicide that occurs, there have been nearly 34 attempts resulting in approximately 157,000 youths who receive medical care for self-inflicted injuries in hospitals across the country each year. A nationwide survey of learners in grades 9–12 in public and private schools in the United States found that 16 percent of learners reported seriously considering suicide, 13 percent reported creating a plan, and 8 percent reporting trying to take their own life in the 12 months preceding the survey (CDC, 2015).

Suicide affects all youth groups, but some groups are at higher risk than others. Males are more likely than females to die from suicide. Of the reported suicides in the 10 to 24 age group, 81 percent of the deaths were males and 19 percent were females. However, females are more likely to report attempting suicide than males. Cultural variations in suicide rates also exist, with Native American/Alaskan Native youth having the highest rates of suicide-related fatalities. A nationwide survey of learners in grades 9-12 in public and private schools in the U.S. found Hispanic youth were more likely to report attempting suicide than their black and white, non-Hispanic peers. Studies have also shown that lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth are up to four times more likely to attempt suicide than their non-LGBTQ peers. (El Dorado SELPA Mental Health Guideline Manual)

With those statistics in mind, a nationwide survey conducted by The Jason Foundation indicated that the number one person that a learner would turn to when trying to help a friend at-risk of suicide is a teacher and there is no greater opportunity to make a difference than by providing the life-saving support a learner requires. Therefore, it is imperative that teachers and other school personnel be equipped with the knowledge and skills needed to effectively assist learners at risk of suicide.

Prevention

According to the Suicide Prevention Resource Center, the best way to prevent suicide is through a comprehensive approach that utilizes school-wide prevention to promote emotional well-being and connectedness among all learners. Each school will be provided a comprehensive Mental Health and Wellness procedural guidebook for assistance in taking preventive measures and establishing program to address existing law which requires the governing board or body of a county office of education, school district, state special school, or charter school that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017–18 school year, adopt a policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups.

Existing law requires the Superintendent of Public Instruction to send a notice to each middle school, junior high school, and high school that encourages each school to provide suicide prevention training to each school counselor, provides information on the availability of certain suicide prevention training curriculum, informs schools about certain suicide prevention training, and describes how a school might retain those service. At the onset of the school year, LEA with grades 7-12 will issue identification cards with printed stickers of telephone number for a suicide prevention hotline and crisis text line (SB 972).

As outlined by AB 2246, it is essential that all learners and personnel are knowledgeable in how to identify learners who may be at risk for suicide, as well as confidently know how to get help. Also, as outlined in AB 1436, the LEA will require educational psychologist to complete suicide prevention training assessments, treatment, and management. In addition, the LEA will review their policies on learner prevention every five years and update the policies if necessary (AB 2639). The LEA must be prepared to respond when a suicide attempt or death occurs. LEA will have procedures ready to notify pupils, parents, or guardians at least twice a year (AB 2022). The LEA will be required to disseminate brochures (Back-to-School- August to September and Open-House-April-June) how to access learners mental health services on campus or in the community.

Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances learners' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among learners. Programs such as; PBIS, Love and Logic, Restorative Justice Practice, ALICE Safe-school and MindUp Curriculum will be used as a first tiered level of intervention to address non-emergency behaviors and establish strong social emotional support addressing learner's behaviors.

The LEA's focus on Social Emotional learning supports the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated in the secondary grades and foundational programs in building emotional grit will be incorporated in the primary level curriculum in assisting learners from the foundational ages with resource emotional support tools. Such instruction shall be aligned with state content standards and shall be designed to help learners analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

The Director(s) or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the LEA's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

Teaching and Reinforcing Social-Emotional and Life Skills

To promote the well-being of learners and the development of their sense of self by teaching them the necessary skills required to be successful in life. Schools should:

1. Incorporate within their Local Control Accountability Plan strategies for the development of social emotional character functions such as mind set, grit and self-efficacy.
2. Provide learners opportunities to practice learned skills, advocate among their peers, and have leadership opportunities in the school and community.
3. Help learners understand the link between physical fitness, good health practices, positive body image, and self-esteem.
4. Incorporate opportunities to build social-emotional skills within the Health and Physical Education curriculum.

