



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

Purpose Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order	(5:00 PM - 5:00 PM)
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1.2. Roll Call	(5:00 PM - 5:00 PM)
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1.3. Pledge Of Allegiance	(5:00 PM - 5:00 PM)
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1.4. Board Meeting Agenda	(5:00 PM - 5:00 PM)
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Discuss and take action on the Board Meeting Agenda.

Due date: 9/14/2023

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

Due date: 9/14/2023

Documents

- Minutes-2023-06-28-v1.pdf
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2. Curriculum Moment

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

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

4. Consent Items

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

Due date: 9/12/2023

Documents

- 9.12.23_AguaDulcePersonnelReport.pdf
-

4.2. Check Register (5:00 PM - 5:00 PM)

Due date: 9/12/2023

Documents

- iAD Payment Register_20230907.pdf
 - iAD Payment Register Summary_20230907.pdf
-

5. Discussion And Reports

5.1. School Director Report (5:00 PM - 5:00 PM)

5.2. Senate Bill 114 - Charter Extension (5:00 PM - 5:00 PM)

Discuss the extension granted to Charter Schools for an additional one year of authorization.

Documents

- iLEAD Agua-Dulce Charter Extension 2023-24.pdf
-

6. Action Items

6.1. Revised Fiscal Policy (5:00 PM - 5:00 PM)

Discuss and take action of the Revised Fiscal Policy.

Due date: 9/12/2023

Documents

- iLEAD Agua Dulce - Fiscal Policy - Draft FY2324.pdf
-

6.2. Declaration of Need (5:00 PM - 5:00 PM)

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

Due date: 9/12/2023

Documents

- AD DON .pdf
-

6.3. Revised Homeless Policy (5:00 PM - 5:00 PM)



Discuss and take action regarding the required revised Homeless Policy.

Due date: 9/12/2023

Documents

- Agua Dulce Revised Homeless Ed. Policy Sept. 2023.pdf

6.4. Single Plan for Student Achievement

(5:00 PM - 5:00 PM)

Discuss and take action regarding the Single Plan for Student Achievement

Due date: 9/12/2023

Documents

- iLEAD Agua Dulce SPSA 23-24 SSC Approved.pdf

6.5. Injury and Illness Prevention

(5:00 PM - 5:00 PM)

Discuss and take action regarding the Injury and Illness Prevention.

Due date: 9/12/2023

Documents

- IIPP - iLEAD Agua Dulce (1).pdf

6.6. School Director Employee Agreement

(5:00 PM - 5:00 PM)

Discuss and take action regarding the School Director Employee Agreement.

Due date: 9/12/2023

7. Board Comments

7.1. Board Comments

(5:00 PM - 5:00 PM)

8. Closing Items

8.1. Next Meeting Date - October 17

(5:00 PM - 5:00 PM)

8.2. Adjournment

(5:00 PM - 5:00 PM)

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

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

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



MEETING MINUTES - iLEAD Agua Dulce Board

Meeting

Date Wednesday, June 28, 2023
Started 5:00 PM
Ended 6:01 PM
Location Address: 11311 Frascati Street, Agua Dulce, CA 9190
Zoom Meeting: <https://zoom.us/j/5395735793>
Meeting ID: 539 573 5793
Dial in Number: 1-669-900-6833

Purpose Regular Scheduled Meeting
Chaired by Christine Johnson
Recorder Nicole Higdon

Minutes

1. Opening Items

1.1. Call The Meeting To Order

The meeting was called to order at 5:01PM.

Status: Completed

1.2. Roll Call

Kurt Knechtel, present

Christine Johnson, present

Michelle Guzman, present

Mary Johnson, present

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Approve Agenda

Motion: Mary Johnson

Second: Kurt Knechtel

Motion unanimously passed.

Due date:

Status: Completed



1.5. Approve Minutes

Mary Johnson, action item 6.1 School Director Employer Agreement, the second line should say the school director's pay has increased, instead of "as" increased. Kim Lytle, iLEAD Support Provider, offers to make that change for the Board Coordinator.

Motion: Mary Johnson

Second: Michelle Guzman

Abstain: Kurt Knechtel because of absence.

Motion passed.

Due date:

Status: Completed

Documents

- Minutes-2023-06-21-v1.pdf

2. Public Comments

2.1. Public Comments

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

No public comments made.

Status: Completed

3. Consent Items

3.1. ELA Contract Over \$10,000

Replenishing student workbooks for the ELA Open Up Resource curriculum and purchasing trade books for additional classes.

Lisa Latimer, Site Director, reports this would be the last very large EL Curriculum purchase to add some trade books for Kindergarten and Middle School. Mary Johnson asked what the cost would be moving forward, and Lisa said about half this cost.

Motion: Mary Johnson

Second: Michelle Guzman

Motion unanimously passed.

Due date:

Status: Completed

4. Hearing

4.1. LCAP Hearing



Allow public input regarding the Local Control Accountability Plan and Budget.

Allison Bravo, iLEAD Support Provider, asks if anyone from the public has comments or concerns regarding the LCAP. No comments from the public were made, so the hearing was closed.

Status: Completed

5. Action Items

5.1. LCAP and Local Indicators

Discuss and take action on the 2022 - 2023 Local Indicators and 2023 - 2024 LCAP.

Alison Bravo, iLEAD Support Provider, reports that iLEAD Agua Dulce is making great progress and is aligned for 2023-2024, no major changes.

Motion: Mary Johnson

Second: Kurt Knechtel

Motion unanimously passed.

Due date:

Status: Completed

Documents

- iLEAD Agua Dulce 23-24 LCAP.pdf
-

5.2. LCAP Federal Addendum

Discuss and take action on the 2023 - 2024 LCAP Federal Addendum.

Alison Bravo, iLEAD Support Provider, reports and answered question of the Board.

Motion: Mary Johnson

Second: Michelle Guzman

Motion unanimously passed.

Due date:

Status: Completed

Documents

- Agua Dulce ATSI Federal LCAP Addendum 2023.pdf
-

5.3. 2022-2023 Estimated Actuals & 2023-2024 Budget

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

Kelly O'Brien, iLEAD Support Provider, reports and answers questions of the Board. Mary Johnson reports that she looks at changes, and wants to discuss why classified salaries and classified elective salaries are higher for next year. Lisa Latimer, Site Director, explains that some of the Care Team that was hired had talents or specialties that they contributed to the campus, such as music and farm to table and SPED support due to our growing number of SPED learners, so the increase is to help sustain the programs by increasing salaries. Kurt Knechtel asks why the Federal money is decreasing, and Kelly explains that the Covid money is not being renewed.

Motion: Mary Johnson



Second: Kurt Knechtel

Motion unanimously passed.

Due date:

Status: Completed

Documents

- EstimatedActuals2223.PreliminaryBudget2324.MYP_ForBoard.pdf

5.4. Revised Fiscal Policy

Discuss and take action regarding the revised fiscal policy.

Mary Johnson motions to table the Revised Fiscal Policy until September due to legal documents arriving late.

Motion: Mary Johnson

Second: Kurt Knechtel

Motion unanimously passed.

Due date:

Status: Completed

5.5. Special Education Shared Resource Agreement

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

Kim Lytle, iLEAD Support Provider, reports SPED Shared Resource Agreement and answered questions of the Board. iLEAD schools share speech, OT, and a SPED team. Mary Johnson asks how many SPED learners we have, and Alison Bravo, iLEAD Support Providers, shared that 16.7% of learners at iLEAD AD are SPED kids.

Motion: Mary Johnson

Second: Kurt Knechtel

Motion unanimously passed.

Due date:

Status: Completed

Documents

- 23-24 SPED RESOURCE SHARING (7-1-23).pdf

5.6. Food Service MOU

Discuss and take action on the Food Services MOU.

Cassandra Coleman, iLEAD Support Provider, reports on the MOU. iLEAD has had a contract with FreshStart and will have it through summer, as it's one of the only vendors willing to drive to Agua Dulce. By law, we have to serve 2 meals per day for free. Due to the new mandate, state funds became available to purchase materials needed to cook food on site. Since the learners do not like Fresh Start, we will transition to cooking on site in the new school year with a new vendor. In addition, iLEAD Lancaster will be the hub for food service, and all billing will go through Lancaster starting the new school year.

Motion: Mary Johnson

Second: Michelle Guzman



Motion unanimously passed.

Due date:

Status: Completed

Documents

- MOU for Self Operation 23-24.pdf
-

5.7. Family Guidebook

Discuss and take action regarding the 2023-2024 Family Guidebook.

Christine Johnson says the cover says TK-10, and needs to be updated to TK-11. Mary Johnson says that for High School graduation requirements it says 2 credits, and she believes it is 20 credits. Mary Johnson motions to approve with the changes mentioned.

Motion: Mary Johnson

Second: Kurt Knechtel

Motion unanimously passed.

Due date:

Status: Completed

Documents

- iAD 2023-2024 iLEAD Schools Family Guidebook .pdf
-

5.8. 2023-2024 Insurance Policies

Discuss and take action regarding the 2022-2023 insurance policies.

Kim Lytle, iLEAD Support Provider, reports on the 2023-2024 Insurance Policies to the Board and introduced Rick Crunelle who is the new Executive Director of Human Resources. Kurt Knechtel asked why the Workmans comp went down. April Cauthorn, iLEAD Support Provider, answered question and explained the new process.

Motion: Mary Johnson

Second: Kurt Knechtel

Motion unanimously passed.

Due date:

Status: Completed

Documents

- iLEAD 23-24 Premium Allocations - Agua Dulce.pdf
-

5.9. Extended Learning Opportunities

Discuss and take action regarding the ELO-P for learners .

Farnaz Kaufman, iLEAD Support Provider, presents the ELO report and answered questions of the Board. This program is both academically and socially emotionally focused. These will be ongoing funds from the state, until further notice. iLEAD AD didn't use all the funds last year, so the funds will carry over. Kim Lytle, iLEAD Support Provider, explains that this is specific to TK - 6th grade.

Motion: Mary Johnson

Second: Michelle Guzman



Motion unanimously passed.

Due date:

Status: Completed

Documents

- iLEAD Agua Dulce - ELO - P(rogram) (2).pdf
-

6. Board Comments

6.1. Board Comments

Christine Johnson thanks Mary Johnson for her input, help and time she has given iLEAD. Lisa Latimer thanks Mary Johnson for asking tough questions and being a leader on the Board.

