



MEETING AGENDA - iLEAD Agua Dulce Board

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

Meeting

Meeting Date	Tuesday, December 6, 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)

Documents

- iLEAD Agua Dulce Telework and Procedures Policy .pdf

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)

1.5. Approve Minutes (5:00 PM - 5:00 PM)

Documents

- Minutes-2022-11-08-v1.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment (5:00 PM - 5:00 PM)

Team Blueberry is a group of 6th grade learners that have made the finals for Dream Up, and they will be presenting their idea and project.

3. Public Comments

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

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



4. Consent Items

4.1. Personnel Report

(5:00 PM - 5:00 PM)

Documents

- 12.06.22_AguaDulcePersonnelReport.pdf

4.2. Check Register

(5:00 PM - 5:00 PM)

Documents

- iAD Payment Register_20221130.pdf

4.3. AB 361

(5:00 PM - 5:00 PM)

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 Template.docx.pdf

6. Action Items

6.1. Revised Budget

(5:00 PM - 5:00 PM)

Discuss and take action regarding the revised 2022-2023 annual budget based on changes in State and Federal Budgets, learner enrollment, new legislation, and other viable information set into place since the adoption of the budget in June.

Due date:

Documents

- FY2223 - iLEAD Agua Dulce - 1st Interim Budget Overview - Board.pdf

6.2. Single Plan for School Achievement

(5:00 PM - 5:00 PM)

Discuss and take action regarding the revised 2022-2023 which outlines the Title I, II, and IV programs put into place with the Federal Funding requested for this year.

Due date:

Documents

- iLEAD Agua Dulce SPSA 22_23-SSC Approved.pdf

6.3. Telework Policy

(5:00 PM - 5:00 PM)

Discuss and take action regarding the Telework Policy for employees working remote or hybrid/remote alongside learners or to support the schools.

Due date:

Documents



- iLEAD Agua Dulce Telework and Procedures Policy .pdf

6.4. Board Member Role

(5:00 PM - 5:00 PM)

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

Due date:

6.5. Bank Signers

(5:00 PM - 5:00 PM)

Discuss and take action to alter the bank signers given the resignation of Lester Mascon.

Due date:

6.6. Revised EOP

(5:00 PM - 5:00 PM)

Due date:

6.7. IP Shared Agreement

(5:00 PM - 5:00 PM)

Discuss and take action regarding the iLEAD Shared IP agreement.

Due date:

Documents

- iCA - Schools -- IP Assignment and Governance Agreement (SJK) (4867-5491-4369.v1)CY.pdf
-

6.8. Revised ICA Agreement

(5:00 PM - 5:00 PM)

Discuss and take action regarding the revised iCA agreement for the duration of the 2022-2023 school year.

Due date:

Documents

- Amended Attachment A - iAD RESOLUTION - 12_01_22 A.pdf
-

7. Board Comments

7.1. Board Comments

(5:00 PM - 5:00 PM)

8. Closing Items

8.1. Next Meeting Date

(5:00 PM - 5:00 PM)

The next scheduled meeting is February 7, 2023 at 5PM

8.2. Adjournment

(5:00 PM - 5:00 PM)

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

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled



Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

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



MEETING MINUTES - iLEAD Agua Dulce Board

Meeting

Date	Tuesday, November 8, 2022
Started	5:01 PM
Ended	5:19 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

This meeting was called to order at 5:01pm.

Status: Completed

1.2. Roll Call

Christine Johnson, present

Kurt Knechtel, present

Susan Slates, present

Mary Johnson, late

Lester Mascon, absent (resigned)

Status: Completed

1.3. Pledge Of Allegiance

Status: Completed

1.4. Approve Agenda

Motion: Susan Slates

Seconded: Kurt Knechtel

Absent: Mary Johnson

Unanimously passed

Due date:

Status: Completed



1.5. Approve Minutes

Motion: Susan Slates

Seconded: Kurt Knechtel

Absent: Mary Johnson

Unanimously passed

Due date:

Status: Completed

Documents

- Minutes-2022-10-25-v1.pdf
-

2. Curriculum Moment

3. Public Comments

3.1. Public Comments

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

No comments from the public w

Status: Completed

4. Consent Items

4.1. Personnel Report

The motion was made to approve all consent items t

Motion: Susan Slates

Seconded: Kurt Knechtel

Absent: Mary Johnson

Unanimously passed

Due date:

Status: Completed

Documents

- 11.8.22_AguaDulce__PersonnelReport.pdf
-

4.2. Check Register

The motion was made to approve all consent items together.

Motion: Susan Slates

Seconded: Kurt Knechtel



Absent: Mary Johnson

Unanimously passed

Susan Slates mentioned clarifying iCA payments.

Due date:

Status: Completed

Documents

- iAD Payment Register_20221102.pdf
-

4.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

The motion was made to approve all consent items together.

Motion: Susan Slates

Seconded: Kurt Knechtel

Absent: Mary Johnson

Unanimously passed

Due date:

Status: Completed

Documents

- iLEAD AD - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements (4).pdf
-

5. Discussion And Reports

5.1. School Director Report

Lisa Latimer, iLEAD AD Director, presented the Directors report and answered questions of the Board.

Status: Completed

Documents

- Site Director Board Report Template.docx.pdf
-

6. Action Items

6.1. Revised Emergency Operation Plan

Discuss and take action regarding the revised Emergency Operation Plan now called the Comprehensive School Safety Plan.

The motion was made to table revising the updated until December. Mary Johnson also joined at this time.

Motion: Susan Slates

Seconded: Kurt Knechtel

Unanimously passed

Due date:

Status: Completed



7. Closed Session

7.1. Conference with Legal Counsel - Anticipated Litigation

Gov. Code section 54956.9(d)(2): 1 Matter

No closed session during this meeting.

Status: Completed

8. Board Comments

8.1. Board Comments

Lester Mascon has resigned from the iLEAD Agua Dulce Board, as he now is on the AADUSD Board.

Christine Johnson suggests that all Board members and volunteers pop In to the district meetings from time to time to stay abreast of issues and remain relevant to the authorizing district.

Status: Completed

9. Closing Items

9.1. Next Meeting Date - December 6

The next scheduled meeting is December 6th at 5PM.

The next meeting is scheduled for December 6, 2022 at 5PM

Status: Completed

9.2. Adjournment

This meeting was adjourned at 5:19pm.

Status: Completed

EMPLOYMENT – NEW HIRES

Craddock, Ashley	Care Team - Classroom Support	11.09.22
Nicholson, Carol	Facilitator - Math	11.14.22
Herrera, Jennile	Care Team - Student Support	11.09.22

RESIGNATIONS/TERMINATIONS

N/A

STATUS CHANGE

Movsisyan, Armine	iLEADership Resident to High School Coordinator	11.01.22
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Company Name: iLEAD Agua Dulce
Report Name: Payment Register
Report Title 2: Mission Valley Bank
Footer Text: 11/03/2022-11/30/2022
Created On: 12/1/22
Location: 118--iLEAD Agua Dulce

