



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, May 10, 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)
1.2. Roll Call	(5:00 PM - 5:00 PM)
1.3. Pledge Of Allegiance	(5:00 PM - 5:00 PM)
1.4. Approve Agenda	(5:00 PM - 5:00 PM)
Due date: 5/10/2022	
1.5. Approve Minutes	(5:00 PM - 5:00 PM)
Due date: 5/10/2022	
Documents	
• Minutes-2022-04-05-v1 (1).pdf	

2. Curriculum Moment

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

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



4. Consent Items

4.1. Personnel Report

(5:00 PM - 5:00 PM)

Due date: 5/10/2022

Documents

- Personnel Report_Agua Dulce 5.3.2022 - Google Docs.pdf
-

4.2. Check Register

(5:00 PM - 5:00 PM)

Due date: 5/10/2022

Documents

- iAD Payment Register_20220504.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.

Documents

- iLEAD AD - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements (3).pdf
-

5. Discussion And Reports

5.1. School Director Report

(5:00 PM - 5:00 PM)

Documents

- Site Director Board Report - (1).pdf
-

6. Action Items

6.1. State Accountability Report Card

(5:00 PM - 5:00 PM)

Request ratification of the 2020 - 2021 State Accountability Report Card outlining the required school information for public review. This document was posted to the website as required by February 1.

Due date: 5/10/2022

Documents

- iLEAD Agua Dulce 2020-21 School Accountability Report Card.pdf
-

6.2. Annual Request For Federal Title Funding

(5:00 PM - 5:00 PM)

Request approval to submit for Federal Title I, II, and IV funding for the 2022-2023 school year.

Due date: 5/10/2022

Documents

- Annual Request For Federal Title Funding - iLEAD Agua Dulce.pdf
-

6.3. ADP - Payroll Platform

(5:00 PM - 5:00 PM)

Request approval to transition to ADP, a payroll platform which integrates with current finance system, SAGE.

Due date: 5/10/2022



7. Board Comments

7.1. Board Comments

(5:00 PM - 5:00 PM)

8. Closing Items

8.1. Promotion Date - June 10th at 3PM

(5:00 PM - 5:00 PM)

8.2. Next Meeting Date

(5:00 PM - 5:00 PM)

June 22 and June 29 at 5:00

8.3. 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, April 5, 2022
Started	5:03 PM
Ended	6:50 PM
Location	Address: 11311 Frascati Street, Agua Dulce, CA 9190 Zoom Meeting: https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting
Chaired by	Christine Johnson
Recorder	Nicole Higdon

Minutes

1. Opening Items

1.1. Call The Meeting To Order

The meeting was called to order at 5:03PM.

Status: Completed

1.2. Roll Call

Christine Johnson, present

Lester Mascon, present

Susan Slates, present

Kurt Knechtel, present

Mary Johnson, late arrived 5:06PM.

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Approve Agenda

Motion to approve the agenda with the following changes, moving Closed Session to item 1.6.

Motion: Lester Mascon

Seconded: Susan Slates

Unanimously approved.

Due date:



Status: Completed

1.5. Approve Minutes

Motion: Lester Mascon

Seconded: Kurt Knechtel

Unanimously approved.

Due date:

Status: Completed

Documents

- Minutes-2022-02-08-v1.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

Two 4th grade learners will be discussing their current project.

Two fourth grade learners shared their current project with the Board. They have been learning about natural disasters & creating survival kits. They also were able to attend an AM Radio station and discuss natural disasters and survival kits.

Status: Completed

3. Public Comments

3.1. Public Comments

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

John Risch, parent of a first grade learner zoomed in to comment his opposition to the schools Equity Policy. He requested the Equity policy be disbanded. He also mentioned that he would be emailing his request to the Site Director and Board members.

Status: Completed

4. Consent Items

4.1. Personnel Report

Lester Mascon motions to approve the 3 consent items.

Motion: Lester Mascon

Seconded: Kurt Knechtel

Abstained: Christine Johnson (she lost zoom connection for about 4 minutes)

Unanimously passed.

Due date:



Status: Completed

Documents

- Personnel Report_Agua Dulce 3.31.2022.pdf
-

4.2. Check Register

Lester Mascon motions to approve the 3 consent items.

Motion: Lester Mascon

Seconded: Kurt Knechtel

Abstained: Christine Johnson (she lost zoom connection for about 4 minutes)

Unanimously passed.

Due date:

Status: Completed

Documents

- iAD Payment Register_20220329.pdf
-

4.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

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.

Lester Mascon motions to approve the 3 consent items.

Motion: Lester Mascon

Seconded: Kurt Knechtel

Abstained: Christine Johnson (she lost zoom connection for about 4 minutes)

Unanimously passed.

Due date:

Status: Completed

Documents

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

5. Discussion And Reports

5.1. School Director Report

Lisa Latimer, Site Director, gave her report to the Board including updates on enrollment, repairs, after school workshops, summer session, play day in May and our upcoming Jamboree event.