Status: Completed

7. Closing Items

7.1. Next Meeting Date 9/12/23

Our next meeting is scheduled for September 12th at 5PM.

The next meeting is scheduled for 9/12/23 at 5PM.

Status: Completed

7.2. Adjournment

The meeting is adjourned at 6:01PM.

Status: Completed

EMPLOYMENT – NEW HIRES

Rubalcaba, Dolores	Care Team - Play Support	07.06.2023
Byrne, Stephanie	Educational Facilitator	08.01.2023
Wilson, Megan	Facilitator	08.01.2023
Vilppu, Allyson	Facilitator	08.01.2023
Brownlee, Jennifer	Facilitator	08.01.2023
Sickafoose, Colin	Facilitator	08.01.2023
Carpenter, Susan	Facilitator	08.01.2023
Swaney, Daniel	School Counselor - Academic	08.07.2023
Aguilar, Ashley	Care Team - Instructional Support	08.15.2023
Reveles, Valerie	Ed Specialist	08.22.2023
LeCompte, Samantha	Care Team - Student Support	08.28.2023

RESIGNATIONS/TERMINATIONS

Lopez, Marisa	Facilitator - Substitute	06.14.2023
Hoppe, Kristin	Facilitator	06.30.2023
Whetsel, Karina	Facilitator	06.30.2023
Rivera, Roger	School Counselor - Student Support	06.30.2023
Gallegos, Angel	Facilitator	06.30.2023
Movsisyan, Armine	High School Coordinator	06.30.2023
Montalvan, Vanessa	Ed Specialist	07.31.2023

STATUS CHANGE

Delgado, Rogelio	Part-Time to Full-Time	07.01.2023
Bertado, Andrew	Full-Time to Part-Time	07.01.2023
Horney, Rhonna	Facilitator to Instructional Specialist	08.01.2023

Company name: iLEAD Agua Dulce
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 06/15/2023-09/06/2023
Created on: 9/7/23
Location: 118--iLEAD Agua Dulce

Date	Vendor	Amount
6/15/23	CORD000--Cordero, Efrain	80.00
6/15/23	DANC007--Dancin' In Acton, Inc.	320.00
6/15/23	JIVE000--Jive Communications, Inc.	429.18
6/15/23	SPEC003--Specialized Therapy Services	110.00
6/15/23	THEH000--The Hidden Dojo	150.00
6/19/23	DIVV118--Divvy, Inc.	603.03
6/20/23	AMAZ100--Amazon Capital Services (iCA)	21.89
6/20/23	AMAZ100--Amazon Capital Services (iCA)	1,085.62
6/20/23	CIGN000--Cigna Healthcare	438.28
6/20/23	Kristan Hinze	895.65
6/20/23	Mallory Partis	34.45
6/20/23	Kristine Hoppe	114.42
6/20/23	INSI000--Inside SCV Magazine	147.00
6/20/23	SCOO000--Scoot Education	1,625.00
6/21/23	SCOO000--Scoot Education	1,044.00
6/23/23	Kurfess, Sonia	182.63
6/23/23	Kristan Hinze	1,277.45
6/23/23	HORS000--Kim Wineland (Horse ETC)	275.00
6/23/23	MCCA000--McCalla Company	90.40
6/23/23	NUES000--Nuestra Escuelita Spanish Academy	169.00
6/23/23	ULTR001--Ultra Jiu Jitsu Academy	120.00
6/26/23	AFLA000--AFLAC	1,125.92
6/26/23	AMAZ100--Amazon Capital Services (iCA)	6,525.10
6/26/23	ASUP000--A+ Superior Sanitation, Inc	735.00
6/26/23	DANC007--Dancin' In Acton, Inc.	320.00
6/26/23	HUGO000--Hugo's Gymfitness [S]	375.00
6/26/23	LAVI000--LaVine Equestrian	235.00
6/26/23	MCCA000--McCalla Company	585.49
6/26/23	NATI001--Nationwide	32.76
6/26/23	PURE000--Pure Oasis Water	149.10
6/26/23	WEST000--West Coast Music Academy [S]	525.00
6/26/23	WEXH000--WEX Health Inc.	280.00
6/27/23	EDI118A--Southern California Edison 9069	171.65
6/27/23	Kristan Hinze	585.43
6/27/23	PSAT000--College Entrance Examination Board	310.00
6/27/23	WEXH000--WEX Health Inc.	13.60
6/28/23	ACAD005--Academy Swim Club [S]	774.00
6/28/23	GRAV001--Gravie, Inc	6,875.91

Date	Vendor	Amount
6/28/23	HORS000--Kim Wineland (Horse ETC)	275.00
6/28/23	LITT001--Little School of Music [S]	188.00
6/28/23	MODE002--Model United Nations at UCLA	-37.50
6/28/23	THEH000--The Hidden Dojo	75.00
6/28/23	ULTR001--Ultra Jiu Jitsu Academy	120.00
6/28/23	VALE002--Valencia Tutors Learning Center [S]	315.00
6/28/23	WEST000--West Coast Music Academy [S]	210.00
6/29/23	AMAZ100--Amazon Capital Services (iCA)	659.84
6/29/23	DUNN000--Dunn-Edwards Paints	592.24
6/30/23	LEGA003--Legal Shield	31.90
6/30/23	SUNL000--Sun Life Assurance Company of Canada	153.88
6/30/23	SUNL000--Sun Life Assurance Company of Canada	153.88
6/30/23	WEXH000--WEX Health Inc.	48.62
7/5/23	KAIS000--Kaiser Foundation Health Plan	10,559.78
7/5/23	STSE000--STS Education	1,000.00
7/6/23	AMAZ100--Amazon Capital Services (iCA)	605.30
7/6/23	INSI000--Inside SCV Magazine	147.00
7/6/23	KHTS000--KHTS Radio	250.00
7/6/23	LOSA001--Los Angeles County Office of Education (LACOE)	15,840.03
7/6/23	MCCA000--McCalla Company	792.76
7/7/23	AGUA001--Agua Dulce Hardware	487.29
7/7/23	AKIN000--Akins IT Inc	1,625.00
7/7/23	AMAZ100--Amazon Capital Services (iCA)	525.56
7/7/23	JIVE000--Jive Communications, Inc.	429.29
7/7/23	KIMS001--Superior Plumbing Services Inc	1,391.00
7/7/23	TIM118A--Time Warner Cable 9656	389.96
7/13/23	AMAZ100--Amazon Capital Services (iCA)	924.49
7/13/23	BAY118A--Bay Alarm Company 3872*	597.63
7/13/23	COUN000--County of Los Angeles, Department of Public Health	473.00
7/14/23	ATT118A--AT&T 9839.	906.46
7/14/23	ILEA300--iLEAD California	129.20
7/14/23	ILEA300--iLEAD California	334.25
7/14/23	LAWO000--Law Offices of Young, Minney & Corr, LLP	1,267.50
7/14/23	MELL000--Mellady Direct Marketing	25.00
7/14/23	SAVO000--SAV-ON Fence Inc	7,050.00
7/14/23	SCHO009--School Pathways LLC	105.71
7/14/23	WAS118A--WM Corporate Services, Inc 3008.	2,067.53
7/18/23	AMAZ100--Amazon Capital Services (iCA)	1,092.98
7/18/23	DUNN000--Dunn-Edwards Paints	719.95
7/18/23	FIDE000--Fidelity Security Life Insurance Company	144.74
7/18/23	ROUE000--John Roueche , D.V.M.	120.00
7/18/23	RRPH000--RK Physical Therapy Services PC	1,300.00
7/19/23	AMAZ100--Amazon Capital Services (iCA)	53.62
7/19/23	FIDE000--Fidelity Security Life Insurance Company	111.62

Date	Vendor	Amount
7/19/23	FRES001--Fresh Start Healthy Meals, Inc.	5,877.90
7/19/23	ILEA300--iLEAD California	66.40
7/19/23	MCCA000--McCalla Company	485.17
7/19/23	NATI001--Nationwide	32.76
7/19/23	PURE000--Pure Oasis Water	85.50
7/19/23	RRPH000--RK Physical Therapy Services PC	130.00
7/19/23	SANT007--Santa Clarita Valley International	646.12
7/19/23	SCHO009--School Pathways LLC	1,271.46
7/19/23	WEXH000--WEX Health Inc.	13.60
7/21/23	AFLA000--AFLAC	928.36
7/21/23	AMAZ100--Amazon Capital Services (iCA)	3,120.31
7/21/23	CIGN000--Cigna Healthcare	934.60
7/21/23	DUNN000--Dunn-Edwards Paints	423.94
7/21/23	RRPH000--RK Physical Therapy Services PC	325.00
7/21/23	SANT007--Santa Clarita Valley International	1,929.35
7/21/23	SUNL000--Sun Life Assurance Company of Canada	151.51
7/27/23	AMAZ100--Amazon Capital Services (iCA)	486.97
7/27/23	DUNN000--Dunn-Edwards Paints	707.37
7/27/23	Shana Knox	138.69
7/27/23	HESS000--Hess and Associates Inc	150.00
7/27/23	SCHO013--School Food and Wellness Group	250.00
7/31/23	AMAZ100--Amazon Capital Services (iCA)	748.93
8/1/23	EDWA00--Edwards, Stevens & Tucker LLP	152.50
8/1/23	LOSA001--Los Angeles County Office of Education (LACOE)	27,288.68
8/3/23	Miranda Sanchez	-13.95
8/4/23	AMAZ100--Amazon Capital Services (iCA)	938.49
8/4/23	APPL000--Apple Inc	6,606.03
8/4/23	ILEA300--iLEAD California	23.57
8/4/23	ILEA300--iLEAD California	329.20
8/4/23	ILEA300--iLEAD California	26,616.63
8/4/23	ILEAEXP--iLEAD Hybrid Exploration	7,545.22
8/4/23	KHTS000--KHTS Radio	250.00
8/4/23	ROUE000--John Roueche , D.V.M.	360.00
8/4/23	TIM118A--Time Warner Cable 9656	389.96
8/4/23	WAS118A--WM Corporate Services, Inc 3008.	2,067.53
8/7/23	AMAZ100--Amazon Capital Services (iCA)	198.84
8/7/23	Miranda Sanchez	13.95
8/7/23	ILEA300--iLEAD California	23,710.97
8/7/23	ILEA300--iLEAD California	30,188.40
8/7/23	ILEA300--iLEAD California	20,795.22
8/8/23	ILEA300--iLEAD California	29,819.52
8/8/23	ILEA300--iLEAD California	27,929.54
8/10/23	AMAZ100--Amazon Capital Services (iCA)	221.82
8/10/23	JIVE000--Jive Communications, Inc.	429.29