Date	Vendor	GL account/Account label	Amount	Memo
11/3/22	FRES001--Fresh Start Healthy Meals, Inc.	4710--Vended Food Service	11,801.73	iAD- September Food Service
11/3/22	MAKE000--Maker Learning Network	5830--Operating Expenditures -	250.00	iAD-Monthly Marketing Reimbursement - KHTS
11/3/22	OUTS000--Outschool, Inc [S]	4335--Home Study Stipend	45.00	iAD - EMR - Curriculum
11/3/22	SCHO015--School Zone Transportation	5853--Student Services Expendi	800.00	iAD- Field Studies- Mission Basilica
11/3/22	SCOO000--Scoot Education	5855--Student Services Expendi	1,044.00	iAD- Substitutes
11/8/22	AMAZ100--Amazon Capital Services (iCA)	4340--Office Supplies	108.74	iAD- Office & Custodial Supplies
11/8/22	ATT118A--AT&T 9839.	5825--Operating Expenditures -	500.74	Acct# 661 268-0087 983 9
11/8/22	HOME010--Home Made Restaurant	5240--Professional Development	251.30	iAD- PD
11/8/22	ILEA300--iLEAD California	5801--Professional Services -	28,182.72	iAD-Septmber 2022 Shared Service (50)- 4.93% of \$571,756.79
11/8/22	ILEA300--iLEAD California	5801--Professional Services -	27,416.96	iAD-August 2022 Shared Service (50)- 4.93% of \$556,221.44
11/8/22	ILEA300--iLEAD California	5801--Professional Services -	31,968.13	iAD-July 2022 Shared Service (50)- 4.93% of \$648,553.29
11/8/22	ILEA300--iLEAD California	5852--Student Services Expendi	23,247.57	iAD- February iCA Student Support 4.83% of \$481,274.13
11/8/22	ILEA300--iLEAD California	5852--Student Services Expendi	21,686.12	iAD- January iCA Student Support 4.81% of \$450,890.54
11/8/22	ILEA300--iLEAD California	5852--Student Services Expendi	22,020.87	iAD- April iCA Student Support 5.09% of \$432,489.96
11/8/22	ILEA300--iLEAD California	5852--Student Services Expendi	25,149.10	iAD- May iCA Student Support 5.34% of \$471,189.80
11/8/22	ILEA300--iLEAD California	5852--Student Services Expendi	30,556.51	iAD- June iCA Student Support 5.49% of \$556,684.00
11/8/22	ILEA300--iLEAD California	4430--IT Equipment & Supplies	249.99	iAD- AD iPad App Ticket 40411-SPED
11/8/22	ILEA300--iLEAD California	5852--Student Services Expendi	25,739.10	iAD- March iCA Student Support 4.98% of \$516,926.87
11/8/22	LEGO000--Lego Education [P]	4335--Home Study Stipend	158.72	iAD - EMR - Curriculum
11/8/22	MAKE000--Maker Learning Network	5801--Professional Services -	12,869.92	iAD-Monthly Service Fees
11/8/22	MCCA000--McCalla Company	5630--Repairs & Maintenance -	339.92	iAD- Facilities Supplies
11/8/22	MODE002--Model United Nations at UCLA	5853--Student Services Expendi	37.50	iAD- High School Visit
11/8/22	OPEN003--Open Up Resources	4110--Core Curriculum - Texts,	2,146.22	iAD- Curriculum
11/8/22	OUTS000--Outschool, Inc [S]	4335--Home Study Stipend	48.00	iAD - EMR - Curriculum
11/8/22	SCHO009--School Pathways LLC	5850--Student Services Expendi	89.28	iAD- Annual Subscription
11/8/22	SUNL000--Sun Life Assurance Company of Canada	3401&3402--Health & Welfare Benefit	171.11	EE Benefits 09.22 - Sun Life
11/8/22	WAS118A--Waste Management 3008.	5540--Utilities - Trash	1,777.82	iAD- Service 11/01-11/30
11/14/22	AMAZ100--Amazon Capital Services (iCA)	4325--Custodial Supplies	21.62	iAD- Custodial Supplies- Faucet
11/14/22	CIGN000--Cigna Healthcare	3401&3402--Health & Welfare Benefit	1,511.44	EE Benefits 10.22 - Cigna
11/14/22	DANC007--Dancin' In Acton, Inc.	4335--Home Study Stipend	320.00	iAD - VCI - Curriculum
11/14/22	HOME010--Home Made Restaurant	5240--Professional Development	251.30	iAD- PD
11/14/22	ILEA300--iLEAD California	5852--Student Services Expendi	24,696.14	iAD-September 2022 Student Support (60)- 5.74% of \$430,487.61
11/14/22	ILEA300--iLEAD California	5852--Student Services Expendi	23,180.96	iAD-August 2022 Student Support (60)- 5.62% of \$412,526.41
11/14/22	ILEA300--iLEAD California	5852--Student Services Expendi	18,361.56	iAD-July 2022 Student Support (60)- 4.97% of \$369,712.47
11/14/22	KAIS000--Kaiser Foundation Health Plan	3401&3402--Health & Welfare Benefit	15,418.58	EE Benefits 10.22 - Kaiser
11/14/22	LAVI000--LaVine Equestrian	4335--Home Study Stipend	260.00	iAD - VCI - Curriculum
11/14/22	LAWO000--Law Offices of Young, Minney & Corr, LLP	5808--Professional Services -	427.00	iAD- Legal Servives
11/14/22	LEGA003--Legal Shield	3401--Health & Welfare Benefit	15.95	EE Benefits 09.22 - Legal Shield
11/14/22	LLPC000--Lisa Latimer	5630--Repairs & Maintenance -	216.17	iAD- Facilities & Maint./Classroom Supplies/Prof. Development
11/14/22	MCCA000--McCalla Company	5630--Repairs & Maintenance -	454.72	iAD- Facilities Supplies
11/14/22	NATI001--Nationwide	3401--Health & Welfare Benefit	99.16	EE Benefits 09.22 - Nationwide
11/14/22	OPEN003--Open Up Resources	4110--Core Curriculum - Texts,	13,225.56	iAD- Curriculum
11/14/22	OUTS000--Outschool, Inc [S]	4335--Home Study Stipend	100.00	iAD - EMR - Curriculum
11/14/22	SUNL000--Sun Life Assurance Company of Canada	3401&3402--Health & Welfare Benefit	133.08	EE Benefits 10.22 - Sun Life

Date	Vendor	GL account/Account label	Amount Memo
11/16/22	Melissa Taub-Rogers	5829--Operating Expenditures -	-27.48 iAD- Event Supplies
11/17/22	AMAZ100--Amazon Capital Services (iCA)	4355--Facilities Supplies	169.09 iAD- Facilities & Classroom Supplies/Mask
11/18/22	AMAZ100--Amazon Capital Services (iCA)	4220--Other Books & References	635.38 iAD-Books/Classroom Supplies
11/18/22	ARTH000--First Insurance Funding	5826--Operating Expenditures -	1,728.68 iAD- Acct# ILEASCH-02 5th Installment
11/18/22	FIDE000--Fidelity Security Life Insurance Company	3401&3402--Health & Welfare Benefit	236.03 EE Benefits 10.22 - EyeMed
11/18/22	FIDE000--Fidelity Security Life Insurance Company	3401&3402--Health & Welfare Benefit	118.54 EE Benefits 09.22 - EyeMed
11/18/22	FIDE000--Fidelity Security Life Insurance Company	3401&3402--Health & Welfare Benefit	74.83 EE Benefits 09.22 - EyeMed
11/18/22	MCCA000--McCalla Company	5630--Repairs & Maintenance -	72.88 iAD- Facilities Supplies
11/18/22	ROCK005--Rockwell Printing Inc	4345--Printing & Reproduction	800.61 iAD-Printing
11/18/22	SCHO009--School Pathways LLC	5850--Student Services Expendi	1,301.18 iAD- Annual Subscription
11/18/22	STSE000--STS Education	4430--IT Equipment & Supplies	9,138.34 iAD- IT Equipment
11/18/22	THER004--The Reed Idea Lab, LLC	4335--Home Study Stipend	189.00 iAD - VCI - Curriculum
11/21/22	SUNL000--Sun Life Assurance Company of Canada	3401&3402--Health & Welfare Benefit	119.87 EE Benefits 11.22 - Sun Life
11/22/22	FIDE000--Fidelity Security Life Insurance Company	3402--Health & Welfare Benefit	27.44 EE Benefits 09.22 Retro Adjustments - EyeMed
11/28/22	EMP1904	9311--Payroll - Manual Checks	-1,947.38 iAD- Payroll
11/29/22	AMAZ100--Amazon Capital Services (iCA)	4305--Educational Supplies (CI	11.83 iAD- Classroom Supplies
11/29/22	CLAS000--Classical Historian, Inc.	4335--Home Study Stipend	126.98 iAD - EMR - Curriculum
11/29/22	CORD000--Cordero, Efrain	4335--Home Study Stipend	40.00 iAD - VCI - Curriculum
11/29/22	Melissa Taub-Rogers	5829--Operating Expenditures -	27.48 iAD- Event Supplies
11/29/22	HORS000--Kim Wineland (Horse ETC)	4335--Home Study Stipend	260.00 iAD - VCI - Curriculum
11/29/22	JIVE000--Jive Communications, Inc.	5910--Telephone & Fax	385.87 iAD-Acct# CN-577063-1503
11/29/22	LEES000--Lee, Sue Yeon	4335--Home Study Stipend	50.00 Agua Dulce - VCI - Curriculum
11/29/22	NUES000--Nuestra Escuela Spanish Academy	4335--Home Study Stipend	169.00 iAD - VCI - Curriculum
11/29/22	OFFI000--ODP Business Solutions LLC	4335--Home Study Stipend	182.60 iAD - EMR - Curriculum
11/29/22	OPEN003--Open Up Resources	4110--Core Curriculum - Texts,	1,861.50 iAD- Curriculum
11/29/22	PANT000--Panther Pest Control	5630--Repairs & Maintenance -	515.00 iAD- Pest Control
11/29/22	WEST000--West Coast Music Academy [S]	4335--Home Study Stipend	420.00 iAD - VCI - Curriculum
11/30/22	KIWI000--KIWICO [P]	4335--Home Study Stipend	192.41 iAD - EMR - Curriculum
11/30/22	TANG000--Tangible Play Inc	4335--Home Study Stipend	426.00 iAD - EMR - Curriculum
			\$ 384,655.99



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

December, 2022

Fundraising

GotSneakers?