Status: Completed

Documents

- Site Director Board Report - .pdf
-

5.2. Covid Update



Amanda Fischer, iLEAD Support Provider, updated the Board on current Covid guidelines which are less restrictive as the positive Covid numbers trend down.

Status: Completed

6. Action Items

6.1. 2nd Interim Report

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

Keith Gallion, iLEAD Support Provider, presented the 2nd Interim Report and answered questions of the Board.

Motion: Lester Mascon

Seconded: Kurt Knechtel

Unanimously passed.

Due date:

Status: Completed

Documents

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

6.2. Revised Mental Health Policy

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

Kathy Tempco, iLEAD Support Provider, presented the Revised Mental Health Policy and answered questions of the Board.

Motion: Kurt Knechtel

Seconded: Lester Mascon

Unanimously passed.

Due date:

Status: Completed

Documents

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

6.3. School Plan for Student Achievement

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.

Alison Bravo, iLEAD Support Provider, leads the presentation of the School Plan for Student Achievement.

Motion: Mary Johnson

Seconded: Lester Mascon

Unanimously Approved.

Due date:

Status: Completed



Documents

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

6.4. International Baccalaureate Programme

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.

Alison Bravo, iLEAD Support Provider, presents the International Baccalaureate Program and answered questions of the Board.

Mary Johnson asks if staff cost and curriculum were included. Alison answer that it did not include staff cost.

Motion: Lester Mascon

Seconded: Kurt Knechtel

Unanimously Approved.

Due date:

Status: Completed

Documents

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

7. Board Comments

7.1. Board Comments

Lester Mascon asks about the ROTC program, Lisa Latimer replied that learners were surveyed and there wasn't any interest. They will try again in the future.

Status: Completed

8. Closed Session

8.1. Conference with Legal Council

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

Closed session concluded at 5:50PM

Status: Completed

8.2. Report of Closed Session

Christine Johnson reported that the Board took action and unanimously approved a settlement up to \$21,800.

Status: Completed

9. Closing Items

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

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.



The Board was made aware of the upcoming promotion, formal invitations to follow.

Status: Completed

10. Next Meeting Date May 10th at 5PM

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

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

Status: Completed

11. Adjournment

The meeting was adjourned at 6:50PM.

Status: Completed

N/A

1

Company Name: iLEAD Agua Dulce
Report Name: Payment Register
Report Title 2: Mission Valley Bank
Footer Text: 03/30/2022-05/04/2022
Created On: 5/5/22
Location: 118--iLEAD Agua Dulce