Date	Vendor	Amount
8/10/23	MATH000--The Math Learning Center	5,443.79
8/10/23	MCCA000--McCalla Company	666.44
8/11/23	WAS118A--WM Corporate Services, Inc 3008.	839.36
8/15/23	AGUA001--Agua Dulce Hardware	391.57
8/15/23	AMAZ100--Amazon Capital Services (iCA)	94.13
8/15/23	INTE000--International Baccalaureate Organization	8,925.00
8/15/23	LEGA003--Legal Shield	15.95
8/15/23	NUNE001--Jose Nunez	2,300.00
8/15/23	PURE000--Pure Oasis Water	125.25
8/15/23	ROUE000--John Roueche , D.V.M.	120.00
8/15/23	UNIV003--University of San Diego Professional & Continuing	620.00
8/17/23	A10O000--Brandon Willard	2,388.69
8/17/23	AMAZ100--Amazon Capital Services (iCA)	1,429.75
8/17/23	BKEL000--B & K Electric CO. Inc	225.00
8/17/23	ILEA300--iLEAD California	1,411.88
8/22/23	KIMS001--Superior Plumbing Services Inc	1,652.00
8/23/23	Bippert, Lisa	124.10
8/23/23	Kristan Hinze	998.92
8/23/23	ILEA300--iLEAD California	1,516.63
8/23/23	ILEA300--iLEAD California	4.95
8/23/23	ILEA300--iLEAD California	1,857.03
8/23/23	ILEA300--iLEAD California	1,210.26
8/23/23	ILEA300--iLEAD California	1,104.16
8/23/23	ILEA300--iLEAD California	1,155.93
8/23/23	SCHO009--School Pathways LLC	74.29
8/25/23	AMAZ100--Amazon Capital Services (iCA)	1,276.77
8/25/23	ILEA300--iLEAD California	1,090.50
8/25/23	MCCA000--McCalla Company	486.72
8/25/23	PURE000--Pure Oasis Water	109.35
8/28/23	AMAZ100--Amazon Capital Services (iCA)	315.36
8/28/23	ATT118A--AT&T 9839.	666.96
8/29/23	AGUA001--Agua Dulce Hardware	593.30
8/29/23	KHPP000--Kristan Hinze	20.00
8/29/23	WAS118A--WM Corporate Services, Inc 3008.	2,067.53
8/31/23	AMAZ100--Amazon Capital Services (iCA)	5,464.43
8/31/23	BKEL000--B & K Electric CO. Inc	1,950.00
8/31/23	CHRI006--Christy White, Inc,	3,393.00
8/31/23	Latimer, Lisa	374.93
8/31/23	MELL000--Mellady Direct Marketing	79.94
9/1/23	AMAZ100--Amazon Capital Services (iCA)	1,926.60
9/1/23	CREA000--Creative Learning Systems	4,875.00
9/1/23	Kristan Hinze	972.84
9/1/23	EXPL005--ExploreLearning, LLC	920.00
9/1/23	KHTS000--KHTS Radio	250.00

Date	Vendor	Amount
9/1/23	LOSA001--Los Angeles County Office of Education (LACOE)	44,515.15
9/1/23	NUNE001--Jose Nunez	1,600.00
9/5/23	KAIS000--Kaiser Foundation Health Plan	10,559.78
		\$ 426,053.06

Company Name: iLEAD Agua Dulce
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 06/15/2023-09/06/2023

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	13,419.42
3402	Health & Welfare Benefits - Classified positions	14,844.44
4110	Core Curriculum - Texts, Workbooks, etc	5,827.51
4120	Core Curriculum - Software & Programs	5,924.20
4130	Other Curriculum	104.34
4210	Professional Development References	1,112.45
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	10,416.61
4310	Science Supplies	99.17
4320	PE Supplies	1,429.75
4325	Custodial Supplies	1,017.75
4330	Health & Safety	315.88
4335	Home Study Stipend	4,526.00
4340	Office Supplies	908.28
4350	Spiritwear	47.60
4355	Facilities Supplies	9,225.47
4410	Classroom Furniture & Equipment	4,948.12
4420	NonClassroom Furniture & Equipment	6,867.58
4430	IT Equipment & Supplies	9,267.44
4710	Vended Food Service	5,877.90
4720	Food Supplies	700.97
4740	Cafe Other Supplies	242.01
5230	Conference & Workshop Registration Fees	620.00
5240	Professional Development - Meetings & Collaborations	1,119.37
5310	Professional Dues, Memberships, and Subscriptions	9,504.20
5510	Utilities - Electricity	171.65
5540	Utilities - Trash	7,041.95
5560	Operations - Security	597.63
5630	Repairs & Maintenance - Facilities	19,892.29
5801	Professional Services - Service Fees	87,715.05
5804	Professional Services - Auditing & Tax Preparation	3,393.00
5805	Professional Services - Payroll Fees	8,255.89
5806	Professional Services - Consultant Fees	150.00
5808	Professional Services - Legal Fees	1,420.00
5809	Professional Services - Shared/Leased Employees	7,545.22
5822	Operating Expenditures - Licenses & Other Fees	339.20
5827	Operating Expenditures - Other Benefit Fees	27.20
5829	Operating Expenditures - Events	2,007.84
5830	Operating Expenditures - Marketing & Advertising	1,044.00
5850	Student Services Expenditures - Student Information System	1,451.46
5851	Student Services Expenditures - Student Assessment Services	130.00

GL Account #	GL Account Description	Total
5852	Student Services Expenditures - Special Education Contracted	74,170.73
5853	Student Services Expenditures - Student & Group Activities	670.57
5854	Student Services Expenditures - Electives & Enrichment	66.40
5855	Student Services Expenditures - Substitutes	2,669.00
5910	Telephone & Fax	2,861.18
5920	Internet Services	779.92
5940	Postage Expense	23.57
9310	Prepaid Expenditures (Expenses)	6,891.86
9311	Payroll (Manual Checks)	124.10
9535	Retirement Liability	87,643.86
9557	Divvy - iAD	603.03
Grand Total		\$ 426,053.06



ACTON·AGUA DULCE

UNIFIED SCHOOL DISTRICT
"NOTHING GOLD CAN STAY" - ROBERT FROST

July 25, 2023

Re: Senate Bill 114

To whom it may concern:

I am writing on behalf of the Acton-Agua Dulce Unified School District as authorizer of iLEAD Agua-Dulce charter school. On July 10, 2023, the Governor signed SB 114, which amended EC Section 47607.4 to extend the terms of charter schools who expire on or between January 1, 2024, and June 30, 2027, by one additional year. We believe the new expiration date for your current term would be June 30, 2027. If you believe this date is incorrect, please contact me.

Neither the District nor your charter school will need to take any official action to update your charter petition's term. The CDE has automatically updated the charter terms for charter schools who are impacted by this extension.

The CDE has noted that no charter renewals should be heard before fiscal year 2024-25.

Please do not hesitate to contact me if you have any follow-up questions or concerns.

Sincerely,

Nesha Pattison – Director of Charter Services

Acton-Agua Dulce Unified School District

www.aadusd.k12.ca.us

P: 661-269-0750 | Extension #101

npattison@aadusd.k12.ca.us

iLEAD Agua Dulce

Fiscal Policies & Procedures

DRAFT



Board Approved: _____

I. OVERVIEW AND GENERAL BUSINESS POLICIES

A. Principles of Fiscal Management

The Board of Directors (the “Board”) of iLEAD Agua Dulce, (or “iLEAD Agua Dulce”), a California non-profit public benefit corporation operating iLEAD Agua Dulce, a public charter school (or “School”), has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the School to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

iLEAD Agua Dulce will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:

1. The Board approves financial policies and procedures, delegates administration of the policies and procedures to the School Director, and reviews reports on operations and activities on a regular basis.
2. The Governing Board and School Director have responsibility for all operations and activities related to financial management. Day-to-day fiscal operations and responsibility is overseen by the School Director, Business Manager, and contracted services with shared service provider, under the direction and supervision of the Board and School Director.
3. In the absence of the School Director, the governing board may appoint someone else to perform the School Director’s responsibilities described herein, during the period of absence.
4. Financial duties and responsibilities must be appropriately segregated so that no one employee has sole control authorizing transactions, recording financial transactions, and custody of assets. A list of Board and School Director’s authorized designees and their scope of responsibility within this fiscal policy will be kept and presented to the board to ensure segregation of duties.
5. Expenditures are authorized by and in accord with the Board-adopted budget,
6. The iLEAD Agua Dulce’s funds are managed and held in a manner that provides a high degree of protection of iLEAD Agua Dulce’s assets.
7. All transactions are recorded and documented in an appropriate manner, and recorded and documented digitally or by ink.

B. Authorized Signers

1. The Board authorizes the following iLEAD Agua Dulce officials (each an “Authorized Signer”) to execute duly-approved contracts, purchases, and expenditures, and to endorse checks, drafts, and orders for the payment, withdrawal, or transfer of money in the name of and on behalf of the School: Board members, officers, School Director,

and/or School Director designee. The School Director may designate necessary and appropriately trained staff in accordance with appropriate internal controls.

C. Financial Reports

1. In consultation with the School Director or designee, the Board will be presented an annual financial budget, and revised budget, as required by the law. District, State, and Federal reports will be presented to the board as required by law.
2. The School Director and Board will regularly review financial reports, such as: balance sheet, budget-to-actuals, cash flow, and payment register at Board meetings.
3. The School Director and Board will review additional financial reports, as needed or requested.

D. Annual Financial Audit

1. The Board shall annually contract for the services of an independent certified public accountant to perform the School's annual fiscal audit. The audit shall include, but not be limited to
 - a. an audit of the accuracy of iLEAD Agua Dulce's financial statements,
 - b. an audit of iLEAD Agua Dulce's attendance accounting and revenue claims practices,
 - c. review of iLEAD Agua Dulce's internal controls over financial reporting.
2. If the school expends over the federal limit, a Single Audit shall be conducted, and the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.
3. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency authorizer, the County Superintendent of Schools, the Office of the California State Controller, and the California Department of Education prior to the statutory deadline (generally on or before December 15 of each year).