Classroom Dine Out

Upcoming Events

Winter Production- December 15th 9:00 am

Parade of Tables- December 3rd Shark Tank Presentations

MAP Testing- January

ROPS- January

Kindergarten Round-Up and Prospective Family Nights

Enrollment

Tk/K- 41

1st- 44

2nd- 26

3rd- 39

4th- 35

5th- 27

6th- 20

7th- 29

8th- 19

9th- 10

10th- 7

Home school- 25

Total- 322

iLEAD Agua Dulce - 1st Interim Budget

	FY2223	FY2223	FY2223	% of
	Preliminary Budget	1st Interim Budget	July-October (Actuals)	Budget Spent
REVENUE				
8011 - State Funding - Current Year LCFF	2,852,847	2,653,075	597,924	
8012 - State Funding - EPA	61,648	53,818	14,656	
8019 - State Funding - Prior Years	0		0	
8096 - State Funding - Property Taxes	174,285	144,940	28,419	
8181 - Federal Special Education - Entitlement	39,000	40,250	0	
8220 - Federal Child Nutrition Programs	64,413.00	49,528.32	4,342.00	
8290 - Federal Revenue - All Other Federal Revenue	107,292.00	118,099.00	0.00	
8291 - Federal Revenue - Other Revenue	126,779.00	154,014.00	961.00	
8311 - Other State Apportionments - Special Education	234,642	231,940	65,449	
8312 - Other State Apportionments - Special Education Mental Health	1,188.00	14,650.00	4,104.00	
8313 - Other State Apportionments - Facilities Reimbursement	0		0	
8319 - Other State Apportionments - Prior Year	0		0	
8520 - State Child Nutrition	5,000.00	14,992.50	2,096.00	
8530 - State Child Development Program	0		0	
8550 - State Mandated Costs	6,284	5,723	0	
8560 - State Lottery	70,279	63,774	0	
8590 - All Other State Revenues	217,899.00	425,239.00	74,814.00	
8631 - Sale of Equipment and Supplies	0		0	
8632 - Sale of Publications	0		0	
8634 - Food Service Sales	0		0	
8639 - All Other Sales	0		0	
8640 - After School Care	0	14,658	14,658	
8645 - Student Activities	0	1,629	1,629	
8650 - Leases and Rentals	0		0	
8655 - Facilities Use	0		0	
8660 - Interest	0	104	104	
8672 - Nonresident Student (Exchange, etc)	0		0	
8680 - Service Fees	0		0	
8682 - Start-Up Reimbursements	0		0	
8689 - Fees & Contracts - Coaching/Training/Devl	0		0	
8690 - Misc Local Income	0	790	790	
8710 - Vendor Program & Online Classes	0		0	
8715 - PreSchool Tuition	0		0	
8721 - Special Education SELPA Transfers	0		0	
8810 - Family Giving Donations	10,000		0	
8820 - Private & Corporate Donations	0	50	50	
8830 - Fundraising	0	1,411	1,411	
8840 - Grants	0		0	
REVENUE	3,971,556	3,988,685	811,407	
Certificated Salaries				
1110 - Credentialed Teacher Salaries	775,769	775,769	211,594	
1120 - Credentialed Home Study Teacher Salaries	61,200	61,200	17,726	
1130 - Credentialed Education Specialist Salaries (SpEd)	141,805	141,805	48,498	
1140 - Credentialed Elective Teacher Salaries	0	0	-	
1150 - Credentialed Substitute Teacher Salaries	0	0	55,989	
1190 - Credentialed After School/Extra Duty Salaries	0	0	300	
1210 - Credentialed Psychologist & Counseling Services (SpEd)	0	0	-	
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	0	-	
1230 - Credentialed Academic Counseling Salaries	72,000	72,000	19,636	
1310 - Credentialed Directors	86,700	86,700	31,900	
1320 - Credentialed Student Support Coordinators (SpEd)	0	0	-	
1910 - Credentialed Coaching & Curriculum Salaries	0	0	-	
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	0	0	-	
1930 - Credentialed Other Support	0	0	-	
Total Certificated Salaries	1,137,474	1,137,474	385,643	33.90%
Classified Salaries				
2110 - Classified Elective Salaries	34,667	34,667	3,457	
2120 - Classified Classroom Aide Salaries	108,073	108,073	32,844	
2130 - Classified Substitutes	0	0	-	
2140 - Classified Intern Teacher Salaries	0	0	-	
2150 - Classified Online Teacher	0	0	-	

2160 - Classified Preschool Teacher	0	0	-	
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	19,413	19,413	6,159	
2220 - Classified Speech Therapy & Other Services (SpEd)	0	0	-	
2230 - Classified Academic Counseling Salaries	0	0	-	
2310 - Classified Directors	102,399	102,399	37,133	
2410 - Classified Clerical, Technical, and Office Staff Salaries	85,679	85,679	22,190	
2910 - Classified CARE Team Yard Duty Salaries	91,861	91,861	17,286	
2920 - Classified After School Misc Salaries	0	0	265	
2930 - Classified After School Care Salaries	31,200	31,200	11,955	
2940 - Classified Food Services Salaries	7,367	7,367	6,830	
2950 - Classified Facilities/Maintenance Salaries	74,880	74,880	27,812	
2960 - Classified Preschool Aide Floater	0	0	-	
2985 - Classified Educational Coaches	0	0	-	
2990 - Classified Health Office Support (Nurse)	0	0	-	
Total Classified Salaries	555,539	555,539	165,931	29.87%
Employee Benefits				
3101 - State Teachers' Retirement System - Credentialed positions	217,258	217,258	72,729	
3102 - State Teachers' Retirement System - Classified positions	0	0	-	
3201 - Public Employees' Retirement System - Credentialed positions	0	0	-	
3202 - Public Employees' Retirement System - Classified positions	0	0	-	
3301 - OASDI (Social Security) - Credentialed positions	0	0	1,042	
3302 - OASDI (Social Security) - Classified positions	34,443	34,443	9,536	
3311 - Medicare - Credentialed	16,493	16,493	5,662	
3312 - Medicare - Classified	8,055	8,055	2,230	
3401 - Health & Welfare Benefits - Credentialed positions	115,200	115,200	21,569	
3402 - Health & Welfare Benefits - Classified positions	86,400	86,400	21,039	
3501 - State Unemployment Insurance - Credentialed positions	7,378	7,378	1,768	
3502 - State Unemployment Insurance - Classified positions	9,548	9,548	1,306	
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	-	
3504 - Federal Unemployment Insurance - Classified positions	0	0	-	
3601 - Worker Compensation Insurance - Credentialed positions	34,124	34,124	-	
3602 - Worker Compensation Insurance - Classified positions	16,666	16,666	-	
3701 - Retiree Benefits - Credentialed positions	0	0	-	
3702 - Retiree Benefits - Classified positions	0	0	-	
3801 - PERS Reduction - Credentialed positions	0	0	-	
3802 - PERS Reduction - Classified positions	0	0	-	
3901 - Other Benefits - Credentialed positions	0	0	-	
3902 - Other Benefits - Classified positions	0	0	-	
Total Employee Benefits	545,565	545,565	136,881	25.09%
Books and Supplies				
4110 Core Curriculum - Texts, Workbooks, etc	40,000	40,000	31,033	
4120 Core Curriculum - Software & Programs	24,000	24,000	9,190	
4130 Other Curriculum	0	0	5,866	
4210 Professional Development References	910	910	-	
4220 Other Books & References	0	0	525	
4305 Educational Supplies (Classroom, Project, SpEd, Etc)	13,000	13,000	13,816	
4310 Science Supplies	0	0	-	
4315 Art Supplies	0	0	-	
4317 Assessment Supplies	0	0	-	
4320 PE Supplies	0	0	-	
4325 Custodial Supplies	14,000	14,000	1,599	
4330 Health & Safety	4,000	4,000	1,235	
4335 Home Study Stipend	70,000	70,000	12,367	
4340 Office Supplies	15,000	15,000	2,512	
4345 Printing & Reproduction Supplies	7,000	7,000	1,988	
4350 Spiritwear	0	0	-24	
4355 Facilities Supplies	14,000	14,000	5,662	
4410 Classroom Furniture & Equipment	3,500	3,500	864	
4420 NonClassroom Furniture & Equipment	10,000	10,000	715	
4430 IT Equipment & Supplies	55,000	55,000	52,891	
4710 Vended Food Service	65,000	65,000	19,824	
4720 Food Supplies	400	400	-	
4730 Catering Supplies	0	0	-	
4740 Cafe Other Supplies	0	0	-	
Total Books and Supplies	335,810	335,810	160,063	47.66%
Services and Operating Expenditures				
5210 - Travel for PD, Conferences, & School Development	3,142	3,142	-	

5220 - Travel for Intersite Business - Mileage*	332	332	-	
5230 - Conference & Workshop Registration Fees	4,666	4,666	1,075	
5240 - Professional Development - Meetings & Collaborations	0	0	1,037	
5310 - Professional Dues, Memberships, and Subscriptions	10,164	10,164	9,638	
5410 - Liability Insurance	13,894	13,894	10,676	
5420 - Other Insurance	0	0	-	
5510 - Utilities - Electricity	18,851	18,851	24,699	
5520 - Utilities - Gas	0	0	-	
5530 - Utilities - Water	0	0	-	
5540 - Utilities - Trash	8,855	8,855	6,005	
5550 - Operations - Janitorial Services	8,137	8,137	-	
5560 - Operations - Security	1,690	1,690	530	
5570 - Utilities - Other	0	0	-	
5610 - Rent - Facilities Rent and CAM Charges	308,878	308,878	-	
5620 - Leases	0	0	-	
5630 - Repairs & Maintenance - Facilities	15,709	15,709	12,651	
5640 - Repairs & Maintenance - Elevator Service	0	0	-	
5650 - Repairs & Maintenance - Auto	0	0	-	
5660 - Repairs & Maintenance - Other Equipment	0	0	-	
5710 - Transfers of Direct Costs	0	0	-	
5750 - Transfers of Direct Costs - Interfund	0	0	-	
5801 - Professional Services - Service Fees	475,121	475,121	137,487	
5802 - Professional Services - District Oversight Fees	1,743	1,743	13,997	
5803 - Professional Services - Business Services	10,473	10,473	-	
5804 - Professional Services - Auditing & Tax Preparation	12,549	12,549	8,639	
5805 - Professional Services - Payroll Fees	8,682	8,682	4,926	
5806 - Professional Services - Consultant Fees	6,922	6,922	-	
5807 - Professional Services - BTSA	6,221	6,221	-	
5808 - Professional Services - Legal Fees	10,473	10,473	8,630	
5809 - Professional Services - Shared/Leased Employees	17,379	17,379	-	
5810 - Contra Account - Shared Employees Reimbursement	0	0	-	
5811 - Professional Services - Course Development	0	0	-	
5820 - Professional Services - Contributions/Donations	0	0	-	
5822 - Operating Expenditures - Licenses & Other Fees	4,185	4,185	2,073	
5823 - Operating Expenditures - Fingerprinting Fees	146	146	-	
5824 - Operating Expenditures - Fundraising & Grantwriting	0	0	-	
5825 - Operating Expenditures - Banking Charges & Fees	4,694	4,694	1,919	
5826 - Operating Expenditures - Interest	1,727	1,727	106	
5827 - Operating Expenditures - Other Benefit Fees	0	0	10	
5828 - Operating Expenditures - Staff Recruitment	0	0	-	
5829 - Operating Expenditures - Events	5,185	5,185	332	
5830 - Operating Expenditures - Marketing & Advertising	24,961	24,961	1,929	
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	0	0	-	
5840 - Operating Expenditures - Software Licenses	17,810	17,810	1,722	
5850 - Student Services Expenditures - Student Information System	10,363	10,363	2,879	
5851 - Student Services Expenditures - Student Assessment Services	1,244	1,244	-	
5852 - Student Services Expenditures - Special Education Contracted Services	276,345	276,345	66,239	
5853 - Student Services Expenditures - Student & Group Activities	10,570	10,570	2,833	
5854 - Student Services Expenditures - Electives & Enrichment	1,817	1,817	1,256	
5855 - Student Services Expenditures - Substitutes	833	833	4,176	
5910 - Telephone & Fax	7,194	7,194	3,488	
5915 - Cell Phones	230	230	150	
5920 - Internet Services	4,205	4,205	1,373	
5925 - Website/Communication Fees	9,183	9,183	-	
5930 - Freight Expense	0	0	-	
5940 - Postage Expense	2,618	2,618	351	
Total Services and Operating Expenditures	1,327,191	1,327,191	330,826	24.93%
EXPENSE	3,901,579	3,901,579	1,179,344	30.23%
Net Income	69,977	87,106		