School-wide Screening and Early Identification of Problems

In order to prevent the escalation of social-emotional problems, schools should have methods and procedures for screening and early identification of behavioral problems. Schools should promote early identification by:

1. Conducting mental health assessments of learners for trauma, Adverse Childhood Experiences (ACES) and other chronic health conditions and develop treatment interventions specific to the severity of their co-occurring mental health needs.
2. Developing and implementing a strategic plan for identification of learners with chronic health conditions (such as asthma, diabetes, and obesity) that are known to have co-occurring social-emotional issues.
3. Establishing a Multi-Tiered Support System Team as a means for identifying learners needing support, delivering of services (triage), monitoring, and evaluating the effectiveness of support services.
4. Establishing a Learner Success Team (SST) as a vehicle for the development of intervention strategies, individual case management, coordination, and implementation of school and community resources.
5. Helping staff become more aware of behaviors and health conditions that may require mental health or medical interventions and/or support.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and respond to learners at risk of suicide. The training shall be offered under the direction of a LEA's counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in learners' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. School and community resources and services.
5. LEA procedures for intervening when a learner attempts, threatens, or discloses the desire to commit suicide.
6. The LEA will have established clear protocol through staff development and procedures put in place in contacting the Mental Health teams available locally when hospitalization may be a need. In addition, procedures for reenter of schools and progress monitoring will be followed for success reunification of the learner and to maintain the safety of the other learners.

Building Awareness

Twice during the school year; the school will disseminate informational brochures with resources that include tips on suicide prevention-knowing the warning signs, hotline numbers, and various community resources available within their community of outside additional mental health resources. In addition to the brochures, for learners in grades 7-12, a sticker of suicide and help hotline will be placed on every learner's ID card given to them at the commencement of the school year or when enrolled in the school as part of the welcome packet.

As part of the outreach for awareness, we will take due diligence in reaching out to parents and learners through the various means of social network in disseminating resources for mental health wellness. Mental health articles, resources, and tips will be placed in the Facebook, Website on iLEAD's social media, website and parent newsletters, and Parents Newsletters.

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Intervention

Whenever a staff member suspects or has knowledge of a learner's suicidal intentions, he/she shall promptly notify the director, school psychologist or school counselor. The school psychologist or school counselor shall complete an assessment to determine the learner's risk level. The director, school psychologist, or school counselor shall notify the student's parents/guardians as soon as possible and may refer the learner to mental health resources in the school or community.

Learners shall be encouraged to notify a facilitator, director, school psychologist, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another learner's suicidal intentions.

The Director(s) or designee shall establish crisis intervention procedures to ensure learner safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity.

Comprehensive Learner Support Programs

The school will develop programs to offer comprehensive learner support that addresses learner achievement, attitude (behavior), and attendance utilizing established screening and early identification processes. The Student Support Department in collaboration with the director and the Maker Staff Development Team will provide a variety of programs, services and strategies to increase learner attendance and implement evidenced based strategies for school dropout prevention and re-entry; including early identification of at-risk youth, intensive case management, support for transitions, enrollment in appropriate educational programs, and parent engagement. Learner Support Services supports learners and families including providing direct, individual, and family counseling; visiting learners' homes to exchange information and collaborating with school officials and community agencies. Every school shall have a formal, written, proactive Attendance and Dropout Prevention Plan. E.C. 48340 encourages school districts to adopt learner attendance policy based on the active involvement of parents/guardians, learners, teachers, administrators, other school personnel and community members. The Director shall designate an Attendance and Dropout Prevention Team SART/SARB and convene with them at least twice a year to develop, review and implement a school-wide Attendance and Dropout Prevention Plan. This plan shall be incorporated in the Coordinated Safe and Healthy School Plan for the school.