II. PURCHASING, PROCUREMENT AND VENDOR PAYMENT

A. Purchases

1. The School Director or designee may authorize expenditures and may sign related contracts within the approved budget. The governing board must review all expenditures. This will be done via approval of a payment register, which lists all payments issued during a set period of time, and includes payee, date, and amount. A Board approved list of Board and School Director's authorized designees will be maintained.
2. The Board may, by majority vote, delegate to the School Director or School Director designee the authority to enter into contracts on behalf of iLEAD Agua Dulce. For contracts exceeding \$50,000, to be valid or to constitute an enforceable obligation against iLEAD Agua Dulce, all such contracts must be approved and/or ratified by the Board.
3. The School Director or School Director designee(s) approves invoices and purchases.
4. When approving purchases, the School Director or School Director designee must:

- a. Follow the Procurement Policy, as applicable;
 - b. Determine if the expenditure is budgeted;
 - c. Determine if funds are currently available for expenditures (i.e. cash flow);
 - d. Determine if the expenditure is allowable under the appropriate revenue source;
 - e. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations; and
 - f. Determine if the price is competitive and prudent.
5. Asset purchases with a cost basis of \$5,000 or more and a useful life of more than one year should be capitalized and depreciated. Remodeling and replacement costs for integral structural components should only be capitalized when their cost exceeds \$50,000. Depreciation or amortization should be calculated using the straight-line basis over the useful life of an asset unless board policy establishes an alternative depreciation method
6. Any individual making an authorized purchase on behalf of iLEAD Agua Dulce must provide appropriate documentation of the purchase (such as itemized receipt, etc.).
7. Individuals other than those specified above are not authorized to make purchases without approval.
8. Individuals who use personal funds to make unauthorized purchases will not be reimbursed.
9. Authorized purchases will be promptly reimbursed upon receipt of appropriate documentation of the purchase.
10. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor. Employees will reimburse the school for all personal telephone calls that result in extra charges.
11. Awards and Recognition may be permitted as follows:
 - a. Gifts of public funds are not permitted.
 - b. Cash awards or gift cards are not permitted.
 - i. The Board of Directors encourages recognition of the services of its employees and outstanding achievement of its learners. The School Director or designee may issue awards and mementos in accordance with nominal value with the fiscal policies for such service and achievement.
 - ii. The Board of Directors believes that individuals and organizations may provide contributions for long standing service to the organization. The Board believes that commending such service promotes community understanding, engagement, and retention.

B. Credit Card Purchases

1. Credit cards should be issued only to personnel who have a legitimate need to purchase goods and services, either in person or online, to carry out their job responsibilities when a purchase order cannot be approved in time or when the regular accounts payable process is not viable. Every staff member who is authorized to use a credit card is required to sign a credit card use policy statement. Such staff members will

acknowledge policies and procedures that require the card to be used exclusively for legitimate business purposes.

2. The School Director or designee may authorize an individual to use a credit or purchase card to make an authorized purchase on behalf of the school.
 - a. Credit card statements will be reconciled and paid in full monthly.
 - b. Credit card statements of the School Director should be reviewed by at minimum a Board member. Credit card statements of other employees should be reviewed by the School Director or School Director designee.
 - c. Credit cards will be coded in the same fashion as other purchases.
 - d. Failure to follow the credit card policies may result in the loss of a credit card privilege.
 - e. Rewards or cash back earned through the use of the iLEAD Agua Dulce's credit card are property of iLEAD Agua Dulce. Use of such rewards shall be at the discretion of the School Director and should be used for the benefit of iLEAD Agua Dulce.

C. Payment Authorization

1. Copies of invoices and supporting documentation will be promptly forwarded to the accounting system.
2. Once entered in the accounting system, the School Director or designee will approve the invoice and complete the required information.
3. The transaction will be recorded in the accounting system and general ledger.

D. Expense Reimbursements

1. Employees and volunteers may be reimbursed for authorized expenses.
2. Employees may be reimbursed for necessary and appropriate mileage expenses with approval from the School Director or designee. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the primary work site for each direction traveled. Employees requesting mileage reimbursement must submit appropriate documentation reflecting the origin, destination, and total miles driven. Employees do not need to deduct the distance traveled from the employee's residence to the primary worksite if mileage is derived on a weekend or holiday.
3. Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. All expenses shall be approved in accordance with the fiscal policies herein.
4. School Director expense reports must be approved by a designated member of the Board (as selected at a board meeting), and be submitted to the business office for processing and payment.
5. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.
6. The School Director or School Director designee will approve the expense report, and submit it to the financial office for payment processing.
7. Petty cash may not be used for reimbursements.

E. Travel Reimbursements

1. Employees may incur expenses in the course of performing their assigned duties and responsibilities. To ensure the prudent use of public funds, the School Director or School Director designee shall establish rules to keep such expenses to a minimum, while affording employees a reasonable level of safety and convenience.
2. The School Director or designee shall establish procedures for the approval of travel requests and the submission and verification of expense claims. The School Director or School Director designee also shall establish reimbursement rates in accordance with law and Board policy.
3. Traveling employees may be provided a per diem up to the established U.S. General Services Administration per diem rate found at <http://www.gsa.gov/portal/category/100120> for any meal and incidental that is not included as part of the related event. Employees will be responsible for any excess expenses beyond the established per diem rate.
4. An employee shall obtain approval from the School Director or School Director designee prior to traveling. The School Director or School Director designee may approve travel requests in accordance with the adopted budget and upon determining that the travel is authorized or assigned by the employee's supervisor, is necessary to attend a conference or other staff development opportunity that will enhance employee performance, and/or is otherwise necessary to the performance of the employee's duties.
5. Cost saving should be emphasized, and advance planning should occur. Reasonable care should be taken to obtain competitive cost for booking of airfare and hotels.
6. Travel expenses (e.g., airfare, rental cars, hotel) should be paid for directly by iLEAD Agua Dulce, when possible, and payment via reimbursement should be used sparingly. Staff should plan expenses for travel in advance.
7. Employees should use the least expensive method of ground transportation that meets the employee's schedule, and business needs (e.g. airport shuttles, taxis, car rentals, train, bus, etc.).
8. Reimbursable travel expenses may include, but are not limited to, costs of transportation, parking fees, lodging when iLEAD Agua Dulce business reasonably requires an overnight stay, registration fees for seminars and conferences, and other communication expenses incurred on iLEAD Agua Dulce's business, and other necessary incidental expenses. Internet access (e.g., hotel, airport, hotspot, etc.) is an allowable expense provided that the access is necessary for business purposes and not personal use.
9. iLEAD Agua Dulce shall not reimburse personal travel expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on iLEAD Agua Dulce related business, personal use of an automobile and personal losses or traffic violation fees incurred while on company business.

10. All expense reimbursement claims should be submitted on a Travel Expense Reimbursement Form, within ten working days following return from travel. The form shall be accompanied by receipts and any explanation necessary to document that the expenses meet criteria for reimbursement.
11. The School Director or designee shall approve expense claims only upon verifying that all necessary documentation is provided and that all expenses are appropriate and related to iLEAD Agua Dulce business. If an expense claim is disallowed due to lack of documentation or inappropriate expenses, the employee may be personally responsible for any improper costs incurred.
12. When approved by the School Director or designee, an employee may be issued a credit card for use while on authorized business. Receipts documenting the expenses incurred on a credit card shall be submitted promptly following return from travel. Under no circumstances shall personal expenses be charged on a credit card, even if the employee intends to subsequently reimburse iLEAD Agua Dulce for the personal charges.
13. Costs associated with upgrades are not an allowable business expense and will not be reimbursed unless approved by the School Director or School Director designee, or by a member of the Board if the request is for the School Director .
14. Sharing of vehicles is encouraged if multiple travelers from the School are traveling to the same destination. Unless there is a valid reason for taking an alternative route, employees are expected to take the shortest route to the destination. Mileage reimbursement rate covers all costs associated with operating a personal vehicle for business purposes, including gas, maintenance, repairs, insurance, licensing and registration, depreciation, and other costs. Parking fees and tolls are additionally reimbursable with appropriate backup documentation.
15. Vehicles should be shared whenever possible to minimize travel costs. No employee shall be entitled to reimbursement for travel when they are transported free of charge or by another employee who is entitled to the expense reimbursement.
16. Tips and gratuities are allowable for service industries where it is customary (e.g., restaurants, ground transportation/rideshare.) Tip should be reasonable and no more than 20%. Any amount tipped over 20% will be the responsibility of the employee. A mandatory or group surcharge above the 20% may be approved by the School Director or designee on a case by case basis.
17. Travel advances are not permitted.

III. CONTRACTS, MOUs, AGREEMENTS

A. Contracts, MOUs, Agreements

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Agreements entered which obligate more than \$50,000 must be approved by the Board of Directors. All other authorization rules of purchases apply to contracts. The Procurement Policy provides further direction for more details.
3. Competitive bids will be obtained where required by law, within applicable provisions of California Public Contract Code, and other applicable law, or otherwise deemed appropriate and in the best interest of iLEAD Agua Dulce. The School Director will keep and maintain a contract file evidencing the competitive bids obtained (if any were required by law).
4. Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80 – Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Subpart C (Post Award Requirements), § 80.36 (Procurement).
5. Any food contract exceeding the small purchase threshold set by the US Department of Agriculture shall follow a compliant procurement protocol as outlined by the USDA, CDE, and NSLP.
6. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
 - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect, as required by iLEAD.
 - b. The School Director may also require that contract service providers list the school as an additional insured.
7. The School Director or designee will approve proposed contracts and modifications in writing, subject to the Board approval thresholds.
8. Contract service providers will be paid in accordance with approved contracts as work is performed.
9. School Director or School Director designee will be responsible for ensuring the terms of the contracts are fulfilled.
10. Potential conflicts of interest will be disclosed in writing to the School Director and Board of Directors, and the School Director and Board of Directors should be notified, if any actual conflicts arise.

IV. BANK ACCOUNTS, RECONCILIATIONS, RECEIVABLES, CASH

A. Financial Institutions

1. All funds will be maintained at an FDIC insured financial institution.
2. If applicable, invested funds shall be maintained in high quality, short maturity (no longer than one year) liquid funds.

3. The Board will review a list of authorized check signers annually. Depending on the entity's needs, the Board may also assign dollar limits to establish classes of check signers. Check signers will be maintained in a Board approved list.
4. Check signers may delegate designated staff the authority to access bank accounts for the purpose of viewing transactions, processing electronic payments, and completing wire and bank transfers when necessary to conduct the regular operations of the entity, with the approval from an authorized signer. A Board approved list of Board and School Director's authorized designees will be maintained and presented to the Board.