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: November 10th, 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. Title I funding is allocated for Math and ELA interventions. Title II is allocated for staff development to ensure equitable access to quality educators. Title IV funding is used to assure that learners receive a well-rounded education.</p>	
ESSA Requirements	
<p>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</p>	



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 grades 1st-4th.

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.
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Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.	Spring 2022: 1st grade: -1.45 2nd grade: -.89 3rd grade: 2.11 4th grade: -.47 5th grade: .17	Grades 1-5 to meet or exceed a CGI score of 0 or higher in Spring 2023

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 in grades 1-5. These employees will implement, and help monitor strategies and activities to support reading learning in alignment to California State Standards.	\$36,133	Title I
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Annual Review	
SPSA Year Reviewed: 2021-2022	Summary: iLEA Agua Dulce Facilitators worked to implement an ELA intervention program in grades 2-8 for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2021.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	<p>Facilitators and Care Team worked with targeted learners during instructional time in small group live instruction and through the school's LMS to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data ELA software and curriculum were used to design individual lessons and practice for learner's based on their skill development needs.</p> <p>iLEAD Agua Dulce did not meet the 21/22 goal for a 2% increase in the number of learners close, meeting, or exceeding benchmark standards on NWEA MAP. However, this metric is not the only indicator of programmatic success of targeted intervention. While Agua Dulce did not grow to the full 2% in benchmark standards, overall, the school met their CGI (conditional growth index) goal, where learners met their projected growth on NWEA MAP testing from fall to spring in ELA.</p>

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. A minor difference was that staff identified as Title I staff to work with learners changed mid-year. Staff were trained, and all necessary documentation was completed in order to ensure that no gap in intervention services to targeted learners occurred.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or	After careful consideration, the metric for monitoring annual outcomes was changed slightly. Rather than using the number of learners who were close, meeting, or exceeding MAP RIT number, it was determined



<p>strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>	<p>by school staff and administration that a more accurate and informative metric would be to use the MAP conditional growth index (CGI), which will demonstrate the percentage of learners annually who met their projected growth for the year (fall to spring). This will show the growth of learners in the year due to intervention strategies and activities.</p> <p>To adjust this year, iLEAD Agua Dulce will shorten the grade span intervention program, providing more targeted support where studies show it is most crucial for learners to gain reading skills.</p> <p>iLEAD Agua Dulce has also adopted a new ELA curriculum, which teaches the science of reading. Overwhelming recent evidence shows this approach's effectiveness to supporting reading and writing growth and achievement in grades 1-5.</p> <p>Starting in 23/24, iLEAD Agua Dulce is providing specialized workshops in the area of ELA to help deepen intervention strategies for targeted learners in addition to intervention strategies and programs utilized last year.</p>
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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.			
Annual Measurable Outcomes				
Metric		Baseline	Expected Outcome	
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.		Spring 2022: 1st grade: -1.53 2nd grade: -.65 3rd grade: 2.07 4th grade: -.92 5th grade: .58	Grades 1-5 to meet or exceed a CGI score of 0 or higher in Spring 2023	
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Target Math Intervention	Identified learners	Designated Care Team Support Providers to work	\$36,133	Title I



	falling below State proficiency levels.	directly with identified learners falling below State proficiency levels in grades 1-5. These employees will implement, and help monitor strategies and activities to support math learning in alignment to California State Standards.		
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Annual Review

SPSA Year Reviewed: 2021-2022	Summary: iLEAD Agua Dulce Facilitators worked to implement a Math intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2021.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	<p>Facilitators worked with targeted learners during instructional time in small group live instruction and through the school's LMS to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and learning software were used to design individual lessons and practice for learner's based on their skill development needs.</p> <p>iLEAD Agua Dulce increased the percentage of learners close, meeting, or exceeding benchmark in Math by 1.5%, which is very close to it's targeted goal. This demonstrates that iLEAD Agua Dulce increased the number of learners who were on track, nearly meeting, meeting, or exceeding benchmark standards on MAP scores with it's intervention program.</p>

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. A minor difference was that staff identified as Title I staff to work with learners changed mid-year. Staff were trained, and all necessary documentation was completed in order to ensure that no gap in intervention services to targeted learners occurred.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	After careful consideration, the metric for monitoring annual outcomes was changed slightly. Rather than using the number of learners who were close, meeting, or exceeding MAP RIT number, it was determined by school staff and administration that a more accurate and informative metric would be to use the MAP conditional growth index (CGI), which will demonstrate the percentage of learners annually who met their projected growth for the year (fall to spring). This will show the growth of learners in the year due to intervention strategies and activities.



	<p>To adjust this year, iLEAD Agua Dulce will shorten the grade span intervention program, providing more targeted support where studies show it is most crucial for learners to gain reading skills.</p> <p>iLEAD Agua Dulce has also adopted a new Math intervention curriculum.</p> <p>Starting in 23/24, iLEAD Agua Dulce is providing specialized workshops in the area of Math to help deepen intervention strategies for targeted learners in addition to intervention strategies and programs utilized last year.</p>
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Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$51,862
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	\$72,266
Total of Federal Title Funds for this school	\$91,831



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/guidanceusesinvestment.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



Telework Policy and Procedures

Introduction

Teleworking is a flexible work arrangement that allows employees of iLEAD Agua Dulce ("Organization") to work remotely at home, or in a satellite location, for all or part of their workweek. The Organization considers teleworking to be a viable, flexible work option when both the employee and the position are suited to such an arrangement. This Telework Policy is to promote general work efficiency, to continue operations during an emergency, or to accommodate other unique circumstances as approved by an employee's supervisor/Manager.

Teleworking may be appropriate for some employees and positions, but not for others. Whether a job position is eligible for telework is at the sole discretion of the Organization. Teleworking is a benefit, not an entitlement, and it in no way changes the terms and conditions of employment with the Organization.

Definitions

- **Telework**

Working one or more regularly scheduled workdays with Organization approval away from an Organization worksite, either at a home residence or a mutually agreed upon alternative worksite/location.

- **Teleworker**

An employee who has received approval by their supervisor/manager to perform job duties away from an employee's primary location, either at a home residence or a mutually agreed upon alternative worksite/location.

- **Organization Worksite**

A designated campus, office, or other property of the Organization, not including a teleworker's designated home office.

- **Home Worksite**

A designated home residence or a mutually agreed upon alternative worksite/location where Telework may be performed.

The Organization has four Telework arrangement options available to qualifying employees and job positions. Managers will review with eligible employees if any of these work arrangement options are feasible. While the Organization will take employee input into account, the final decision on the exact Telework assignment will be at the discretion of the supervisor/manager. The Organization may make changes to the Telework arrangement options as warranted and according to business needs.

1. Hybrid Telework

This work arrangement involves the flexibility to perform work at the Organization Worksite

and the Teleworker's Home Worksite. For example, the employee works 3 days at the Organization Worksite and 2 days from the Home Worksite. The supervisor/manager and employee establish a mutually agreed upon schedule. Hybrid Telework assignments may or may not have a specified end date.

2. Short Term Telework

This work arrangement involves the flexibility to perform work away from the Organization Worksite either in state or out of state for 30 days or less.

3. Full-time In-State Telework (primary residence in the state of the employing organization)

This work arrangement involves working remotely in the state of the Organization's home office on a continuous basis. The supervisor/manager and employee establish work and communication expectations for achieving work success during Teleworking.

4. Full-time Out-of-State Telework (primary residence out of the state of the employing organization)

This work arrangement involves working remotely outside of the state of the Organization's home office on a continuous basis. The supervisor/manager and employee establish work and communication expectations for achieving work success during teleworking.

