



iLEAD Agua Dulce Charter Renewal

November 12th, 2020



A person with short dark hair, seen from the back, is looking at a wall covered in various design-related items. The wall is a collage of papers, photos, and sketches. Some papers show hand-drawn diagrams, others show photographs of interior spaces or people, and some have handwritten notes. The person is wearing a grey and black striped sweater. The overall scene suggests a creative or design workspace.

iLEAD Aqua Dulce Video



iLEAD AD: A Research-Based Model



Project-Based Learning (PBL)

- Highly Engaging
- Deeper Learning
- Exposure to Career & Postgraduate Experiences
- A Sense of Purpose
- Success (21st C) Skills
- Builds Equity, Closing the Achievement Gap
- Develops Creativity & Problem-Solving



Social-Emotional Learning (SEL)

- Improved Academic Outcomes
- Improved Behavior
- Improved Emotional Well-Being & Mental Health
- Improved Career Preparedness
- Improved Lifetime Outcomes (reduced poverty rates, reduced involvement with law enforcement)
- Increased Learner Autonomy and Responsibility
- Improved Empathy & Tolerance

Play Based Learning

- Engages higher-thinking processes
- Teaches how to negotiate with peers, problem-solve, and improvise
- Essential for healthy brain development
- Develops autonomy and self-regulation
- Inspires a personal connection to academic experiences
- Greater retention of content





iLEAD AD: High School Implementation



School Year	Grade Levels Served
2018-2019	TK-6
2019-2020	TK-7
2020-2021	TK-8
2021-2022	TK-9
2022-2023	TK-10
2023-2024	TK-11
2024-2025	TK-12



iLEAD AD: A Research-Based Model



TK-12 Span School

- Cuts out the transitions to middle and high school during one of the biggest developmental periods in a child's life
- Maintains the community culture of the school
- Creates leadership opportunities
- Adults on campus really know the students and can support each other to best meet the needs of each child

CTE Pathways

- Develop employability skills
- Develop problem solving skills
- Develop work related communication and time management skills
- Understand real world application of both math and english skills taught in core classes
- Increased achievement in other classes

International Baccalaureate (IB)

- IB Diploma Track offered to 11th & 12th graders
- Deeply Rigorous Curriculum
- Global-Minded Citizens
- Independent Thinking
- Increased College Readiness
- Improved Cultural Awareness
- Critical Thinking and Problem Solving Skills
- Deeper Levels of Reflection
- Personal Engagement in an Increasingly-Globalized, Rapidly-Changing World



iLEAD AD: A Highly Individualized Education



An Individualized Learning Plan (ILP) for Every Learner

- Initial Assessment Data
- Individual Goals & Plans Developed With & For Each Learner
- Learners & Facilitators Use ILP's To Monitor Progress Throughout The Year
- The Year Culminates With Every Learner Reflecting On Their Growth & Goals