B. Bank Reconciliations

1. Bank statements will be received either electronically or by mail directly from the bank.
2. The reconciliation of the bank statement will compare the reconciled bank balance to the cash in the bank account and to the general ledger.

C. Uncleared Checks

1. Checks that have not cleared within no more than three years shall escheat to the state. The California State Controller's Unclaimed Property Law and Regulations shall be followed when escheating unclaimed checks to the state.

D. Petty Cash

1. The school may maintain a petty cash fund, but other avenues of purchasing should be considered prior and petty cash should be used only in necessary and limited circumstances. Petty cash should only be used by those who have a legitimate need to purchase goods and services, either in person, to carry out their job responsibilities when a purchase order cannot be approved in time or when the regular accounts payable process is not viable.
2. The School will designate an employee (the "Petty Cash Custodian") who will manage the petty cash fund.
3. The petty cash will be capped at \$500 per resource center.
4. All petty cash will be kept in a locked cash box in a locked drawer or file cabinet. Only the Petty Cash Custodian and School Director or School Director Designee will have keys to the cash box and drawer or file cabinet. All disbursements will require documentation of purchase.
5. All disbursements will require a completed signed petty cash slip. A receipt for all purchases must be attached.
6. At all times the petty cash box will contain cash slips and cash totaling \$500. Every time an individual receives cash from the box, a cash slip should be filled out and placed in the box. The individual using the petty cash to make a purchase is responsible for submitting a receipt to be attached the petty cash slip to the Petty Cash Custodian by no later than the next business day of withdrawing the petty cash.
7. When expenditures total \$400 (when the Petty Cash cash balance is reduced to \$100), the Petty Cash Custodian will total the disbursements, complete a Petty Cash Reimbursement Form, and obtain the approval of the School Director or School Director Designee. The supporting receipts will be attached to the reimbursement request form and forwarded to the School's financial staff and/or back office.

8. Petty cash fund reimbursement checks will be made payable to the petty cash custodian.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the School Director or School Director Designee.
10. Loans will not be made from the petty cash fund.

E. Accounts Receivable

1. A schedule of aged accounts and grants receivable prepared and reviewed regularly, and appropriate collection procedures are followed.
2. Cash/checks collected at the school office will be placed directly into a sealed envelope, with a copy of the receipt and any notes, forms or other descriptions, and placed in a secure location by the office support person, until removed for deposit.
3. For shared resources expense, iLEAD Agua Dulce will regularly provide a statement outlining that party's share of costs for the shared resources, and payment is due to iLEAD Agua Dulce. Each party's share of costs shall be reflected in the School's financial statements as accounts receivable until paid in accordance with the resource sharing agreement. The resource sharing agreement may be amended or renewed from time to time.

F. Returned Check Policy

1. A returned-check processing fee may be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by School financial staff and/or Back Office or the School Director or designee, payment of the NSF check and processing fee should be made by cash, money order or certified check.

G. Payroll

1. Contracted service provider will prepare payroll checks, tax and retirement withholdings, tax statements, and perform other payroll support functions. School Director or School Director designee will review.
2. The Finance Department lead will ensure there is a system to establish and oversee the preparation of time and attendance reports and payroll check requests.
3. The Payroll Division lead will review payroll statements to ensure that:
 - a. the salaries are consistent with staff contracts and personnel policies, and;
 - b. the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority.

V. FUNDRAISING

A. Fundraising

1. Projects for the raising of funds shall in general contribute to the educational experience of learners.
2. Fundraising shall be done in accordance with best business practices including sound budgetary and accounting procedures.

3. iLEAD Agua Dulce shall not be obligated to pay for any expenditure or contract made for a fundraising activity without prior written approval. The staff member, student advisor, or coach may be liable for such unapproved purchases.
4. All campus sales involving food of any kind must be in conformance with state law and county ordinances.
5. Gifts of money, material, or equipment may be accepted by iLEAD Agua Dulce upon approval by the School Director, Site Director, or the Board. The Board, School Director, and lead contracted staff shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds.
6. Fundraising by groups adjunct to the entity (e.g., iSupport) which uses the entity name in any way to represent all or part of the school or specific groups of the school, must have the approval from the School Director prior to conducting fundraising activities.
7. The general rules below should be followed in fundraising campaigns:
 - a. All fundraising campaigns must have the approval of the site director or prior to the fundraising campaign.
 - b. All fundraising campaigns must be confined to a definite period of time to a specific goal or project.
 - c. All contributions to adjunct groups should be completely voluntary. No quota shall be established other than informally for any fundraising campaign for any individual, school, or group.
8. In negotiating fundraising contracts the following should be considered:
 - a. Reasonable product cost;
 - b. Product quality;
 - c. Profit percentage realized;
 - d. Contracted company will provide services and incentives.
9. For all activities approved by the School Director or designee, pursuant to the School's Fundraising Policy, the School will establish internal controls to ensure the safeguarding of assets.
10. For each fundraising or other event in which cash or checks will be collected, a staff member or volunteer coordinator will be designated by the School Director or School Director designee. The "Supervising Official" designated, will be responsible for collecting, documenting, and safeguarding all cash and checks for the purpose of the fundraising activity.
 - a. All funds raised shall be counted immediately after the fundraiser (i.e. on the same day) by the Supervising Official and at least one other person, both of whom shall sign an affidavit attesting to the accuracy of the count. All funds shall be deposited in the School's bank account as soon as reasonably practicable after collection, but no later than the next regularly scheduled deposit. All funds shall be kept in a secure location at an iLEAD Agua Dulce site until deposited.
 - b. All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the Board, School Director, or School Director designee in accordance with the School's Fundraising Policy and the "General Procedures for Non-Governmental Cash Receipts" described herein. The Board shall be

informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government.

VI. LOANS

A. Loans

1. The School Director and the Board will approve all loans, lines of credit, and other forms of indebtedness received from third parties.
2. Once approved, a promissory note, loan agreement, or other documentation specifying the material terms will be prepared and signed and/or approved by the School Director or designee Authorized Signer before funds are borrowed.
3. Loans to or from employees and Board members are not permitted.

VII. OTHER FISCAL POLICIES

A. Insurance

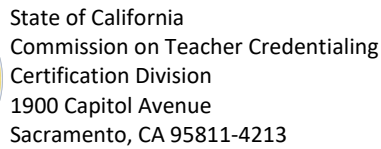
1. The School Director or School Director's designee will ensure that appropriate insurance is maintained at all times.
2. The School Director or School Director's designee will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The School Director or School Director's designee will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include insurance sufficient to meet the entity's needs (e.g., but not limited to general liability, worker's compensation, student accident, professional liability, sex abuse, and director's and officers' coverage) based on risk assessment and other legal requirements. Insurance coverage will be at minimum aligned with the limits required in the school's approved charter petition or authorizer MOU.

B. Inventory and Asset Management

1. The School Director or School Director designee shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$500 as determined by the School Director or designee. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting iLEAD Agua Dulce's assets. This property will be inventoried at a minimum on an annual basis.
2. All non-consumable School property lent to students should be returned to the school no later than ten working days after the student graduates, or otherwise leaves the school.
3. Any excess or surplus property, or unneeded property or items owned by the school, may be sold or auctioned by the School, provided the School Director or School Director

designee engages in due diligence to maximize the obtain a reasonable value of the sale or auction for the school. The sale or auction of property owned by the school with a fair market value in excess of \$500 as determined by the School Director or designee shall be approved in advance by the Board.

4. Staff will immediately notify the employee supervisor of known cases of theft, loss, damage, or destruction of assets as determined by the School Director or designee. In addition, any asset valued over \$500 must also be reported to the finance office.



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Revised Declaration of Need for year: _____

Page 1 of 4

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

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

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

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit

Estimated Number Needed

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

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

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

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

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

Authorizations for Single Subject Limited Assignment Permits

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
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If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
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If yes, how many interns do you expect to have this year? _____

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

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



Education For Homeless Children Board Policy

The Board of Trustees desires to ensure that homeless students have access to the same free and appropriate public education provided to other students. The school shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

The school director or designee shall ensure that placement decisions for homeless students are based on their best interest as defined in law.

Definitions

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school



the homeless student attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the school liaison for homeless students shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all students. (Education Code 48850, 48853; 42 USC 11432)

School Liaison

School Director
11311 Frascati Street
Agua Dulce, CA 91390
661-268-6386

The school director or designee will carry out the duties of the school liaison for homeless students: (42 USC11432)

The school liaison for homeless students shall: (Education Code 48851.5, 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies
2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in school
3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the school



4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate public notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
9. Ensure that school personnel providing services to homeless students, including principals and other school leaders, attendance supervisors, teachers, enrollment personnel, and specialized instructional support personnel, receive professional development and other support
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the school liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the collection and provision of comprehensive data to the state coordinator as required by law



In addition, when notified pursuant to Education Code 48918.1 , the school homeless liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5 , the school liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The school director or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the school liaison. The school director or designee shall also provide the name and contact information of the school's liaison to the California Department of Education (CDE) for publishing on CDE's web site. (42 USC 11432)

Enrollment

The school shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

In determining the best interest of the student, the school shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the school homeless liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)



In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Once a placement decision has been made, the site director or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness the student needs to obtain immunizations or does not possess immunization or other required health records, the site director or designee shall immediately refer the parent/guardian to the school liaison for homeless students. The school liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the school director or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a homeless student, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)



To ensure that the homeless student has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that the student is no longer homeless, the student shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if the student is in grades K-8
2. Through graduation if the student is in high school

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the school director or designee, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432) The written explanation shall include:

1. A description of the action proposed or refused by the school
2. An explanation of why the action is proposed or refused
3. A description of any other options the school considered and the reasons that any other options were rejected



4. A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the county liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The school liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter. In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the school liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services,
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter, and any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.



If a parent/guardian or unaccompanied youth disagrees with the school liaison's enrollment decision, the decision may be appealed to the School Board or designee. The School Board or designee shall make a determination within five working days.

If the parent/guardian chooses to appeal the school's placement decision, the School Board or designee shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

The school shall provide transportation for a homeless student to and from the student's school of origin when the student is enrolled within the school and the parent/guardian, or the school liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of school boundaries, but continues to attend the student's school of origin, the school director or designee shall consult with the liaison of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

The school shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Eligibility for Extracurricular Activities

A homeless student who enrolls in school shall have access to extracurricular and enrichment activities that are available to all students, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

Notification, Complaints, and Posting Requirements

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures



notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the school has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2 , may be filed in accordance with the Board's procedures in AR 1312.3 - Uniform Complaint Procedures.