Date	Vendor	Method	Amount	GL account/Account label	Memo
3/30/22	KIWI000--KIWICO [P]	EFT	75.46	4335--Home Study Stipend	iAD - EMR - Curriculum
3/30/22	MONT008--Montalv Mechanical	EFT	589.00	5630--Repairs & Maintenance -	iAD- Facilities and Maintenance
3/30/22	MCCA000--McCalla Company	EFT	745.92	4355--Facilities Supplies	iAD-Supplies
3/30/22	HORS000--Kim Wineland (Horse ETC)	EFT	270.00	4335--Home Study Stipend	iAD - VCI - Curriculum
3/30/22	NEWH000--Newhall Valencia Lock & Key	EFT	225.00	5630--Repairs & Maintenance -	iAD- Service Call & Labor to Install GLS 9016 Door Closers
3/30/22	MINI000--miniPCR bio	EFT	3,603.00	4305--Educational Supplies (CI	iAD- Classroom Supplies
3/30/22	OFFI000--Office Depot [P]	EFT	585.86	4335--Home Study Stipend	iAD - EMR - Curriculum
3/30/22	CMSC000--CM School Supply [P]	EFT	249.95	4335--Home Study Stipend	iAD - EMR - Curriculum
3/30/22	AMAZ100--Amazon Capital Services (iCA)	EFT	749.63	4305--Educational Supplies (CI	iAD- Classroom Supplies
4/1/22	WEXH000--WEX Health Inc.	EFT	88.40	5827--Operating Expenditures -	EE Benefits Serv Chrg 09.21
4/5/22	KIWI000--KIWICO [P]	EFT	63.00	4335--Home Study Stipend	iAD - EMR - Curriculum
4/5/22	LAKE000--Lakeshore Learning Materials	EFT	243.41	4335--Home Study Stipend	iAD - EMR - Curriculum
4/5/22	SIMU000--Simulation Training Systems	EFT	317.02	4110--Core Curriculum - Texts,	iAD- Educational Supplies
4/5/22	MAKE000--Maker Learning Network	EFT	15,321.41	5801--Professional Services -	iAD- Monthly Service Fees
4/5/22	OFFI000--Office Depot [P]	EFT	96.33	4335--Home Study Stipend	iAD - EMR - Curriculum
4/5/22	SPAR001--Sparkletts	EFT	708.44	4340--Office Supplies	iAD- Water Service
4/5/22	TEAC002--Teacher Synergy [P]	EFT	24.50	4335--Home Study Stipend	iAD - EMR - Curriculum
4/5/22	AMAZ100--Amazon Capital Services (iCA)	EFT	304.62	4305--Educational Supplies (CI	iAD- Classroom Supplies
4/5/22	LEAR012--Learn and Create Inc.	EFT	1,104.09	4335--Home Study Stipend	iAD - EMR - Curriculum
4/7/22	ILEA000--iLEAD Lancaster Charter Schools	EFT	-9,391.12	9252--AR - Due to/from iLEAD L	iAD-Leasebacks
4/7/22	AKIN000--Akins IT Inc	EFT	1,375.00	4430--IT Equipment & Supplies	iAD- IT - Cloud and Software Support
4/7/22	DISC000--Discount School Supply [P]	EFT	84.06	4335--Home Study Stipend	iAD - EMR - Curriculum
4/7/22	MCCA000--McCalla Company	EFT	88.33	4355--Facilities Supplies	iAD-Supplies
4/7/22	LITT001--Little School of Music [S]	EFT	180.00	4335--Home Study Stipend	iAD - VCI - Curriculum
4/7/22	HOME010--Home Made Restaurant	EFT	197.86	5240--Professional Development	iAD- PD
4/7/22	AMAZ100--Amazon Capital Services (iCA)	EFT	4,245.35	4305--Educational Supplies (CI	iAD- Classroom Supplies
4/8/22	ILEA000--iLEAD Lancaster Charter Schools	EFT	9,391.12	9252--AR - Due to/from iLEAD L	iAD-Leasebacks
4/11/22	EMP1768	EFT	-563.94	9520--Payroll Liabilities	iAD- Payroll
4/13/22	EMP1335	EFT	-48.16	4305--Educational Supplies (CI	iAD-Classroom Supplies
4/13/22	MCCA000--McCalla Company	EFT	942.97	4355--Facilities Supplies	iAD-Supplies
4/13/22	MONT008--Montalv Mechanical	EFT	79.00	5630--Repairs & Maintenance -	iAD- Facilities and Maintenance
4/13/22	MAKE000--Maker Learning Network	EFT	120.00	5920--Internet Services	iAD- Monthly Hotspot Reimbursement - Learners
4/13/22	MAKE000--Maker Learning Network	EFT	250.00	5830--Operating Expenditures -	iAD- Monthly Marketing Reimbursement - KHTS
4/13/22	ILEA300--iLEAD California	EFT	1,398.84	5940--Postage Expense	iAD- iCA - postage-bill.com
4/13/22	TIM118A--Time Warner Cable 9656	EFT	389.96	5920--Internet Services	iAD- Acct#8448 20 003 0439656
4/13/22	PROC000--Procopio, Cory, Hagreaves & Savitch	EFT	1,480.00	5808--Professional Services -	iAD- Legal Bills
4/13/22	EDI118A--Southern California Edison 9069	EFT	3,306.25	5510--Utilities - Electricity	iAD- Acct#700386499069
4/13/22	PANT000--Panther Pest Control	EFT	65.00	5630--Repairs & Maintenance -	iAD- Pest Control
4/13/22	LAKE000--Lakeshore Learning Materials	EFT	135.64	4335--Home Study Stipend	iAD - EMR - Curriculum
4/13/22	CLIF000--Clifton Larson Allen LLP	EFT	3,150.00	5804--Professional Services -	iAD-2nd progress billing for audit and re-importing a
4/13/22	TEAC002--Teacher Synergy [P]	EFT	150.91	4335--Home Study Stipend	iAD - EMR - Curriculum
4/13/22	DISC000--Discount School Supply [P]	EFT	254.48	4335--Home Study Stipend	iAD - EMR - Curriculum
4/13/22	AMAZ100--Amazon Capital Services (iCA)	EFT	1,300.25	4305--Educational Supplies (CI	iAD- Classroom Supplies
4/13/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	556.60	4335--Home Study Stipend	iAD - EMR - Curriculum
4/14/22	LAVI000--LaVine Equestrian	EFT	480.00	4335--Home Study Stipend	iAD - VCI - Curriculum
4/14/22	GIRA000--Girard, Edwards, Stevens & Tucker LLP	EFT	137.25	5808--Professional Services -	iAD-SPED-Legal Bills
4/14/22	ACCR000--WASC Accrediting Commission for Schools	EFT	620.00	5803--Professional Services -	iAD- Substantive Change Visit Fee: 2021-2022
4/14/22	HESS001--Hess, Eloise	EFT	135.00	4335--Home Study Stipend	iAD - VCI - Curriculum
4/14/22	CODE003--Code Ninjas Santa Clarita	EFT	290.00	4335--Home Study Stipend	iAD - VCI - Curriculum
4/14/22	DANC007--Dancin' In Acton, Inc.	EFT	210.00	4335--Home Study Stipend	iAD - VCI - Curriculum
4/14/22	AMAZ100--Amazon Capital Services (iCA)	EFT	260.36	4325--Custodial Supplies	iAD-Custodial Supplies