Programs should offer both specific and targeted, intensive interventions that may include strategies, programs, and services such as:

1. Utilizing credentialed Pupil Personnel Services (PPS) staff in the design, implementation, and coordination of universal prevention programs such as Love and Logic, Restorative Justice Practices, PBIS, targeting school and classroom-wide systems for all learners, facilitators and other community stakeholders.
2. Utilizing existing funding sources, including LCCF the development and maintenance of comprehensive Multi-Tiered Support System (MTSS) programs to promote a safe school climate and enhance academic achievement.
3. Using community-based resources to supplement learner support services.
4. Implement intervention programs to provide early detection and intervention for learners in primary and middle schools as a method for preventing moderate-to-serious emotional and behavioral problems.
5. Providing professional staff such as our counselors, BCBA, and psychologist in development of our facilitative staff capacity with support services about the preventive and therapeutic benefits.
6. Educating all professionals about the comprehensive mental health resources available via **iLEAD iLEAD SCHOOLS**, universal, targeted and intensive services.
7. Maintaining active crisis intervention teams having at least two staff members who are trained through Non-Violent Crisis Intervention Prevention at the school.

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Coordination of School and Community Resources

In order to ensure every learner meets his or her potential, schools must have clearly developed systems to coordinate and provide support to all learners. Schools must have clearly defined teams in place and participate in community-based partnerships to meet the individual needs of learners who are struggling with academic, attitude (behavior), or attendance problems.

Using community and school resources, schools should provide coordinated support efforts to learners and families by:

1. Utilizing community resources such family focus centers, SELPA, regional and other outreach centers services that promote learner wellness.
2. Participating on local Resource Coordinating Councils.
3. Collaborating with Organizational Facilitators to foster the development of community relationships.
4. Having systematic documentation processes that clearly define and communicate the prevention and intervention efforts attempted on behalf of individual learners.

5. Developed/refine methods such as the ILPs to articulate learner academic, social, and emotional needs and supports across grade levels and during transitions between schools, grades and to post-secondary programs.
6. Promoting and enhancing mental health consultations with facilitators, directors, and other support services personnel.
7. Promoting and expanding mental health providers at school-base.
8. Assuring that support service personnel have consistent opportunities to communicate and collaborate to ensure the best use of available resources and delivery of service.

Postvention

In the event that a suicide occurs or is attempted on campus, the Director or designee shall follow the crisis intervention procedures contained in the school safety plan. After consultation with the Director(s) or designee and the learner's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of learner record information, the Director(s) or designee may provide learners, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with learners.

The Director or designee shall implement procedures to address learners' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide learners, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with learners.

Any response to media inquiries shall be handled by the LEA-designated spokesperson who shall not divulge confidential information. The LEA's response shall not sensationalize suicide and shall focus on the LEA's postvention plan and available resources.

After any suicide or attempted suicide by a learner, the Director(s) or designee shall provide an opportunity for all staff and others who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

The following are provided to assist school site in implementing components of the Agua Dulce iLEAD Mental Health Wellness Plan:

Model Safe School- Emergency Procedures - The Safe School Plans address violence prevention, emergency preparedness, traffic safety and crisis intervention.

iLEAD California Support Counseling and Intervention Services (CIS) - The Student Support of iLEAD California provide services as needed for Crisis Counseling and Intervention, School Mental Health and is dedicated to restoring and maintaining a safe and healthy learning environment for all Learners and the facilitated staff iLEAD Schools. CIS professional counselors, psychologist as well other facilitators provide crisis response and recovery services in collaboration with law enforcements, Educational Service Centers, and community resources.

Resources links: At-Risk Student Intervention Programs

Matrix for Guide from South Carolina to help with drop-out rate

<https://www2.ed.gov/rschstat/eval/sectech/pathways2careers/AtRiskStudentGuide.pdf>

Warning Signs-FACTS: Feelings, Actions, Changes, Threats, Signs [http://www.sptsusa.org/wp-content/uploads/2015/05/FACTS Warning Signs of Suicidal.pdf](http://www.sptsusa.org/wp-content/uploads/2015/05/FACTS_Warning_Signs_of_Suicidal.pdf)