Eligibility and Procedures

Before entering into any Teleworking arrangement, the employee and supervisor/manager, will take the following into consideration to determine eligibility:

Position suitability

Suitable positions for Telework are characterized by clearly defined tasks, essential functions and work products. The employee and supervisor/manager will discuss the job responsibilities and determine if the position is suitable and appropriate for a Telework arrangement. An employee's position may be suitable for Telework when:

- The employee's primary duty includes the exercise of discretion and independent judgment with respect to matters of significance related to general business operations of the employer or the employer's customers.
- The position is primarily knowledge-based.
- The employees hold themselves to measurable deliverables.
- The position does not require frequent face to face interaction at the regular worksite with supervisor/managers, colleagues, clients, or the public, or in person.
- The essential functions do not require the employee's presence at the Organization Worksite.
- The position is not essential to the management of on-site workflow.

Employee suitability

The employee and supervisor/manager will assess the needs and work habits of the employee, compared to traits customarily recognized as appropriate for successful teleworkers. An employee may be suitable for teleworking when they demonstrate and possess the following performance criteria:

- Demonstrates dependability and responsibility
- Effectively communicates with supervisors, coworkers, and clients

- Possesses the ability to work with minimal to no supervision
- Demonstrates a consistently high rate of productivity
- Demonstrates job knowledge and level of skill to perform the job effectively and efficiently
- Possesses the ability to prioritize work effectively
- Demonstrates good organizational and time management skills
- Demonstrates motivation
- Has a history of positive performance without a recent record of discipline or performance deficits

Employee will be provided with the *Telework Safety Checklist* for completion and return to your supervisor/manager and cc: Employee Services at employeeservices@ileadcalifornia.org.

Length of Assignment

Unless another length of time is specified, Telework assignments are generally granted on a school year to school year basis, unless otherwise ended by the Teleworker or the Organization. Telework assignments for a future school year should be requested before the end of the current school year to have the highest likelihood of approval.

Telework assignments in place as of Fall 2022 are projected to remain in place until June 30, 2023. The Organization reserves the right to end any Telework assignments earlier as needed. Any projections on how long a Telework assignment may last have no effect on the at-will nature of employment with the Organization and are merely forecasts for what may apply should the employee remain employed with the Organization.

Employment

Employees of the Organization remain at-will regardless of the assignment of Telework. This Policy does not imply or serve as an employment contract or guarantee of continued employment nor does it alter or limit the right of the Organization to terminate a Teleworker “at will.”

Job responsibilities, compensation, benefits, standards of performance, and performance evaluations remain the same as when working at the regular work site. The supervisor/manager reserves the right to assign work as necessary at any work site.

Teleworkers remain obligated to comply with all Organization rules, policies, procedures, practices. Violation of Organization policies may result in preclusion from telework and/or disciplinary action, up to and including termination of employment.

Business Hours and Workweek

The Organization’s regular business hours are from 8:00 a.m. to 4:30 p.m. (PST) Monday through Friday. Teleworkers may be assigned to work during regular business hours or on an alternative work schedule, as instructed by a supervisor/manager. Teleworkers may also be scheduled to work evening hours or on a weekend, as directed by their supervisor. The workweek begins at 12:00 a.m. (PST) Saturday and ends at 11:59 p.m. (PST) on Friday.

Meal and Rest Periods

Teleworkers are entitled to the same meal breaks and rest periods to which they would be entitled while working at the Organization Worksite. This includes a thirty (30) minute unpaid meal break for employees working five (5) to ten (10) hours, a paid rest break for nonexempt Teleworkers working three and a half (3.5) hours or more, and additional paid rest breaks for nonexempt Teleworkers working more than six (6) hours, and again after ten (10) hours. Employees are strongly encouraged to step away from work technology during scheduled work breaks and

meals to give their mind a rest from the digital world, and to maintain mental and physical wellbeing. In the workday, take time to engage in mindfulness activities such as stretching, walking and making time for digital breaks.

Nonexempt Employees

Teleworkers who are nonexempt employees will be required to accurately record all hours worked using the Organization's time-keeping system, the same as they would do for work performed at the Organization Worksite.

Only nonexempt employees are eligible for overtime. Overtime hours worked in excess of those scheduled per day and per workweek require the advance approval of the Teleworker's supervisor/manager. Failure to comply with this requirement may result in the immediate termination of the Telework arrangement.

Timekeeping

Teleworkers are required to seek approval for and properly record time taken off work (vacation, holiday, sick days, jury duty, and bereavement, military leave, workers' compensation, etc.). Requests for time off without available sick and vacation accruals (if applicable) will be designated as unpaid. Employees must use the appropriate "no pay" selection in the time keeping system. If time off for a leave of absence is needed, employees must first contact Employee Services at employeeservices@ileadcalifornia.org.

Communication

Teleworkers are to be available by phone, text, web conferencing, and instant messaging during their assigned work hours to assist and support management, co-workers, vendors, students, parents, and customers and to perform their jobs. Any lack of compliance in communication with supervisors/managers and/or internal department team members and cross functional departments teams may result in corrective action including termination of the Telework arrangement, and up to termination of employment.

Operational Needs

Teleworkers may be called into the Organization Worksite or another location where an Organization event is taking place, when in the discretion of a manager/supervisor, it is deemed appropriate to their job position. The supervisor/manager should provide reasonable notice whenever possible. However, Teleworkers may be required to report to Organization Worksite without advance notice, as needed. The following are examples of events where one's physical presence may be required, but is not limited to:

- iLEAD Staff Retreat
- Camp Make
- All-Boards Retreat (if applicable)
- Professional Learning (if applicable)
- Board Meetings (if applicable)
- 20-day Meetings (if applicable)
- Hiring Events: Star Search/Leadership Cafe (if applicable)
- Leadership Connections (if applicable)
- Team Collaborations (if applicable)

Dress Code

Employees that are approved for Telework are to maintain a neat, clean, and professional

appearance during work hours. As a general rule, business casual appearance is appropriate when engaging in virtual video meetings with clients, vendors, leadership, peers, student and parents

Dependent Care

Telework is not designed to be a replacement for appropriate childcare or kin care. Although an individual employee's schedule may be modified to accommodate childcare needs, the focus of the arrangement must remain on successfully fulfilling job responsibilities and expectations and meeting business demands. The Organization expects Teleworkers to work and be available for work during scheduled work times. Prospective Teleworkers are encouraged to discuss expectations of teleworking with family members prior to telework arrangement.

Absences and Tardiness

If a Teleworker must miss work or will be late for any reason, the Teleworker must notify their supervisor/manager as soon as possible but by no later than one hour before their schedule start time, unless doing so is beyond their control. Absences must be reported day by day unless/until a longer leave is approved by the Organization. Teleworkers who are ill or injured and anticipate being away from work for more than five (5) business days must immediately inform the Organization of their intentions. They are encouraged to speak with their health care provider and Employee Services for information about seeking a Leave of Absence (LOA) or State Disability Insurance benefits.

Equipment and Supplies

Employees may be required by their Telework assignment to use certain technology, equipment, and supplies at their Home Worksite. On a case-by-case basis, the Organization will determine, with information supplied by the employee and the supervisor/manager, the appropriate equipment needs (including hardware, software, hotspot data, virtual phone lines and other office equipment) for each teleworking arrangement. The Employee Services and Information Technology Services Departments will serve as resources in this matter. Equipment provided to the Teleworker by the Organization will be maintained by the Organization, but must be appropriately cared for by the Teleworker when in their possession. The Organization reserves the right to make determinations as to appropriate equipment, subject to change at any time.

Equipment supplied by the organization is to be used for business purposes only. The Teleworker must sign an inventory list in acknowledgement of receipt of all Organization property assigned to them. Teleworkers must take appropriate care of the Organization's property while in their possession and agree to take any reasonable steps or action to protect the items from damage or theft, such as locking the items away when not in use, not loaning them to others, and not allowing anyone else to use the items. The Teleworker must inform the Organization as soon as possible of any equipment malfunctions/failures, losses, or thefts. Upon termination of the Telework arrangement or the employee's employment, the employee must return all property owned by the Organization, unless other arrangements have been made.

The Organization will supply the employee with appropriate office supplies (pens, paper, etc.) as deemed necessary. The Organization will also reimburse the employee for necessary and actual business-related expenses, such as shipping costs, that are reasonably incurred in carrying out the employee's job.

Teleworkers will establish a safe and appropriate work environment within their home for work

purposes. The Organization will not be responsible for costs associated with the setup of the employee's home office, such as remodeling, furniture or lighting, nor for repairs or modifications to the home office space. Employee must secure and keep in force during the telework arrangement homeowner or renters insurance to cover any claims arising out of damage to their personal property and/or equipment.

Personal Equipment

If deemed appropriate by the Organization, equipment supplied by the Teleworker will be maintained in good working order by the Teleworker. The Organization accepts no responsibility for damage or repairs to employee-owned personal equipment. Employees who use their personal equipment for teleworking are responsible for the installation, repair, and maintenance of the equipment. The Organization accepts no responsibility for loss, damage, wear or repairs to employee-owned personal equipment.

Teleworking employees must understand and agree that Organization is entitled to, and may access, any personal equipment used while telecommuting, such as a personal computer, telephone, fax machine, monthly bills, and internet records. Teleworker may be entitled to a monthly stipend to cover certain uses of personal equipment such as a personal cell phone or home internet. More specific information will be provided in the Remote Work Agreement.