Date	Vendor	Method	Amount	GL account /Account label	Memo
4/14/22	EMP1123	EFT	82.00	5940--Postage Expense	iAD - Postage supplies
4/14/22	AFFO000--Affordable Copier Service	EFT	342.18	4345--Printing & Reproduction	iAD-Printing Supplies
4/14/22	ATT118A--AT&T 9839	EFT	443.35	5910--Telephone & Fax	Acct# 661 268-0087 983 9
4/14/22	LEGA003--Legal Shield	EFT	109.60	9530--Employee Benefits Payabl	EE Benefits 03.22
4/14/22	LEGA003--Legal Shield	EFT	109.60	9530--Employee Benefits Payabl	EE Benefits 02.22
4/14/22	KAIS000--Kaiser Foundation Health Plan	EFT	7,958.01	9530--Employee Benefits Payabl	EE Benefits 03.22
4/14/22	KAIS000--Kaiser Foundation Health Plan	EFT	9,626.79	9530--Employee Benefits Payabl	EE Benefits 12.21
4/14/22	KAIS000--Kaiser Foundation Health Plan	EFT	8,514.27	9530--Employee Benefits Payabl	EE Benefits 01.22
4/14/22	KAIS000--Kaiser Foundation Health Plan	EFT	10,235.19	9530--Employee Benefits Payabl	EE Benefits 10.21
4/14/22	KAIS000--Kaiser Foundation Health Plan	EFT	7,958.01	9530--Employee Benefits Payabl	EE Benefits 02.22
4/14/22	KAIS000--Kaiser Foundation Health Plan	EFT	9,626.79	9530--Employee Benefits Payabl	EE Benefits 11.21
4/14/22	CIGN000--Cigna Healthcare	EFT	1,170.07	9530--Employee Benefits Payabl	EE Benefits 03.22
4/14/22	WAS118A--Waste Management 3008	EFT	844.19	5540--Utilities - Trash	Service 04/01-4/331
4/14/22	TMOB002--T-Mobile 6381	EFT	80.00	5920--Internet Services	iAD- Acct# 975936381
4/14/22	EMP1335	EFT	48.16	4305--Educational Supplies (CI	iAD-Classroom Supplies
4/14/22	SUNL000--Sun Life Assurance Company of Canada	EFT	377.66	9530--Employee Benefits Payabl	EE Benefits 02.22
4/14/22	NATI001--Nationwide	EFT	54.60	3401--Health & Welfare Benefit	EE Benefits 02.22
4/14/22	MESV000--MES Vision	EFT	491.03	9530--Employee Benefits Payabl	EE Benefits 03.22
4/15/22	OFFI000--Office Depot [P]	EFT	139.99	4335--Home Study Stipend	iAD - EMR - Curriculum
4/19/22	JIVE000--Jive Communications, Inc.	EFT	383.98	5910--Telephone & Fax	iAD-03/01/2022- 03/31/2022
4/19/22	ARTH000--First Insurance Funding	EFT	3,583.74	9520--Payroll Liabilities	Agua Dulce-10th Installment Acct# ILEASCH-02
4/19/22	ULTI001--Ultimate Student Success	EFT	280.00	4335--Home Study Stipend	iAD- VCI - Curriculum
4/19/22	HORS000--Kim Wineland (Horse ETC)	EFT	225.00	4335--Home Study Stipend	iAD - VCI - Curriculum
4/19/22	KIWI000--KIWICO [P]	EFT	32.18	4335--Home Study Stipend	iAD - EMR - Curriculum
4/19/22	KIWI000--KIWICO [P]	EFT	73.26	4335--Home Study Stipend	iAD - EMR - Curriculum
4/19/22	EMP0517	EFT	89.00	5823--Operating Expenditures -	iAD- Livescan Fee
4/19/22	INTE001--Integrity6	EFT	2,059.09	5850--Student Services Expendi	iAD- Enrollment, Waitlist, Lottery Management Solution
4/19/22	HOME010--Home Made Restaurant	EFT	197.86	5240--Professional Development	iAD- PD
4/19/22	IDAHO00--Idaho Department of Labor	EFT	225.00	3501--State Unemployment Insur	iAD- Unemployment Insurance
4/19/22	SCHO009--School Pathways Holdings, LLC	EFT	650.00	5310--Professional Dues, Membe	iAD-Ellevation Bridge Annual Subscription 2/1/2022-1/31/2023
4/19/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	209.81	4335--Home Study Stipend	iAD - EMR - Curriculum
4/19/22	AMAZ100--Amazon Capital Services (ICA)	EFT	856.48	4330--Health & Safety	iAD-Health and Safety Supplies
4/19/22	OFFI000--Office Depot [P]	EFT	904.77	4335--Home Study Stipend	iAD - EMR - Curriculum
4/22/22	BEND002--Piano Boise LLC dba Allemande Music Academy	EFT	120.00	4335--Home Study Stipend	iAD - VCI -Curriculum
4/22/22	EMP0257	EFT	49.23	4305--Educational Supplies (CI	iAD- Classroom Supplies
4/22/22	EMP1383	EFT	58.80	4305--Educational Supplies (CI	iAD- Classroom Supplies
4/22/22	DIEM000--Diem, Tina	EFT	98.93	5853--Student Services Expendi	iAD- School Dance Supplies
4/22/22	N2Y0000--N2Y LLC	EFT	640.46	4335--Home Study Stipend	iAD - EMR - Curriculum
4/22/22	USBO000--Educational Development Corporation	EFT	117.41	4335--Home Study Stipend	iAD - EMR - Curriculum
4/22/22	INSI000--Inside SCV Magazine	EFT	135.00	5830--Operating Expenditures -	iAD-Advertising
4/22/22	HIST001--Hauris, Elizabeth	EFT	233.11	4335--Home Study Stipend	iAD - EMR - Curriculum
4/22/22	HOME010--Home Made Restaurant	EFT	197.86	5240--Professional Development	iAD- PD
4/22/22	ATT118A--AT&T 9839	EFT	442.90	5910--Telephone & Fax	Acct# 661 268-0087 983 9
4/22/22	MATH000--The Math Learning Center	EFT	27,052.54	4110--Core Curriculum - Texts,	iAD- Curriculum
4/22/22	AMAZ100--Amazon Capital Services (ICA)	EFT	554.27	4305--Educational Supplies (CI	iAD-Classroom Supplies- Combination Lock, Laminating sheets
4/22/22	SCHO000--Scholastic Inc	EFT	378.66	4335--Home Study Stipend	iAD - EMR - Curriculum
4/22/22	LLPC000--Lisa Latimer	EFT	358.25	5630--Repairs & Maintenance -	iAD- Facilities and Maintenance Supplies- Gas for weed eater
4/22/22	EDUC000--Education Justice Law, P.C.	EFT	7,500.00	5808--Professional Services -	iAD-SPED-Legal Fees
4/25/22	INTE000--International Baccalaureate Organization	EFT	4,000.00	5310--Professional Dues, Membe	iAD- Application for candidacy fee
4/27/22	CARB000--Carbaugh, Theresa	EFT	11,700.00	5808--Professional Services -	iAD-SPED-Settlement
4/27/22	MCCA000--McCalla Company	EFT	414.41	4355--Facilities Supplies	iAD-Supplies
4/27/22	OUTS000--Outschool, Inc [S]	EFT	125.00	4335--Home Study Stipend	iAD - EMR - Curriculum
4/27/22	AMAZ100--Amazon Capital Services (ICA)	EFT	303.38	4305--Educational Supplies (CI	iAD-Classroom Supplies
4/27/22	LOSA001--Los Angeles County Office of Education (LACOE)	Check 2151	25,774.15	9535--Retirement Liability	iAD STRS
4/29/22	KIWI000--KIWICO [P]	EFT	86.58	4335--Home Study Stipend	iAD - EMR - Curriculum
4/29/22	EMP0699	EFT	274.26	5829--Operating Expenditures -	iAD- Events- Middle School Dance
4/29/22	BAKE000--Baker Creek Heirloom Seed Co. [P]	EFT	13.50	4335--Home Study Stipend	iAD - EMR - Curriculum