Non-Violent Crisis Prevention Intervention Training NCPI

<https://www.crisisprevention.com/What-We-Do/Nonviolent-Crisis-Intervention>

California Teen Hotline

<https://teenlineonline.org/yyp/california-youth-crisis-line/>

National Suicide Prevention

<https://suicidepreventionlifeline.org/>

<https://www.crisistextline.org>

Get free help now: Text CONNECT to 741741 in the United States

PBIS Resources

- Positive Behavioral Interventions and Supports: www.pbis.org
- School-Wide Information Systems: www.swis.org
- Association for Positive Behavior Support: www.apbs.org
- Florida's Positive Behavior Support Project: <http://flpbs.fmhi.usf.edu>
- PBIS World - A collection of specific strategies: <http://www.pbisworld.com/>
- SELPA Professional Learning Catalog (PBIS trainings available)

- www.edcoecharterselpa.org/what-we-do/professional-learning
- <http://edcoe.org/educational-services/selpa-special-education-local-plan-area/professional-development>

The National Registry of Evidence-Based Programs and Practices (NREPP)

NREPP is designed to provide reliable information on evidence-based mental health and substance use interventions. The purpose of NREPP is to help people learn more about available evidence-based programs and practices, and determine which of these may best meet their needs. Together with the Substance Abuse and Mental Health Services Administration (SAMHSA), NREPP is working to improve access to information on evaluated interventions and practical applications in the field (NREPP website). For more information and to access the NREPP list of evidence-based practices and programs, please visit: <https://www.samhsa.gov/nrepp>

School Interventions to Prevent Youth Suicide (Technical Assistance Sample)

Author: Center for Mental Health in Schools at UCLA Date: Revised 2016

Web link: <http://smhp.psych.ucla.edu/pdfdocs/sampler/suicide/suicide.pdf>

Description: This packet of author-produced and other collected materials provides the following: an overview of the problem; a suicide risk assessment; information on planning school interventions and training personnel; guidance on providing support and preventing contagion in the aftermath of a suicide; and sources for hotlines, consultants, and mental health services

Screening/Assessing Students: Indicators and Tools

Author: Center for Mental Health in Schools at UCLA Date: Revised 2015

Web link: <http://smhp.psych.ucla.edu/pdfdocs/assessment/assessment.pdf>

Description: This packet of author-produced and other collected materials includes overviews, outlines, checklists, instruments, and recommendations and guidelines from Federal agencies related to early identification through screening. It also examines the controversy related to the many false positives resulting from universal screening, as well as issues related to screening high-risk youth.

Suicide Prevention (Quick Training Aids)

Author: Center for Mental Health in Schools at UCLA Date: Revised 2007

Web link: <http://www.smhp.psych.ucla.edu/pdfdocs/quicktraining/suicideprevention.pdf>

Description: These quick training aids provide factsheets on suicide rates and methods to assess suicide risk and prevent suicide. Author-produced and other collected materials include several tools and handouts for use with presentations.

Helping Every Living Person (HELP) Depression and Suicide Prevention Curriculum

Author: Sue Eastgard, Washington State's Youth Suicide Prevention Program

Web link: <http://www.yspp.org/>

Description: This pilot-tested and evaluated curriculum is most appropriate for 9th and 10th grades but may be used in 11th and 12th grades. It consists of four 45-minute lessons designed to be taught by a classroom teacher and can be easily incorporated into existing health classes. The program aims to build students' resiliency, increase their help-seeking behavior, and empower them to help other youth. Activities include discussion, problem-solving, and skill practice. The curriculum includes the DVD "A Cry for Help," Training to learn how to teach this curriculum is strongly recommended but not required

Cost: In Washington State: materials are \$100; training is free.

Outside of Washington State: materials are \$250; training is a negotiable fee.

LEADS: for Youth (Linking Education and Awareness of Depression and Suicide)

Author: Suicide Awareness Voices of Education

Web link: <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Description: Student Curriculum: This three-hour curriculum is designed to be presented in three separate class sessions and is usually given during health classes. It is geared toward students in grades 9-12 and combines lecture and discussion. It covers signs and symptoms of depression, risk and protective factors and warning signs for suicide, and the barriers and benefits of seeking help. iLEAD's emphasizes connecting students and teachers to school and community resources and increases skills in how to seek help for oneself or a friend. Training for teachers is included in the curriculum materials. Technical assistance is also available.

Protocols: Also included is a guide to help implement a school suicide crisis management plan that covers prevention, intervention, and postvention.