Tax and other legal implications

Teleworkers must determine any tax or legal implications under Internal Revenue Service (IRS), state and local government laws, and/or restrictions of working out of a home-based office. Teleworking out-of- state has additional considerations related to taxation, reporting, and applicability of local jurisdiction employment laws. Responsibility for fulfilling all obligations in this area rests solely with the teleworker. Please seek advice from your tax expert.

Security of Confidential Information

Security of confidential information is of primary concern and importance to the Organization. Consistent with state and federal law and the Organization's expectations of information security for employees working at the site, Teleworkers will be expected to ensure the protection of proprietary Organization, student, vendor and customer information accessible from their home office. Steps include the use of locked file cabinets and desks, proper handling and disposal of all materials containing confidential information, regular password protection and maintenance on all systems containing confidential information, and any other measures appropriate for the job and the environment.

All files, records, papers, or other materials created while teleworking are Organization property. Teleworking employees and their supervisor/managers shall identify any confidential, private, or personal information and records to be accessed and ensure appropriate safeguards are used to protect them. The Organization may require employees to work in private locations when handling confidential or sensitive material. The Organization may prohibit employees from printing confidential information in teleworking locations to avoid breaches of confidentiality.

Teleworkers must back up critical information on the Organization designated location other than company issued technology on a regular basis to assure the information can be recovered if the primary source is damaged or destroyed. Teleworkers must ensure that data stored on electronic media is permanently deleted and unrecoverable before media is disposed of or reused. Teleworkers may not disclose confidential or private files, records, materials, or information, and

may not allow access to Organization networks or databases to anyone who is not authorized to have access. Any incidents of loss, damage, or unauthorized access must be reported by the Teleworker to their supervisor/manager immediately.

Public Record Laws

The California Public Records Act and Transparent California Law regarding public information and public records apply to teleworking employees. Public records include any writing containing information relating to the conduct of the public's business prepared, owned, used, or retained by the Organization regardless of physical form or characteristic. Public information means the contents of a public record. Upon receipt of an appropriate request, and subject to authorized exemptions, a Teleworker must permit inspection and examination of any public record or public information in the employee's custody, or any segregable portion of a public record, within required time limits. This requirement exists regardless of where the public record is located.

Safety

Teleworkers are expected to maintain a safe and productive work environment with adequate lighting and ventilation. Teleworker's home workspace is to be free from safety hazards and obstruction. Teleworkers must have fire protection equipment in the home.

With reasonable notice and at a mutually agreed upon time, the Organization may make on-site visits to employee's telework location to ensure that the designated work space is safe and free from hazards, provides adequate protection and security of Organization property, and to maintain, repair, inspect, or retrieve Organization property.

Teleworkers are not to hold business visits or meetings with colleagues, customers or the public at the Home Worksite.

The Organization will provide each Teleworker with a safety checklist that must be completed at least once per year and anytime the Home Worksite changes.

Workers' Compensation

Injuries sustained by the Teleworker at their Home Worksite in conjunction with their regular work duties are normally covered by the Organization's workers' compensation policy. Teleworkers are responsible for notifying the Organization of such injuries as soon as practicable. The Teleworker agrees that it may be necessary for the workers' compensation insurance carrier or the Organization to access the telework site to investigate an injury report.

Workers' compensation does not cover injuries that are not job related. This includes, but is not limited to, commute between the Home Worksite and the Organization Worksite and the Teleworkers non-work time in their own home. Additionally, the Organization shall not be liable for any damage to property or injuries sustained by visitors, third parties or family members at the Home Worksite.

Failure to maintain a proper and safe work environment, in accordance with this policy, may be cause for terminating the Telework arrangement.

Employee Benefits

Teleworkers who are eligible for the Organization sponsored benefits will continue to maintain their benefits during the Telework arrangement. However, some benefit options are not available

out of the state of the primary employer's home office. Please reach out to the Benefits Department for assistance.

Travel

All business travel arrangements must be pre-approved by the Teleworker's supervisor/manager. Teleworkers will not be paid for time or mileage for travel between the Home Worksite and the employee's primary worksite as this travel is considered travel from home to work.

Evaluation/Cancellation/Termination of Telework Arrangement

Any Teleworking arrangement may be discontinued at will and at any time at the request of either the Teleworker, manager/supervisor, or the Organization. Every effort will be made to provide thirty (30) days' notice of such change to accommodate commuting, childcare and other issues that may arise from the termination of a Telework arrangement. There may be instances, however, when no notice is possible.

Upon termination of the telework arrangement or termination of employment, the employee agrees to promptly return the Organization property, files, records, and supplies assigned to them back to the Organization. If the Teleworker's personal computer was used, Organization provided software shall be deleted.

Ad Hoc Arrangements

Temporary Telework arrangements may be approved for circumstances such as inclement weather, special projects or business travel. These arrangements are approved on an as-needed basis only, with no expectation of ongoing continuance. Other informal, short-term arrangements may be made for employees as a reasonable accommodation to the extent practical for the employee and the organization and with the consent of the employee's health care provider, if appropriate.

All informal teleworking arrangements are made on a case-by-case basis, focusing first on the business needs of the Organization. If you should have any questions regarding this policy, please speak with your supervisor/manager or the Employee Service department at employeeservices@ileadcalifornia.org. For work related injuries, please contact supervisor/manager or Employee Service department at employeeservices@ileadcalifornia.org.

Telework Request Procedures

Hybrid Telework

1. (a) Employee reaches out to their supervisor to discuss their Telework request
OR
(b) Manager/supervisor reaches out to the employee to discuss Telework arrangement option with the employee.
2. Manager/supervisor routes Telework Request Form to employee for review and completion. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request, review proposed schedule and Telework Policy.
3. If manager/supervisor agrees that a hybrid telework arrangement is feasible, manager/supervisor signs as approval.
4. Approved form routes to Employee Services for recordkeeping in the HRIS system.
 - a. Employee Services documents supervisor/manager approval and Telework

arrangement.

5. Manager/supervisor routes Telework Policy to employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.

Short Term Out-of-State Telework (out of the state (30 days or less) of the employing organization)

1. Employee reaches out to the manager/supervisor to discuss their telework request.
2. Manager/supervisor routes Telework Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Telework Policy.
4. If the manager/supervisor agrees that a Telework arrangement is feasible, the manager/supervisor discusses the request with the Director of Employee Services, signs the request form and form routes to the Director of Employee Services for signature of approval.
5. If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.
6. Executive Director or CEO reviews request form and makes decision
 - a. If approved, the manager/supervisor notifies the employee and reviews Telework Policy and arrangement. Manager/supervisor routes Telework Policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.
 - b. If a request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
7. If approved by all parties, Employee Services receives notification for recordkeeping.

Full Time/Continuous Telework (primary residence IN the state of the employing organization.)

1. Employee reaches out to their supervisor to discuss their Telework request.
2. Manager/supervisor routes Telework Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Telework Policy.
4. If manager/supervisor agrees that a Telework arrangement is feasible, manager/supervisor discusses the request with the Director of Employee Services, signs the request form and form routes to the Director of Employee Services for signature of approval.
5. If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.
6. Executive Director or CEO reviews request form.
 - a. Whether approved or denied by the Executive Director or CEO, both Manager and Director of Employee Services will receive notification of decision for review with the employee.
7. The supervisor/manager communicates the decision.
 - a. If approved, the manager/supervisor notifies the employee and reviews Telework Policy and arrangement. Manager/supervisor routes Telework Policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.

- b. If the request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
8. If approved by all parties, Employee Services receives notification to document Telework arrangement in the HRIS system.

Full Time/Continuous Telework (primary residence OUT of the state of the employing organization.)

1. Employee reaches out to their supervisor to discuss their Telework request.
2. Manager/supervisor routes Telework Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Telework Policy.
4. If the manager/supervisor agrees that a Telework arrangement is feasible, the manager/supervisor discusses the request with the Director of Employee Services, signs the request form and the form routes to the Director of Employee Services for signature of approval.
5. If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.
6. Executive Director or CEO reviews request form.
 - a. Whether approved or denied by the Executive Director or CEO, both Manager and Director of Employee Services will receive notification of decision for review with the employee.
7. The supervisor/manager communicates the decision.
 - a. If approved, the manager/supervisor notifies the employee and reviews Telework Policy and arrangement. Manager/supervisor routes Telework Policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.
 - b. If the request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
8. If approved by all parties, Employee Services and Payroll will receive notification.
 - a. Employee Services will document approval and telework arrangement in the HRIS system.
 - b. Employee Services will evaluate insurance needs.
 - c. Payroll will assess employer tax requirements. This may involve setting up out of state tax accounts.
 - d. Employee must update HRIS system with out of state address as soon as possible.

Employee Acknowledgement

By my signing this acknowledgment, I am indicating that I have read, understand and agree to comply with the iLEAD California Charters 1 Telework Policy. By signing below I further acknowledge and certify that I have homeowner or renters insurance and have an ergonomically safe and efficient work environment in the pre-approved teleworking location. I also agree to review and sign the Remote Work Agreement.

Employee Name: _____

Employee Signature: _____

Date _____

Manager/Supervisor Name: _____

Manager/Supervisor's Signature: _____

Date _____

To be completed by Employee Services:

The above-named employee is: _____ approved _____ not approved for Telework.