Date	Vendor	Method	Amount	GL account /Account label	Memo
4/29/22	KIWI000--KIWICO [P]	EFT	57.82	4335--Home Study Stipend	iAD - EMR - Curriculum
4/29/22	KIWI000--KIWICO [P]	EFT	173.16	4335--Home Study Stipend	iAD - EMR - Curriculum
4/29/22	WRIG000--Wrightwood Education Studio LLC	EFT	82.12	4335--Home Study Stipend	iAD-EMR-Curriculum
4/29/22	LITT000--Little Passports [P]	EFT	170.49	4335--Home Study Stipend	iAD - EMR - Curriculum
4/29/22	AMAZ100--Amazon Capital Services (iCA)	EFT	849.30	4420--NonClassroom Furniture &	iAD-Non-Classroom Supplies- Volleyball net
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	941.83	4335--Home Study Stipend	iAD - EMR - Curriculum
4/29/22	TEAC002--Teacher Synergy [P]	EFT	63.23	4335--Home Study Stipend	iAD - EMR - Curriculum
4/29/22	LLPC000--Lisa Latimer	EFT	79.64	5829--Operating Expenditures -	iAD- Event Supplies- Candy
4/29/22	OFFI000--Office Depot [P]	EFT	3.78	4335--Home Study Stipend	iAD - EMR - Curriculum
4/29/22	EMP1881	EFT	2,442.10	9311--Payroll - Manual Checks	iAD-Payroll
5/3/22	BETT002--Better Cloud, Inc	EFT	1,972.92	5925--Website/Communication Fe	iAD-BetterCloud Pro 22-23
5/3/22	MEAL000--The CLM Group Inc	EFT	683.19	9310--Prepaid Expenditures (Ex	iAD- -Free and Reduced Applications Online
5/3/22	MCCA000--McCalla Company	EFT	13.99	4355--Facilities Supplies	iAD-Supplies
5/3/22	ILEA300--iLEAD California	EFT	2,189.35	5240--Professional Development	iAD- iLEAD CA Support Services 5% of \$8,045.00 Esser II
5/3/22	KIMS001--Superior Plumbing Services Inc	EFT	9,786.00	5630--Repairs & Maintenance -	iAD- Facilities and Maintenance
5/3/22	SCHO009--School Pathways Holdings, LLC	EFT	1,978.41	5310--Professional Dues, Membe	iAD- Subscriptions
5/3/22	EDI118A--Southern California Edison 9069	EFT	2,515.31	5510--Utilities - Electricity	iAD- Acct#700386499069
5/3/22	MAKE000--Maker Learning Network	EFT	15,321.41	5801--Professional Services -	iAD- Monthly Service Fees
5/3/22	YORK000--York, Jacqueline	EFT	343.71	4335--Home Study Stipend	iAD - EMR - Curriculum
5/3/22	SPAR001--Sparkletts	EFT	536.43	4340--Office Supplies	iAD- Water Service
5/3/22	BAY118A--Bay Alarm Company 3872	EFT	529.92	5560--Operations - Security	iAD- Acct# 3483872
5/3/22	PANT000--Panther Pest Control	EFT	425.00	5630--Repairs & Maintenance -	iAD- Pest Control
5/3/22	AMAZ100--Amazon Capital Services (iCA)	EFT	908.95	4305--Educational Supplies (CI	iAD-Classroom Supplies- Animal supplies and Camera
5/3/22	PRNN000--PRN Nursing Consultants, LLC.	EFT	2,160.00	5851--Student Services Expendi	iAD-Health Assessment
			\$ 239,474.47		