Cost: \$125

Review: <http://legacy.nreppadmin.net/ViewIntervention.aspx?id=269>



iLEAD Agua Dulce Single Plan for Student Achievement

School Name: iLEAD Agua Dulce	
About the School: At iLEAD Agua Dulce, you will find a school that prioritizes a positive, supportive, and inviting environment where our students (learners) can focus on their development. In addition to academic excellence, we are committed to supporting learners' development of emotional intelligence, life skills, and community engagement. Our teachers (facilitators) and Success Coaches are devoted to providing learners with the best academic and emotional support by way of small class sizes and individualized attention.	
School Mission and Vision: The mission of iLEAD Agua Dulce is to provide a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for learners in grades TK-12, inspiring them to become lifelong learners with the skills to lead in the 21st century. The vision of iLEAD Agua Dulce is that all learners would become creative problem solvers, critical thinkers, compassionate leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. These are the qualities that develop our learners into leaders, today and in the future. Our learners achieve this through the iLEAD educational model.	CDS Code: 19 75309 0138297
SSC Approved: March 29, 2022	Board Approved:
Purpose	
<p>The purpose of this plan is for targeted support and improvement for learners falling below proficient in English Language Arts and Math.</p> <p>The school Single Plan for School Achievement goals are based upon a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the most current CA School Dashboard. Other school data, such as NWEA MAP assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with iLEAD 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 and parents.</p> <p>The school receives Federal Title I, Title II, and Title IV funding from the Federal government.</p> <p>Title I funding is allocated for Math and ELA interventions for targeted learners falling below proficiency levels. During the 2021-2022, Title II and Title IV funding will be transferred to the Title I budget in order to add additional support for direct services to targeted learners.</p>	



ESSA Requirements

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

Educational Partner Involvement

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



Goals, Strategies, Expenditures				
Goal 1: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in ELA.				
Identified Need	There is a need to increase academic achievement in ELA for identified learners needing targeted intervention based on internal NWEA MAP scores and CAASPP.			
Annual Measurable Outcomes				
Metric	Baseline		Expected Outcome	
NWEA MAP Test Scores Grades 2-8	77.2% of learners were close, meeting, or exceeding benchmark standards on the 2021 Fall ELA MAP scores.		Improve by 2% in the Spring 2022 ELA MAP scores.	
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Targeted Reading Intervention	Identified learners falling below State proficiency levels.	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.	\$21,798	Title I



Goals, Strategies, Expenditures

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 math.

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

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores Grades 2-8	63.2% of learners were close, meeting, or exceeding benchmark standards on the 2021 Fall Math MAP scores.	Improve by 2% in the Spring 2022 Math MAP scores.

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Target Math Intervention	Identified learners falling below State proficiency levels.	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 math learning in alignment to California State Standards.	\$21,798	Title I

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$51,834
Total Federal Funds Provided to the School from the LEA for CSI	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$43,595
Total of Federal Title Funds for this school	\$51,834



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**asurable, **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/guidanceusesinvestment.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/guidanceeusesinvestment.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



April 5th, 2022

To the International Baccalaureate Organization:

On behalf of iLEAD Agua Dulce's Board, we are in strong support of the International Baccalaureate Programme for iLEAD Agua Dulce. This letter confirms the Board's support that will be provided in its pursuit of becoming an authorized International Baccalaureate Programme school offering the Career-Related (CP) Programme.

The iLEAD acronym summarizes Agua Dulce's values and stands for: International, Leadership, Entrepreneurial Development, Arts, Design Thinking. The Career-Related Programme with an emphasis in entrepreneurship aligns to these values. When the charter application for iLEAD Agua Dulce was submitted to the authorizing school district, the intent to apply for IB authorization was written into the charter.

iLEAD Agua Dulce resources have been dedicated to the process of application for candidacy, authorization and implementation. These resources include provisions for the required fees, professional development, and additional instructional resources and materials.

We are excited to develop, implement and work on program sustainability because the IB mission, *to develop inquiring and caring students through challenging educational programmes so that our students become lifelong learners*, is in complete alignment with iLEAD Agua Dulce's mission and vision.

Respectfully,

The iLEAD Agua Dulce Board Members