The school director or designee shall ensure that a list of the school's liaison(s) and the contact information for such liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the school's web site. (Education Code 48852.6)



SCHOOL EXPLANATION OF ENROLLMENT DECISION

Instructions: The following form is to be used when the school has denied a parent/guardian's enrollment request.

Date: _____ Name of person completing form: _____

Title: _____ Phone number: _____

In accordance with federal law, this notification is being provided to:

Name of parent/guardian: _____

Student Name(s): _____

Name of school requested: _____

School's placement decision (name of school): _____

After reviewing your request to enroll your child in the school listed above, your enrollment request has been denied. This determination was based upon:

You have the right to appeal this decision to the school liaison or Board of Trustees. If you are not satisfied with the Board of Trustees' decision, you may appeal to the Los Angeles County Office of Education. If you are not satisfied with the county office's decision, you may then appeal to the California Department of Education. The school's homeless liaison can assist you with this appeal.

You also have the following rights:

* Pending resolution of this dispute, your child has the right to immediately enroll in the school you requested and to participate in school activities at that school.

* You may provide written or verbal documentation to support your position. You may use the school's dispute resolution form. A copy of the dispute resolution form can be obtained from the school's liaison for homeless learners.

*You may seek the assistance of advocates or attorneys to help you with this appeal.



ENROLLMENT DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or learner when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared verbally with the school's liaison for homeless learners.

Date submitted: _____

Name of person completing form: _____

Student's name(s): _____

Relation to student(s): _____

I may be contacted at the following: _____

Address: _____

Phone number: _____

Name of school requested: _____

I wish to appeal the enrollment decision made by:

☐ School liaison

☐ Board of Trustees

☐ County liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation verbally.

☐ I have been provided with:

☐ A written explanation of the school's decision

☐ Contact information for the school's homeless liaison

☐ Contact information for the county office of education's homeless liaison





iLEAD Agua Dulce

Single Plan for Student Achievement

2023-2024

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: August 31st, 2023	Board Approved:
Purpose <i>Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)</i>	
<p>The purpose of this plan is to use a continuous cycle of improvement for a Schoolwide Program and Additional Targeted Support and Improvement that increase growth and achievement for learners falling below proficient in English Language Arts and Math, increase staff capacity through professional development, and bolster a program that results in a well-rounded education.</p> <p>The school's Single Plan for School Achievement goals are based upon a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the most current CA School Dashboard. Other school data, such as NWEA MAP assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with iLEAD Agua Dulce's Local Control Accountability Plan (LCAP) goals and include the same metrics/indicators where possible. Input and advice is solicited from key school community members including staff, learners, families, and school leadership.</p> <p>The school receives Federal Title I, Title II, and Title IV funding. Title I funding is allocated for Math and ELA interventions. Title II is allocated for staff development to ensure equitable access to quality educators. Title IV funding is used to assure that learners receive a well-rounded education.</p> <p>iLEAD Agua Dulce is eligible for Additional Targeted Support and Improvement based off the 2022 California</p>	



Dashboard indicators for Students with Disabilities. This plan serves as the school's Additional Targeted Support and Improvement plan.

ESSA Requirements

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

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

Educational Partner Involvement and Comprehensive Needs Assessment

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

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

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

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

The school engages in a year-long process of continuous improvement to serve as its comprehensive needs



assessment. This includes: analysis of internal and verifiable metrics as aligned to California state required LCAP metrics, annual program evaluation and planning, monthly grade level data protocol meetings, staff and parent meetings, annual survey data, and comprehensive budget analysis and review.

Resource Inequities: ATSI

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

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

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

- Students with Disabilities

Learners in these subgroups were identified for low performance in:

- CAASPP Math
- CAASPP ELA

In 2022-23, 16.7% of iLEAD Agua Dulce's population qualified for Special Education.

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

The school will perform more in-depth root cause analysis throughout the 23-24 school year to continue to participate in root cause analysis through the school's equity taskforce.

Goals, Strategies, Expenditures

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

Identified Need	iLEAD Agua Dulce scored 29.3 points below standard in ELA for all learners on the 2022 CAASPP, which is 17.1 points below the overall state of California. Students with Disabilities were rated "Very Low" on the California Dashboard, which is one rating below the all student group. There is a need to increase academic achievement in ELA for identified learners needing intervention based on internal NWEA ELA MAP scores.
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Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores,	Expected Spring 2023 all learners grades	Meet or exceed a CGI score



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.	K-8 CGI: .38 Expected Spring 2023 CGI for Students with Disabilities: -1.08	of 0 or higher in Spring 2024 all learners Meet or exceed a CGI score of -.5 or higher in Spring 2024 for Students with Disabilities
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Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Tier II reading intervention	Identified learners falling below State proficiency levels grades K-8.	Designated Care Team Support Providers to work directly with identified learners falling below State proficiency levels. These employees will implement, and help monitor strategies and activities to support reading learning in alignment to California State Standards.	\$17,637	Title I

Annual Review	
SPSA Year Reviewed: 2022-2023	Summary: iLEAD Agua Dulce Facilitators worked to implement an ELA intervention program in grades 1-5 for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2022.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Facilitators and Care Team worked with targeted learners during instructional time in small groups to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and new curriculum were used to design intervention activities for learner's based on their skill development needs. iLEAD Agua Dulce is expected to meet it's goal of a CGI score of 0 or above for Spring 2023 NWEA MAP assessments. At the time of SSC approval, finalized 2023 MAP assessments are not available yet. Preliminary scores indicate a CGI score of .38 for grades K-8.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. No Title I, II, or IV rollover is expected based on 2022-23 estimated actuals.



implement the strategies/activities to meet the articulated goals.	
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.	<p>iLEAD Agua Dulce is moving to a Schoolwide Program next year to implement a wider reach of interventions and strategies.</p> <p>iLEAD Agua Dulce will continue offering small group intervention programs using live classes, credentialed teachers and care team (classified aids), intervention software, and close monitoring of Tier II learners.</p>

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

Identified Need	iLEAD Agua Dulce scored 54.5 points below standard in Mathematics on the 2022 CAASPP, which is 2.8 points below the overall state of California. There is a need to increase academic achievement in math for identified learners needing intervention based on internal NWEA math MAP scores and CAASPP.			
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.		Expected Spring 2023 all learners grades K-8 CGI: .07		Meet or exceed a CGI score of 0 or higher in Spring 2024 all learners
		Expected Spring 2023 CGI for Students with Disabilities: .8		Meet or exceed a CGI score of -.5 or higher in Spring 2024 for Students with Disabilities
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Tier II math intervention	Identified learners falling below State proficiency levels grades K-8.	Designated Care Team Support Providers to work directly with identified learners falling below State proficiency levels in grades 1-5. These employees will implement, and help monitor strategies and activities to support math learning in alignment to	\$17,637	Title I



		California State Standards.		
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Annual Review	
SPSA Year Reviewed: 2022-2023	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 2022.
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 groups to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and intervention curriculum were used to design individual lessons and practice for learner's based on their skill development needs.</p> <p>iLEAD Agua Dulce is expected to meet it's goal of a CGI score of 0 or above for Spring 2023 NWEA MAP assessments. At the time of SSC approval, finalized 2023 MAP assessments are not available yet. Preliminary scores indicate a CGI score of .07 for grades K-8.</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.	<p>There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned.</p> <p>No Title I, II, or IV rollover is expected based on 2022-23 estimated actuals.</p>
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	<p>iLEAD Agua Dulce is moving to a Schoolwide Program next year to implement a wider reach of interventions and strategies.</p> <p>iLEAD Agua Dulce will continue offering small group intervention programs using intervention strategies and curriculum, credentialed teachers and care team (classified aids), and close monitoring of Tier II learners.</p>

Goal 3: Increase learner engagement and social-emotional well-being.		
Identified Need	Due to COVID, there is an increase in the need for behavior intervention, social-emotional support, and learner engagement. Educational partner surveys, absenteeism data, suspension data, and educational partner input served as data during the comprehensive needs analysis to create this new goal for 2023-2024.	
Annual Measurable Outcomes		
Metric	Baseline	Expected



			Outcome	
Chronic Absenteeism		Absenteeism in 2021-2022: 31.4%		Decrease 1% annually
Number of learners who met at least 1 SEL individual learning plan goal on SEL Survey		Fall 2022 survey: 46% of learners met their SEL goal.		Increase by 2% annually
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
SEL Curriculum	All learners	Curriculum and programming to support social-emotional wellbeing on campus.	\$10,286	Title IV

Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$53,345
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$45,560
Total of Federal Title Funds for this school	\$53,345



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



INJURY AND ILLNESS PREVENTION PROGRAM (IIPP)

ILEAD Agua Dulce

Updated: August 2023

11311 Frascati Street, Agua Dulce, 91390

iLEAD Agua Dulce

TO: All Employees
FROM: ILEAD Human Resources

RE: INJURY & ILLNESS PREVENTION PROGRAM (IIPP)

iLEAD Agua Dulce is firmly committed to maintaining a safe and healthy working environment. The California Code of Regulations, Title 8, Section 3202 requires that ICA establish, implement and maintain an effective written Injury and Illness Prevention Program (IIPP).

The IIPP is The School's written safety program. The program identifies the person with authority and responsibility for the program, includes a system for communicating with employees and includes procedures for identifying and evaluating workplace hazards. The IIPP is maintained by The School safety officer

Safety and health must be a part of every operation and it is every employee's responsibility at all levels. **All school employees should be familiar with the purpose and location where you can find the Injury and Illness Prevention Program.**

A copy of this written Injury and Illness Prevention Program is on file at The School's administration office, and available for review by each and every employee.

All employees share in the responsibility of detecting hazards and controlling them. All employees are required to inform a school director immediately of any situation beyond their ability and authority to correct. If you have any questions, please do not hesitate to contact Lisa Latimer.