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
May 2022

School-wide Projects

- 1st/2nd Zoologist POL
- Play Day
- Jamboree June 3rd 5:00pm-8:00pm
- 8th grade Celebration June 10th 3:00pm

School-wide

- Summer Session
- MAP and CAASP testing

Facilities

- Air conditioner
- Septic
- Grant for new freezer/electrical outlets

Enrollment 2021-2022 2022-2023

TK/KN	50	45
1st	30	48
2nd	37	29- 7
3rd	36	39
4th	26	39
5th	25	28
6th	37	26- 6
7th	29	32- 4
8th	13	28- 1
9th	11	10
10th		12
Homeschool	27	27
Grand total	321	363

iLEAD Agua Dulce

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	11311 Frascati St. Agua Dulce, CA , 91390-4840	Principal:	Lisa Latimer, Director
Phone:	(661) 268-6386	Grade Span:	K-12

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

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

DataQuest

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

California School Dashboard

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

About This School

Lisa Latimer, Director

Principal, iLEAD Agua Dulce

About Our School

Welcome to iLEAD Agua Dulce!

iLEAD Agua Dulce is a tuition-free, public charter that educated learners in grades TK-8 during the 2020-21 school year. Our school offers a learner-centered approach to education that focuses on project-based learning and social-emotional learning principles that adhere to the Common Core Standards.

iLEAD Agua Dulce's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on academic and social-emotional learning. These include: academic rigor, college and career readiness, critical thinking, curiosity, gratitude, grit, growth mindset, optimism, purpose, self control, social intelligence, and zest. Social-emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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

Lisa Latimer, Director

Contact

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

Phone: (661) 268-6386

Email: info@ileadaguadulce.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

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

School Contact Information (School Year 2021—2022)

School Name	iLEAD Agua Dulce
Street	11311 Frascati St.
City, State, Zip	Agua Dulce, CA , 91390-4840
Phone Number	(661) 268-6386
Principal	Lisa Latimer, Director
Email Address	info@ileadaguadulce.org

<http://www.ileadaguadulce.org>

Website

County-District-School (CDS) Code

19753090138297

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

iLEAD Agua Dulce prioritizes a positive, supportive, and inviting environment where our students (learners) can focus on their development. In addition to academic excellence, the school staff is committed to supporting learners' development of emotional intelligence, life skills, and community engagement. iLEAD Agua Dulce's 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.

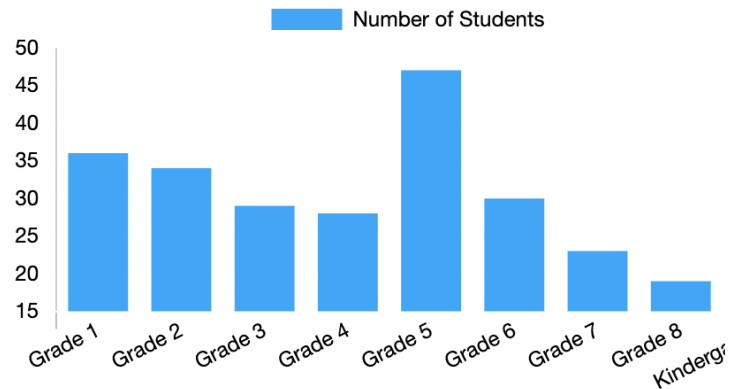
The mission of iLEAD Agua Dulce is to provide a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for learners in grades TK-12, inspiring them to become lifelong learners with the skills to lead in the 21st century.