Date:

INTELLECTUAL PROPERTY ASSIGNMENT AND GOVERNANCE AGREEMENT

This Intellectual Property Assignment and Governance Agreement (this "**IP Governance Agreement**") is effective as of December 1, 2022 (the "**Effective Date**") and is by and among iLEAD California Charters 1, a California non-profit corporation as described in Section 501(c)(3) of the IRS Code, also known as iLEAD California ("**iCA**"), on one hand, and Empower Generations ("**Empower Generations**"), iLEAD Agua Dulce ("**Agua Dulce**"), iLEAD Online Charter School ("**Online**"), iLEAD Lancaster ("**Lancaster**"), and Santa Clarita Valley International School ("**SCVi**"), all California non-profit public benefit corporations as described in Section 501(c)(3) of the IRS Code operating California public charter schools (each a "**School**" and collectively, the "**Schools**"), on the other hand.

RECITALS

WHEREAS, iCA and Maker Learning Network, a California non-profit corporation as described in Section 501(c)(3) of the IRS Code and formerly iLEAD Schools Development ("**MLN**") are parties to that Intellectual Property Agreement, dated November 30, 2022 ("**IP Agreement**"), pursuant to which MLN assigned and licensed certain intellectual property to iCA;

WHEREAS, the Schools, on one hand, and MLN, on the other hand, are parties to that Termination Agreement, dated November 30, 2022 ("**Termination Agreement**");

WHEREAS, in consideration for the payments made under the Termination Agreement, iCA desires to assign to the Schools all rights, title, and interest in and to certain intellectual property, and the Schools desire to obtain from iCA all rights, title, and interest in and to such intellectual property pursuant to the terms and conditions of this IP Governance Agreement;

WHEREAS, in consideration for the payments made under the Termination Agreement, iCA desires to grant to the Schools and the Schools desire to obtain from iCA a non-exclusive license to certain intellectual property pursuant to the terms and conditions of this IP Governance Agreement; and

WHEREAS, the Schools desire to set up a certain committee to oversee the management, maintenance, and use of certain shared intellectual property.

NOW, THEREFORE, in exchange for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows.

1. Assignment

- a. Subject to the terms of this IP Governance Agreement, iCA hereby irrevocably conveys, transfers, and assigns all of its right, title, and interest in and to the following ("**Assigned IP**"):
 - i. to Empower Generation, the intellectual property listed in Schedule 1;
 - ii. to Agua Dulce, the intellectual property listed in Schedule 2;
 - iii. to Online, the intellectual property listed in Schedule 3;
 - iv. to Lancaster, to the intellectual property listed in Schedule 4; and
 - v. to SCVi, the intellectual property listed in Schedule 5.

For clarity, the foregoing assignment includes all of iCA's (1) intellectual property or proprietary rights of any kind whatsoever accruing under any of the Assigned IP provided by applicable law of any jurisdiction, by international treaties and conventions, and otherwise throughout the world; and (2) rights in any and all claims and causes of action with respect to any of the Assigned IP, whether accruing before, on, or after the date hereof, including all rights to and claims for damages, restitution, and injunctive and other legal and equitable relief for past, present, and future infringement, dilution, misappropriation, violation, misuse, breach, or default, with the right but no obligation to sue for such legal and equitable relief and to collect, or otherwise recover, any such damages.

- b. With respect to any trademarks included in the Assigned IP, whether registered or unregistered, iCA hereby assigns to the applicable assignee identified above in subpart (a) all related content, programs, websites, and social media accounts, together with any goodwill connected with the use of, and symbolized by, such trademarks.
- c. With respect to any domain names included in the Assigned IP, iCA hereby assigns to the applicable assignee identified above in subpart (a) any artwork, media files, information, and content hosted or made available on the applicable websites.
- d. For clarity, all right, title and interest in and to the intellectual property listed in Schedule 7 will remain with iCA.

2. License

Subject to the terms and conditions of this IP Governance Agreement, including Section 6(b)(iii), iCA hereby grants to each of the Schools a non-exclusive, royalty-free, sublicensable license to reproduce, prepare derivative works of, distribute, display publicly, and use the intellectual property set forth in Schedule 6 ("**Shared IP**").

3. Transfer

- a. iCA will promptly:
 - i. complete and submit to the United States Patent and Trademark Office ("**USPTO**") and the registrar for each of the domain names included in the Assigned IP, as applicable, any and all instructions and documentation necessary to transfer ownership of the registered trademark and domain names to the applicable School;
 - ii. transfer all USPTO prosecution history and files, including all attorney work-product related to trademark "EMPOWER GENERATION" (Registration Number 6173686) to Empower Generation; and
 - iii. grant the Schools complete and full access to all websites, social media accounts, and other digital assets included in the Assigned IP, including by providing the Schools with the relevant GoDaddy and other registrar account names and passwords.

4. Waiver of Moral Rights

As against any School, iCA hereby irrevocably waives (and to the fullest extent permitted by law, causes all employees and contractors to waive) all of its rights under all laws now existing or hereafter permitted, with respect to any and all purposes for which the Assigned IP and Shared IP and any derivative works thereof may be used, including without limitation: (a) all rights under the United States Copyright

Act, or any other country's copyright law, including but not limited to, any rights provided in 17 U.S.C. §§ 106 and 106A; and (b) any rights of attribution and integrity or any other "moral rights of authors" existing under applicable law.

5. Further Assurances

Following the Effective Date, upon a School's request, iCA will, at such School's expense, take such steps and actions, and provide such cooperation and assistance to such School, including the execution and delivery of any affidavits, declarations, oaths, exhibits, assignments, powers of attorney, or other documents, as may be necessary to effect, evidence, or perfect the assignment of the Assigned IP to the applicable School.

6. Governance

- a. **Members.** The Board of Directors of each party will appoint two members ("**SC Members**") to form the Steering Committee ("**SC**"). Each party will identify the SC Members to the other parties in writing as soon as reasonably practicable following the Effective Date. A party may replace any of its SC Members as needed. Any replacement will be upon notice to the other parties.
- b. **Responsibilities.** The SC will be responsible for:
 - i. Nominating and voting for a chair of the SC ("**Chair**") who will govern on a two-year period;
 - ii. Making decisions regarding the Shared IP, including improving and making derivative works of, maintaining, licensing, and selling the Shared IP;
 - iii. Making decisions regarding the "iLEAD" network ("**Network**"), including deciding what iCA and Schools must do or not do to be considered a part of the Network and voting to remove a School or iCA from the Network. Once a party is voted to be removed from the Network ("**Former Member**"), which may occur only on the vote of , the Former Member may only reproduce, prepare derivative works of, distribute, perform publicly, display publicly, and use the Shared IP as they exist as of the day that the Former Member is removed from the Network; provided that, this provision does not grant any Former Member any rights to use the "iLEAD" trademark;
 - iv. Setting a budget ("**SC Budget**") to be used solely to perform the obligations set forth in Section 3(b) and this Section 6, which will be: (1) at least \$15,000 USD per year; (2) paid for by each party proportional to [the number of students enrolled at the school operated by such party]; and (3) managed by iCA unless otherwise set forth by the SC. Any budget that is not used in the applicable one-year period will be rolled over to the following year; and
 - v. Resolve any disputes amongst the parties.
- c. **Meeting.** The SC will meet at least once a year in person or virtual, during which the majority of the SC must be present with at least five of the parties to this IP Governance Agreement represented ("**Quorum**"). The Chair will be responsible for setting up such meeting, providing at least 30 days prior notice to the SC, and rescheduling if the Quorum is not met. Any SC Member may request a meeting by providing written request to each other SC Member, but there must be a Quorum for such meeting to be held.
- d. **Voting.** Each SC Member will get a vote, which may be cast through proxy voting. All decisions made by the SC must be made by at least two-thirds vote.

7. Extending Benefits under IP Agreement

iCA will use best efforts to extend to the Schools the benefits of any representations, warranties and indemnities for the Assigned IP or Shared IP that MLN has provided under the IP Agreement.

8. Limitation of Liability

NO PARTY WILL BE LIABLE TO ANOTHER PARTY FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, WHETHER BASED ON CONTRACT OR TORT AND WHETHER OR NOT ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

9. General

- a. **Governing Law.** This IP Governance Agreement will be governed by and construed under the laws of the State of California without regard to the conflict of laws principles thereof.
- b. **Entire Agreement.** This IP Governance Agreement and Termination Agreement constitute the entire agreement among the parties with respect to its subject matter, and supersede all other prior representations, understandings, and agreements, whether written or oral, with respect to such subject matter. Any modification or amendment to this IP Governance Agreement will be effective only if in a written agreement signed by all parties.
- c. **Severability.** In the event any provision of this IP Governance Agreement is determined to be invalid or unenforceable by ruling of an arbitrator or court of competent jurisdiction, the remainder of this IP Governance Agreement (and each of the remaining terms and conditions contained herein) will remain in full force and effect.
- d. **Construction.** This IP Governance Agreement is the result of negotiations between and has been reviewed by each of the parties hereto and their respective counsel, if any; accordingly, this IP Governance Agreement will be deemed to be the product of all of the parties hereto, and no ambiguity will be construed in favor of or against any one of the parties hereto.
- e. **Bankruptcy.** All rights and licenses granted by one party to any other party under this IP Governance Agreement are and will be deemed to be rights and licenses to “intellectual property” as such term is used in and interpreted under, Section 365(n) of the United States Bankruptcy Code.
- f. **Notices.** Any notice given under this IP Governance Agreement will be given in writing and in the English language. All notices given under this IP Governance Agreement can be made: (i) to the email address set forth below, which will be deemed to have been given on the date of transmission; (ii) by overnight courier, which will have been deemed to be given one business day after they are sent; or (iii) registered or certified mail, which will have been deemed to be given three business days after they are sent.