Thank you

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APPENDICES

- A. Hazardous/Unsafe Condition Report Form
- B. Accident Investigation Report Form
- C. Air Quality – Wildfire Protection
- D. Confirmation of Receipt Form

PURPOSE

Our Injury and Illness Prevention Program (IIPP) is designed to prevent injuries, illnesses and accidents in the workplace. The primary purpose of the IIPP is to ensure the safety and health of School employees and to provide a safe and healthful work environment. As required by Title 8, CCR Section [3203](#), the IIPP contains the following elements:

- ☐ Program responsibilities
- ☐ Compliance methods to ensure safe work practices
- ☐ Communication system on health and safety issues
- ☐ Hazard assessment and periodic inspections of work areas
- ☐ Hazard correction
- ☐ Health and safety training
- ☐ Accident investigation
- ☐ Record keeping

RESPONSIBILITIES

School Director / IIPP Administrator designee

The School Director has the ultimate authority and responsibility for the effective implementation of The School's IIPP. The School Director provides:

- ☐ Executive management oversight of the IIPP
- ☐ A system of accountability for program implementation
- ☐ Program evaluations and resources to support program implementation

The School Director and/or their designee oversees the effective implementation of the IIPP and has the authority and responsibility for implementing the program. Responsibilities include:

- ☐ Maintain and effectively implementing The School IIPP
- ☐ Oversight to ensure injuries and accidents are investigated
- ☐ Review inspections and hazard correction documentation to ensure identified hazards have been mitigated
- ☐ Support school leadership in establishing and serving on a School Safety Committee
- ☐ Follow Establish procedures for employee reporting of workplace hazards, accidents, and injuries
- ☐ Act as a liaison between educational partners and The School
- ☐ Distribute safety information received by the IIPP Administrator
- ☐ Communicate with school leadership, department heads, and supervisors to coordinate IIPP responsibilities within The School
- ☐ Ensure periodic inspections are conducted as required with corrective action follow-up

- ☐ Maintain The School site required documentation as outlined in the Record Keeping section
- ☐ Maintain a copy of the IIPP at The School site

Department Heads

Department Heads are responsible for compliance with the provisions of the IIPP within their school site and department. Supervisors are responsible for the implementation of the IIPP for employees, facilities, and operations under their direct supervision and control. Responsibilities include:

- ☐ Provide leadership that supports a strong safety culture and continuous improvement
- ☐ Assign clear responsibilities to supervisors and school-site safety coordinators/ assistant principal of facilities
- ☐ Conduct regular safety meetings to review accidents, analyze causes, and promote communication about The School's hazards and control measures
- ☐ Ensure job-specific hazard assessments are conducted to identify employee training requirements
- ☐ Ensure job-specific employee training is conducted
- ☐ Provide supervisor IIPP training and ensure supervisors are knowledgeable about health and safety hazards under their supervision and control
- ☐ Communicate with The School directors, department heads, and safety coordinator/assistant principal of facilities to coordinate IIPP responsibilities within The School
- ☐ Investigate all accidents and incidents within their area of responsibility
- ☐ Conduct periodic safety inspections of facilities
- ☐ Conduct regular observations of employee work practices and instruct employees on safe work practices
- ☐ Enforce safe work practices and procedures for employees and operations under direct supervision and control
- ☐ Provide job-specific employee safety training
- ☐ Attend training to become knowledgeable about hazards and controls in areas of responsibility

Employees

Responsibilities of all School employees include:

- ☐ Follow all safe work practices, safety policies, and procedures. Talk to the supervisor when questions arise
- ☐ Report real or potential unsafe conditions to the immediate supervisor
- ☐ Report injuries immediately to the supervisor

Employees Access to the IIPP

- ☐ A copy of this written Injury and Illness Prevention Program is on file at The School's Administration Office with the office manager for review by each and every employee
- ☐ The IIPP can be accessed on The School's Website. under the Staff Portal/Risk Management/Training
- ☐ The IIPP must be reviewed by all staff on an annual basis

COMMUNICATION

The School recognizes the importance of effective, two-way communication on health and safety issues. All supervisors are responsible for communicating with their employees about occupational safety and health in a form readily understandable by all employees.

New Employee Orientation

All new employees will receive an orientation about The School-site specific safety and health policies and procedures. A supervisor follow up will be conducted to ensure employee understanding.

Health and Safety Training

The School has training requirements designed to instruct each employee on general and job-specific safety procedures. Refer to the Training section for additional details.

Safety Meetings

Site safety meetings will be conducted as needed. During safety meetings The School director, safety coordinator, or other trainer may discuss issues such as:

- ☐ New hazards that have been introduced or discovered in the workplace
- ☐ Causes of recent accidents or injuries and procedures to prevent similar incidents in the future
- ☐ Any health or safety issue deemed by The School to require reinforcement
- ☐ Mandatory Safety Training meetings will be coordinated by the IIPP Administrator

Employee Hazard Reporting System

Employees are encouraged to report safety hazards. Hazardous/Unsafe Condition Report forms (Appendix B) may be submitted directly to the immediate supervisor or school-site safety coordinator/assistant principal of facilities. Employees may also report hazards anonymously by sending the written form to

the IIPP Administrator.

All submitted reports will be investigated in a prompt and thorough manner. All investigations and proposed corrective action will be reviewed by The School Best Practices and Safety Committee.

School Best Practices and Safety Committee

The School Best Practices and Safety Committee will provide a forum for two-way health and safety communication for The School. The Committee will:

- ☐ Advise The School Director on current health and safety issues including regulatory requirements
- ☐ Review employee accidents to ensure root causes and corrective actions have been identified
- ☐ Assist in IIPP reviews and evaluations as requested
- ☐ Recommend health and safety training, resources, or other support to facilitate IIPP implementation
- ☐ Address employee hazard reports and safety concerns that have not been resolved at the department level

Safety Bulletin Boards / Supplemental Communications

The office manager will maintain safety bulletin board(s) to meet Cal/OSHA posting requirements and to ensure ongoing communication on significant health and safety issues. School site e-mail messages and employee handouts on relevant topics are additional means of safety communication with various safety topics.

HAZARD ASSESSMENT/INSPECTION

Periodic inspections to identify and evaluate hazards within The School will be conducted. The School Director or an assigned designee(s) will conduct and document the inspection. Inspections checklists are located at The School webpage under risk management tab, inspections form folder. The schedule is outlined below:

Facilities	Inspection Frequency
School Site - offices, classrooms, and interior/exterior areas and facilities not mentioned below	Quarterly
Science labs, art labs, vocational shops (wood, etc.)	Quarterly
Athletic – play space, fields, etc.	Quarterly
Auditorium/Theater if applicable	Quarterly
Rest Rooms	Weekly
Food service – Kitchen, storage, cafeteria, snack bar	Weekly
Maintenance & Operations yard and shop	Quarterly
Transportation yard and shop	Quarterly
Walk ways	Quarterly
Parking lots	Quarterly

In addition to the department periodic inspection schedule, inspections will be conducted as required in the following situations:

- ☐ IIPP is first established
- ☐ New substances, processes, procedures or equipment result in new hazards in department units/facilities
- ☐ New, previously unidentified hazards are identified
- ☐ Occupational accidents or incidents occur
- ☐ Department hires or reassigns employees to operations or tasks where a hazard evaluation has not been conducted

HAZARD CORRECTION

Unsafe or unhealthy work conditions, work practices, or procedures shall be corrected in a timely manner based on the severity of the hazards. Hazards shall be corrected according to the following procedure:

- ☐ When observed or reported. Hazards may be discovered either as a result of a scheduled periodic inspection or during normal operations. Supervisors of affected employees are expected to correct unsafe conditions as quickly as possible after discovery of a hazard, based on the severity of the hazard.
- ☐ When an imminent hazard exists that cannot be immediately corrected, we will remove employees from the immediate hazard except those needed to correct the condition and to address security issues.

REPORTING A WORK RELATED ACCIDENT or INJURY

24/7 Injury Response 1(877) 480- 3947

ACCIDENT AND INCIDENT INVESTIGATIONS

The purpose of accident investigation is to determine the cause(s) of accidents and identify what can be done to prevent similar accidents from recurring.

Investigations of workplace accidents, hazardous substance exposures and near accidents will be conducted by the safety coordinator and/or School Director. The IIPP Administrator may review the accident documentation to determine if the contributing factors and corrective actions to prevent future injuries are adequately identified.

Our procedures include:

- ☐ Visiting the scene as soon as possible
- ☐ Interviewing injured employees and witnesses
- ☐ Determining the cause of the accident/exposure
- ☐ Examining the workplace and incident for underlying/contributing causes
- ☐ Taking corrective action to prevent the accident/exposure from reoccurring
- ☐ Recording the findings and actions taken

The Accident Investigation Report form (Appendix B) should be completed to record pertinent information. The School's Accident Investigation forms are located at The School web page, under risk management tab, accident investigation folder. Hard copies can be located with the site office manager.

SAFETY AND HEALTH TRAINING

All employees will have training and instruction on general and job-specific safety and health practices. Training and instruction will be provided according the following schedule:

- ☐ When our IIPP is first established
- ☐ To all new employees
- ☐ To all employees given new job assignments for which training has not previously provided
- ☐ Whenever new substances, processes, procedures, or equipment are introduced to The School and represent a new hazard
- ☐ Whenever anyone is made aware of a new or previously unrecognized hazard
- ☐ To supervisors and school-site safety coordinators to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed
- ☐ To all employees about the hazards specific to each employee's job assignment

General Safety Training

General safety training will, at a minimum, include:

- ☐ An explanation of our IIPP, emergency action plan and fire prevention plan
- ☐ Measures for reporting any unsafe conditions, work practices, and injuries
- ☐ Workplace violence awareness and reporting procedures
- ☐ Provisions for medical services, first aid, and emergency procedures
- ☐ Proper housekeeping, such as keeping walkways clear, keeping work areas neat and orderly, and promptly cleaning up spills
- ☐ Prohibiting horseplay or other acts that adversely influence safety
- ☐ Proper storage, including prohibiting storage near emergency exits, fire extinguishers, and electrical panels

Job-Specific Safety Training

Job-specific safety training will be provided to all employees regarding hazards unique to their job assignment. Training may include, but is not limited to:

- ☐ Ergonomic awareness and the prevention of musculoskeletal disorders, including proper lifting techniques
- ☐ The use of appropriate clothing, including gloves, footwear, and personal protective equipment (PPE)
- ☐ Information about Cal/OSHA's Hazard Communication regulation, including chemical hazards, such as pesticides, cleaning products, lab chemicals, etc.
- ☐ Proper food and beverage storage to prevent contamination
- ☐ Slip and fall hazards and ladder safety
- ☐ Potential exposure during building repairs, such as lead paint and asbestos
- ☐ Potential exposure to bloodborne pathogens and aerosol transmissible diseases
- ☐ Heat illness prevention
- ☐ Indoor air quality
- ☐ Power tools and machinery hazards, including electrical safety, lock-out tag-out of machinery, machine guarding, etc.
- ☐ Defensive driving
- ☐ Mandated reporting: Child abuse and neglect
- ☐ Sexual Harassment Prevention
- ☐ Workplace bullying: awareness and prevention

School Director and School-Site Safety Coordinator Training

The School Director(s) and their designee will be trained on their specific roles within the IIPP as well as training about specific health and safety hazards and work practices under their supervision and control.