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

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	36
Grade 2	34
Grade 3	29
Grade 4	28
Grade 5	47
Grade 6	30
Grade 7	23
Grade 8	19
Kindergarten	35
Total Enrollment	281



Last updated: 1/21/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	46.60%
Male	53.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	1.10%
Black or African American	1.40%
Filipino	0.00%
Hispanic or Latino	32.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	10.30%
White	54.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.90%
Foster Youth	0.70%
Homeless	1.10%
Migrant	0.00%
Socioeconomically Disadvantaged	37.70%
Students with Disabilities	12.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

School Facility Conditions and Planned Improvements

iLEAD Agua Dulce takes great efforts to ensure that its facilities are clean, safe, and functional. To assist in this effort, iLEAD Agua Dulce uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school's office. Using the Facility Inspection Tool (FIT), the school's overall condition was rated as good in January 2022. The school's systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external systems were rated as good.

Last updated: 2/1/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 1/28/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Local Assessment Test Results in ELA by Student Group**Assessment Name(s): NWEA MAP Growth Reading****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	155	151	97	3	61
Female	62	62	100	0	79
Male	93	89	96	4	48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	52	49	94	6	45
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	16	16	100	0	69
White	82	81	99	1	72
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	--	--	--	--
Socioeconomically Disadvantaged	57	53	93	7	42
Students Receiving Migrant Education Services	0	--	--	--	--
Students with Disabilities	26	25	96	4	24

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s): MAP NWEA Growth Mathematics****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	155	153	99	1	28
Female	62	62	100	0	34
Male	93	91	98	2	24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	52	50	96	4	18
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	16	16	100	0	31
White	82	82	100	0	35
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	--	--	--	--
Socioeconomically Disadvantaged	57	55	96	4	16
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	26	24	92	8	8

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

At iLEAD Agua Dulce, parents/guardians serve many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. As families enroll, it is important they understand the components of the program model. iLEAD Agua Dulce makes accommodations to meet the unique schedules of parents/guardians to ensure every opportunity for them to attend an orientation meeting where they can have questions answered and/or connect with other families who have learners already enrolled in the program.

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

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

For more information on how to be involved, please email info@iLEADaguadulce.org.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	309	299	29	9.7
Female	145	140	12	8.6
Male	164	159	17	10.7
American Indian or Alaska Native	6	6	0	10.7
Asian	1	1	0	0.0
Black or African American	7	5	2	40.0
Filipino	0	0	0	0.0
Hispanic or Latino	93	92	16	17.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	29	29	2	6.9
White	172	165	9	5.5
English Learners	11	11	1	9.1
Foster Youth	3	2	2	100.0
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	112	110	25	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	46	11	23.9

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.63%	0.00%	0.35%	0.01%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.25%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/21/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

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

1. Protects the safety and welfare of learners and staff.

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

The Emergency Operations Plan was last reviewed and updated in January 2022 and is stored at the office at iLEAD Agua Dulce.

Additionally, the school actively maintains and monitors its COVID-19 reopening protocols for K-12 schools through the guidelines that are routinely updated by the Los Angeles County Department of Public Health and/or the state of California. iLEAD Agua Dulce updated its COVID-19 Safety Plan and COVID-19 Prevention Program in August 2021. This policy applies to all iLEAD Agua Dulce employees and contains general prevention best practices, as well as iLEAD Agua Dulce policies and procedures related to COVID-19 in the workplace. Both the Reopening Protocols for K-12 Schools and the COVID-19 Safety Plan and Prevention Program documents are located on the homepage of the school's website, iLEADaguadulce.org.

Last updated: 2/1/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	0.00	0	0	0
1	21.00	0	1	0
2	23.00	0	1	0
3	17.00	1	0	0
4	18.00	1	0	0
5	9.00	1	0	0
6	9.00	1	0	0
Other**	21.00	0	1	0

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	17.00	1	0	0
1	23.00	0	1	0
2	26.00	0	1	0
3	25.00	0	1	0
4	30.00	0	1	0
5	25.00	0	1	0
6	17.00	1	0	0
Other**	5.00	1	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

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

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

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	281.0

Last updated: 1/1/00

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10968.24	\$1872.80	\$9095.44	\$60025.21
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$71544.00
Percent Difference – School Site and State	N/A	N/A	7.43%	-17.51%

Last updated: 2/1/22

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

Types of Services Funded (Fiscal Year 2020–2021)