Notice to iCA. legal@ileadcalifornia.org

Notice to Empower Generation. info@empowergenerations.org

Notice to Agua Dulce. info@ileadaguadulce.org

Notice to Online. info@ileadonline.org

Notice to Lancaster. info@ileadlancaster.org

Notice to SCVi. info@scvi.org

Assignment. This IP Governance Agreement may not be assigned in whole or in part by any party without the prior written consent of all other parties, except that each party may assign its rights or delegate its obligations without consent to an entity that acquires by merger, reorganization, acquisition, sale, or otherwise all or substantially all of the business or assets of that party to which this IP Governance Agreement pertains, whether by merger, reorganization, acquisition, sale, or otherwise. Any assignment or transfer in violation of this Section 9(g) will be void. Subject to the foregoing, this IP Governance Agreement will be binding upon, and inure to the benefit of the parties and their respective successors and permitted assigns.

- g. **Specific Performance.** Each party understands and agrees that monetary damages would not adequately compensate each other party for the breach of this IP Governance Agreement by a party, that this IP Governance Agreement will be specifically enforceable, and that any breach or threatened breach of this IP Governance Agreement will be the proper subject of a temporary or permanent injunction or restraining order without the request to prove damages or post bond. Further, each party hereto waives any claim or defense that there is an adequate remedy at law for such breach or threatened breach.
- h. **Construction.** The section headings used in this IP Governance Agreement are intended to be for reference purposes only and will not enter into the interpretation or construction of this IP Governance Agreement or be construed to modify or restrict any of the terms or provisions of this IP Governance Agreement. Unless the context otherwise requires, words importing the singular include the plural and vice-versa, and words importing gender include both genders. This IP Governance Agreement will be construed without regard to any presumption or rule requiring construction or interpretation against the Party drafting an instrument or causing any instrument to be drafted. As used in the IP Governance Agreement, the terms “include” and “including” are non-exhaustive and will be deemed to mean “include without limitation” and “including without limitation.”
- i. **Execution; Counterparts.** This IP Governance Agreement may be signed in multiple counterparts, all of which taken together will constitute one single agreement between the parties hereto. Electronic signatures will be binding for all purposes.

[Signature page follows]

The parties have executed this IP Governance Agreement as of the date first set forth above.

iCA:

By: _____
Name: _____
Title: _____
Address: _____

Empower Generations:

By: _____
Name: _____
Title: _____
Address: _____

Agua Dulce:

By: _____
Name: _____
Title: _____
Address: _____

Online:

By: _____
Name: _____
Title: _____
Address: _____

Lancaster:

By: _____
Name: _____
Title: _____
Address: _____

SCVi:


By: _____
Name: _____
Title: _____
Address: _____

Schedule 1 – Empower Generation IP

Trademark

- Empower Generations
- Meraki Mind

Trademark Registration

Trademark	Filed Mark	Serial # and Filing Date	Registration # and Date
EMPOWER GENERATIONS		88834192 03/13/2020	6173686 10/13/2020

Domain Names

- empowergen.org
- empowergenerations.org
- merakimind.org

Educational Software Models

Meraki Mind (a competency-based educational platform embedded into the MerakiMind.org website including the name, rubrics, contents, and programming).

Schedule 2 – Agua Dulce IP

Trademark

- iLEAD Agua Dulce

Domain Names

- ileadaguadulce.com
- ileadaguadulce.org
- ileadthroughplay.com
- ileadthroughplay.org

Schedule 3 – Online IP

Trademark

- iLEAD Online

Domain Names

- ileadonline.org
- ileadschoolsonline.org

Schedule 4 – Lancaster IP

Trademark

- iLEAD Lancaster

Domain Names

- ilead-k12.com
- ilead-k12.org
- ileadlancaster.com
- ileadlancaster.org
- reviewlancaster.com

Schedule 5 – SCVi IP

Trademarks

- Santa Clarita Valley International
- iLEAD Santa Clarita Valley

Domain Names






- ileadcastaic.org
- ileadsantaclarita.com
- ileadsantaclarita.org
- ileadscv.com
- ileadscv.org
- santaclaritacharterschool.com
- scvi-k12.com
- scvi-k12.org
- scvi.biz
- scvievents.com
- scvifacility.com
- scviprogram.org
- scvireviews.com
- scvisantaclarita.com
- scvisantaclarita.org
- scvitech.com
- scvcharterschool.com
- scvcharterschool.org
- scvicharterschool.com
- scvicharterschool.org

Schedule 6 – Shared IP

Trademarks

- iLEAD
- iLEAD Schools
- iLEAD Exploration
- iLEAD Antelope Valley
- iLEAD Exploration
- iLEAD Student AeroSpace Projects
- Dream Up to Space

Trademark Applications and Registrations

Trademark	Filed Mark	Serial # and Filing Date	Registration # and Date
iLEAD		86519421 01/30/2015	4858060 11/24/2015
FREE TO THINK. INSPIRED TO LEAD. ILEADSCHOOLS.ORG SERVING GRADES K-12 (Orange Circle) (With Color claims, including red-orange circular ring)		86519453 01/30/2015	4858061 11/24/2015
FREE TO THINK. INSPIRED TO LEAD. ILEADSCHOOLS.ORG SERVING GRADES K-12 iLEAD (Blue Circle) (With Color claims, including blue circular ring)		88902088 05/05/2020	
iLEAD Exploration		88806467 02/21/2020	
iLEAD Student AeroSpace Projects		88806531 02/21/2020	

Domain Names

- ilead.education
- ileadacton.com
- ileadacton.org

- ileadaerospace.com
- ileadaerospace.org
- ileadaerospaceacademy.com
- ileadaerospaceacademy.org
- ileadboardretreat.org
- ileadcampmake.org
- ileadcommons.org
- ileadcompass.com
- ileadcompass.org
- ileadeducation.com
- ileadeducation.org
- ileadencino.com
- ileadencino.org
- ileadhomestudy.com
- ileadhomestudy.org
- ileadinnovationstudios.org
- ileadnoho.com
- ileadnoho.org
- ileadnorthhollywood.org
- ileadontrack.com
- ileadontrack.org
- ileadpacoima.com
- ileadpacoima.org
- ileadretreat.com
- ileadretreat.org
- ileadsanfernando.com
- ileadsanfernando.org
- ileadschool.org
- ileadschools.com
- ileadschools.org
- ileadschoolsontrack.org
- ileadsfv.org
- ileadsimivalley.com
- ileadsimivalley.org
- ileadspirit.com
- ileadspirit.org
- ileadstaffretreat.org
- ileadstore.org
- ileadstudentsupport.org
- ileadsupport.org
- ileadsynergy.com
- ileadsynergy.org
- ileadteams.org
- ileadtech.org
- ilead.dev
- ileadclevelandeast.org
- ileadclevelandnorth.org
- ileadclevelandsouth.org

- ileadclevelandwest.org
- ileadcolumbus.com
- ileadcolumbus.org
- ileaddigest.com
- ileaddigest.org
- ileaddownriver.com
- ileaddownriver.org
- ileadersdigest.org
- ileadflorence.com
- ileadflorence.org
- ileadfoundation.com
- ileadfoundation.org
- ileadgivingtuesday.org
- ileadharambee.com
- ileadharambee.org
- ileadhillsboro.com
- ileadhillsboro.org
- ileadindiana.com
- ileadindiana.org
- ileadmichigan.com
- ileadmichigan.org
- ileadohio.org
- ileadoutreach.org
- ileadpasco.com
- ileadpasco.org
- ileadreviews.com
- ileadserver.com
- ileadserver.net
- ileadserver.org
- ileadsouthbend.com
- ileadsouthbend.org
- ileadspace.com
- ileadspace.org
- ileadspokane.org
- ileadwayne.com
- ileadwayne.org
- ileadwayneacademy.com
- ileadwayneacademy.org
- ileadzanesville.com
- ileadzanesville.org
- ileadboost.com
- ileadboost.org
- ileadcharterschool.org
- ileadcincinnati.com
- ileadcincinnati.org
- ileadnexusindy.org

Software

- Application programming interface (API) that integrates with Educational Funds Tracking Portal

Educational Models

- “Free to Think, Inspired to Lead”
- iLEAD Academic and SEL Reports of Progress
- iLEAD Board Retreat
- iLEAD Facility Design Documentation
- iLEAD Ed Talks
- iLEAD Education
- iLEAD Individual Learning Plan Process
- iLEAD iDEAL
- iLEAD Leadership Café
- iLEAD Star Search
- iLEAD Educational Model Learning Spaces
- iLEAD Related Vimeo Content
- iLEAD Learning Engine
- iLEAD New Director Onboarding
- iLEAD Parent University
- iLEAD Presentation of Learning Process
- iLEAD Showcase of Learning Process
- iLEAD Tuesdays with TED
- iLEAD Charter Petition Language, solely as they exist as of the Effective Date
- Online Courses, solely as they exist as of Effective Date
- iLEAD Project Design Guide
- iLEAD Welcome Boxes iLEAD
- Whybrary (and terms included)
- Whysayer, solely as they exist as of the Effective Date
- iSAP Website
- Dream Up to Space
- Free to Think. Inspired to Lead.

Schedule 7 – iCA IP

Trademarks

- iLEAD Hybrid
- iLEAD California Charter
- iLEAD California Charter 1

Domain Names

- ileadhybrid.org
- ileadexploration.org
- ileadantelopevalley.org
- ileadav.org