Codes of Safe Practices

Copies can be found in The School Director/safety coordinator of facilities safety binder.

COMPLIANCE

School leadership is responsible for ensuring that all safety and health policies and procedures are clearly communicated and understood by all employees. School Directors and lead personnel are expected to enforce the rules fairly and uniformly.

All School employees are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply with these practices includes the following:

IIPP Training

Employees will receive IIPP training through ADP throughout the school year.

School Director Evaluation of Safety Performance

School Directors will evaluate employee safety performance by routine observation of employee work practices. Employee counseling on unsafe work practices will be used to communicate deficiencies in safety performance. Supplemental training and observation will be conducted to the degree required to correct the unsafe work practice.

Disciplinary Procedures

Fair and consistent disciplining of employees who fail to comply with safety and healthful work practices will be disciplined in accordance with The School's personnel policy.

RECORD KEEPING

The School's maintains the following records to help us more efficiently and effectively implement our IIPP:

- ☐ Records of scheduled and periodic inspections (to identify unsafe conditions and work practices, including the names of the person(s) conducting the inspection, the unsafe conditions and the work practices that have been identified, as well as the action(s) taken to correct the identified unsafe conditions and work practices. These records are maintained for at least one (1) year.
- ☐ Documentation of our safety and health training.
- ☐ Confirmation of receipt and review of the IIPP, HIPP and COVID-19 Safety Plan.

Appendix A – Hazardous/Unsafe Condition Report Form

Reporting Information*

School-Site/School Facility:	
Name/Title (optional):	Phone(optional):
Date/time hazard observed:	Date reported:
Location of hazard (building, room, parking lot, other distinguishing area) :	
Description of hazardous/unsafe condition:	
What corrective action would you recommend?	

* Submit completed form to your immediate supervisor or the Assistant Principal of Facilities or School-site safety coordinator. Submit anonymously by sending to Sonia Pishehvar, Risk Manager and Safety Coordinator, IIPP Administrator.

Investigation

Investigator's Name/Title:	Date:
Results of the investigation (<i>Attach additional page if necessary</i>):	
Proposed corrective action:	

Corrective Action

Responsible Person/Department:	Corrective Action Completion Date:
Corrective Action Taken (<i>Attach additional page if necessary</i>):	

School Best Practices and Safety Committee Review

The School Safety Committee reviews all submitted Hazardous/Unsafe Condition reports for thorough investigation and corrective action. The Committee also ensures the person reporting the hazard, if known, is notified of the results.

Committee Chair: _____ Date of Review: _____

Appendix B – Accident Investigation Report (Employee/Workplace Injury or Illness)

Add separate paper if needed

School Site/School Facility:	Department:
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Injured Employee Information

Name:		Job Title:	Contact Number:
Hire Date:	Volunteer: <input type="checkbox"/> Yes <input type="checkbox"/> No	Supervisor Name:	Contact Number:

Accident Details

Date & Time of Accident:	Date Reported:	Location of Accident: <i>(be specific - building, room #, lab, field, etc.):</i>
Description of Injury/Illness <i>(sprained right ankle, cut left hand, allergic reaction, needle stick, etc.):</i>		
Describe accident <i>(tasks performed, events before accident, equipment/ tools, work conditions, other relevant details):</i>		
Witness Name(s) and contact information		

Cause(s) of Accident

Hazardous conditions, safety management breakdowns, unsafe work behaviors

Corrective Action

Physical changes, changes in procedures, changes in employee work practices

Investigation completed by:	Title:	Date:
Corrective action follow-up conducted by:	Title:	Date:

Appendix C – Protection from Wildfire Smoke: Health and Safety of Employees Exposed to Wildfire Smoke

Purpose:

The purpose of this addendum to the Injury and Illness Prevention Program is to mitigate employee exposure to wildfire smoke and other pollutants when working outdoors.

Background

The School employees may be asked to work outdoors and in conditions where they may be exposed to wildfire smoke and other pollutants considered to be harmful to their health. Employees are offered the opportunity and may decline the opportunity to perform work outdoors when they feel conditions may be harmful to their health without any retribution from School management. The following best practices meets or exceeds regulatory requirements located in [Title 8 of the General Industry Safety Orders, Article 107, Section 5141.1](#), also known as Cal/OSHA Standard 5141 Protection from Wildfire Smoke.

Best Practices

When the Air Quality Index (AQI) PM2.5 is 151 or greater and The School has a reasonable expectation that employees may experience outdoor wildfire smoke exposure for a period of 1 hour or less per shift, The School will implement the following practices:

- A. Prior to each workday and shift, supervisors will check the AQI forecast via the [United States, Environmental Protection Agency AirNow](#) (U.S. EPA AirNow) and then communicate the AQI and its associated Levels of Health Concern to employees in a pre-shift huddle using the following scale:

Air Quality Index (AQI)	
AQI Categories for PM2.5	Levels of Health Concern
0-50	Good
51-100	Moderate
101-150	Unhealthy for Sensitive Groups
151-200	Unhealthy
201-300	Very Unhealthy
301-500	Hazardous

- B. Specify protective measures available to the employees to reduce their wildfire smoke exposure by including:

- a. Administrative Controls
 - i. Rotating employees between working outdoors and inside
 - ii. Limiting the length of employee shifts
 - iii. Transferring employees between locations where the AQI is not as hazardous
 - iv. Offering less strenuous work activities
 - v. Increase the number of rest breaks offered
- b. Voluntary use of Personal Protective Equipment (PPE)—[Organization Name] offers all employees exposed to wildfire smoke N95 filtering facepiece respirators. N95 respirators are offered at any time on a voluntary

basis and mandatorily offered when the AQI PM2.5 is 151 or greater but not more than 500. All N95 respirators are approved by the National Institute for Occupational Safety and Health (NIOSH).

- C. Employees are encouraged to notify The School leadership anytime they feel the air quality is progressively worsening during their shift and/or if they experience any adverse symptoms as a result of exposure such as difficulty breathing, asthma attacks, chest pain, etc.

Mandatory Training

All employees, regardless of the AQI levels and potentially exposed to Wildfire Smoke will receive the following training as required by Cal/OSHA Protection from Wildfire Smoke. Training will be provided in a language that is readily understandable by the employees being trained.

A. The health effects of wildfire smoke

- a. Although there are many hazardous chemicals in wildfire smoke, the main harmful pollutant for people who are not very close to the fire is “particulate matter;” these are the tiny particles suspended in the air.
- b. Particulate matter can irritate the lungs and cause persistent coughing, phlegm, wheezing, or difficulty breathing. Particulate matter can also cause more serious problems, such as reduced lung function, bronchitis, worsening of asthma, heart failure, and early death.
- c. People over 65 and people who already have heart and lung problems are the most likely to suffer from serious health effects.
- d. The smallest and usually the most harmful particulate matter is called PM2.5, they have a diameter of 2.5 micrometers or smaller.

B. The right to obtain medical treatment without fear of reprisal

- a. The School shall allow any employee that shows signs of injury or illness due to wildfire smoke exposure to seek medical treatment, and may not punish affected employees for seeking such treatment.
- b. The School shall also have effective provisions made in advance for prompt medical treatment of employees in the event of serious injury or illness caused by wildfire smoke exposure.

C. How employees can obtain the current Air Quality Index (AQI) for PM2.5

- a. Various government agencies monitor the air at locations throughout California and report the current AQI for those places. The AQI is a measurement of how polluted the air is. An AQI over 100 is unhealthy for sensitive people and an AQI over 150 is unhealthy for everyone.
- b. Although there are AQI's for several pollutants, Cal/OSHA Standard 5141 Protection from Wildfire Smoke only uses the AQI for PM2.5. The School's program meets the regulatory requirements of the standard.
- c. The easiest way to find the current and forecasted AQI for PM2.5 is to go to [AirNow](#) and enter the zip code of the location where you will be working. The current AQI is also available from the [U.S. Forest Service](#) and through [Local Air Schools](#).
- d. Employees who do not have access to the internet can contact their manager for the current AQI. The EPA website, [EnviroFlash](#), can transmit daily and forecasted AQIs by text or email for particular cities or zip codes.

D. The requirements in Cal/OSHA Standard 5141 Protection from Wildfire Smoke

- a. If an employee may be exposed to wildfire smoke, The School is required to find out the current AQI applicable to the worksite. If the current AQI for PM2.5 is 151 or more, The School's designee Facilities/Safety AP/Plant Manager/Supervisor is required to:
 - i. Check the current AQI prior to each shift and periodically during each shift
 - ii. Provide training
 - iii. Lower employee exposures
- b. Provide respirators and encourage their use.

E. The School maintains a two-way communication system.

- a. The School designee shall alert employees when the air quality is harmful and what protective measures are available to those employees that may be exposed.
- b. The School encourages employees to inform their supervisor if they notice the air quality is getting worse, or if they are suffering from any symptoms due to the air quality, without fear of reprisal.
- c. The employer's communication system includes:
 - i. Direct communication between employees and their supervisor prior to commencing work activities.
 - ii. Using company email.

iii. Texting and/or telephone conversations.

F. The School's methods to protect employees from wildfire smoke when the AQI for PM2.5 is 151 or greater include:

- a. Locating work in enclosed structures or vehicles where the air is filtered if at all possible.
- b. Changing procedures such as moving workers to a place with a lower current AQI for PM2.5 if possible.
- c. Reducing the time that an employee is exposed to outdoor smoke.
- d. Increasing rest time and frequency, and providing a rest area with filtered air if possible.
- e. Reducing the physical intensity of the work to help lower the breathing and heart rates.

APPENDIX D



Confirmation and acknowledgement of receipt and review of the Injury and Illness Prevention Program (IIPP).

I have received and reviewed the Plan Date: ____

Employee Name: _____

Employee Signature: _____

Job Title: _____

Job site location: _____

Return the signed form to the IIPP Administrator a copy will be kept on file with HR.