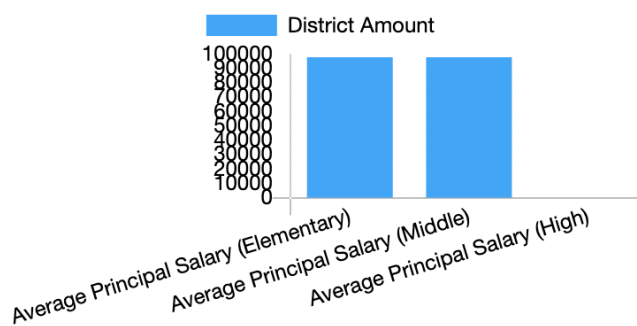
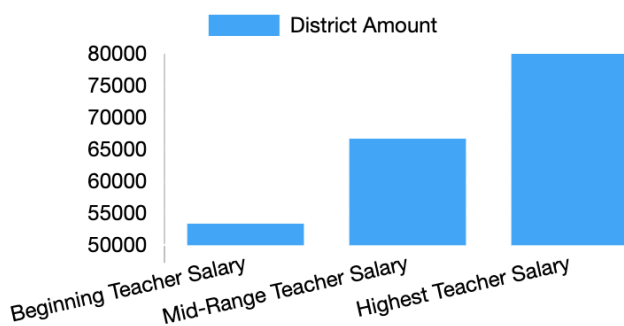
Local Control Funding Formula (LCFF) base and supplemental funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to ensure that all learners receive the intervention or enrichment support and services that are needed to help them become proficient in academic and social-emotional learning. The LCAP also details the actions associated with meeting the specific needs of English learners, foster and homeless youth, and low income learners. State and federal categorical funding is used to support learners in special education with IEP needs and goals. Title I, II and IV funding and one-time ESSER II and III funding are utilized to complement and add additional services to support at-risk learners, interventions, and to prevent, prepare and/or respond to COVID-19 needs. Additional one time Extended Learning Opportunity (ELO) grant and In-Person Instruction (IPI) funds were received to mitigate learning loss.

Last updated: 1/27/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53386.74	\$45813.00
Mid-Range Teacher Salary	\$66693.37	\$70720.00
Highest Teacher Salary	\$80000.00	\$93973.00
Average Principal Salary (Elementary)	\$97523.04	\$111613.00
Average Principal Salary (Middle)	\$97523.04	\$119477.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$97523.04	\$150704.00
Percent of Budget for Teacher Salaries	24.49%	29.00%
Percent of Budget for Administrative Salaries	4.51%	6.00%

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



Last updated:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9



iLEAD Agua Dulce
2022 - 2023 Consolidated Application Reporting System
Request for Funding
Executive Summary for Board Information

Board Approved:

The Consolidated Application is used by the California Department of Education to apply for and distribute funds from various Federal programs to county offices, school districts, and charter schools throughout California. The application is submitted online through a web-based Consolidated Application Reporting System (CARS).

Schools can request participation in Federal programs including: Title I Part A, Basic Grant (Low Income/low achieving students), Title II, Part A (Teacher and Principal Training and Recruiting), Title III, Part A (Immigrant and Limited English Proficient Students [LEP]) Title IV, Part A (Student Support and Academic Enrichment).

Once funds have been applied for the Winter Release of the application, the LEA's entitlements for each funded program will begin to be planned for and monitored. Out of each Federal program entitlement, LEAs allocate funds for indirect costs of administration for programs operated by the LEA and for programs operated at the school. In addition, every local educational agency (LEA) certifies the Spring Release data collections to document participation in Federal programs and provide assurances that the LEA will comply with the legal requirements of each program.

Federal Program Descriptions that iLEAD Agua Dulce
Would Be Applying For:

Title I Part A: Helping Disadvantaged Children:

A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II Part A: Teacher Quality:

A federal program that increases student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified facilitators in the classroom and highly qualified school directors and leadership residents in schools.

Title IV, Part A: Student Support and Academic Enrichment:

A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

School Site Responsibilities

Each school receiving Federal Funds through the consolidated application is required to have a comprehensive school plan known as the School Plan for Student Achievement (SPSA) describing strategies and activities to improve student achievement and meet state standards. Supplementary services are provided by these programs to support the core program. Based on the school's comprehensive needs assessment, schools may utilize additional special highly qualified facilitators, coaches, counselors, care team members, tutoring assistance, scientifically research-based intervention programs, instructional technology, supplemental materials and equipment, professional development, conferences and workshop attendance, expert consultants, and parent/community engagement activities to meet the identified needs of the learners requiring supplemental services. Each school's School Site Council (SSC) is required to provide input, assist in the plan/budget development and recommend to the School Governing Board annually for approval of the planned program activities and budgets as part of the School Plan for Student Achievement. The School Director and/or designee reviews program regulations and guidelines with all site staff, parent groups such as iSupport and ELAC as applicable, and School Site Councils to ensure appropriate planning, implementation and evaluation and to maintain compliance for each program. All site plans are reviewed for compliance along with goals and activities to improve student achievement and parent involvement before being forwarded to the Board for approval.

Schools are responsible to oversee the funding budget, allowable expenditures, program development, and learner outcomes.

It is recommended that iLEAD Agua Dulce submit the Consolidated Application for the Federal Funded Programs listed above by date required by the State and Federal Government.