Highly Inclusive Model

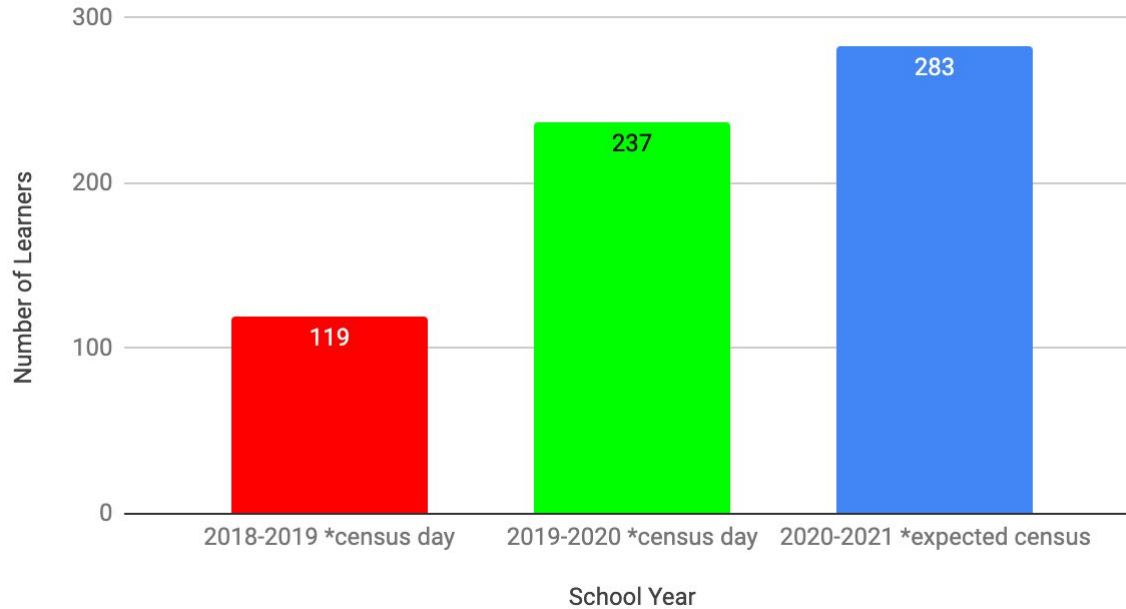
- Special Education Learners Included in the General Education Classroom
- Benefits All Populations Academically & Socially
- Builds Empathy & Resourcefulness
- Prepares Our Learners for an Inclusive Life!



Enrollment



Enrollment





Student Demographics



Enrollment Trends Over the Last Two Years			
School Year	2018-2019 <small>*census day</small>	2019-2020 <small>*census day</small>	2020-2021 <small>*expected census</small>
Number of Learners	119	237	283
English Learners	6%	4%	4%
Foster Youth	0%	0%	1%
Homeless Youth	0%	0%	0%
Migrant Education	0%	0%	0%
Students with Disabilities	11%	10%	13%
Socioeconomically Disadvantaged	32%	44%	44%



SPED Breakdown by Disability



Learners with Disabilities	Count of Total
Autism (AUT)	6
Deafness (DEAF)	0
Emotional Disturbance (ED)	0
Hard of Hearing (HH)	1
Intellectual Disability (ID)	0
Orthopedic Impairment (OI)	0
Other Health Impairment (OHI)	5
Specific Learning Disability (SLD)	11
Speech or Language Impairment (SLI)	12
Multiple Disability	0
Total:	35
Currently Pending as of 10-26	5

Highly Inclusive Model

- Special Education Learners receive services in a full inclusion program (General Education Classroom with Special Education Support)
- Benefits All Populations Academically & Social Emotionally
- Builds Empathy & Resourcefulness
- Prepares Our Learners for an Inclusive Life!



Renewal Criterion:

****iLEAD Agua Dulce is designated by the state as Middle Track****

Under Education Code section 47607.2(b)(1), for schools in the “middle” track, the District “shall consider” the school’s performance on the state and local Dashboard indicators, but the District “shall provide greater weight” to measurements of academic performance (i.e. ELA, Math, English Learner Progress, and College/Career)



Dashboard Indicators



SCHOOL PERFORMANCE OVERVIEW

iLead Agua Dulce

Explore the performance of iLead Agua Dulce under California's Accountability System.

Generate PDF Report

View Additional Reports

2019

Chronic Absenteeism



No Performance Color

Suspension Rate



No Performance Color

English Learner Progress



No Performance Color

English Language Arts



No Performance Color

Mathematics



No Performance Color

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET



Dashboard Indicators- Predicted for 2020



Chronic Absenteeism PREDICTED - 2020

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>Current chronic absent-eeism rate</u>	<u>Difference between current and prior rate</u>	<u>Current number of students chronically absent</u>	<u>Current number of eligible students</u>	<u>Prior number of students chronically absent</u>	<u>Prior number of eligible students</u>	<u>Prior chronic absenteeism rate</u>
All Students	Yellow	High	Declined Significantly	13.63%	-3.07%	33	242	26	156	16.70%
Socioeconomically Disadvantaged	Yellow	High	Declined	17.09%	-2.11%	20	117	14	73	19.20%
White	Yellow	High	Declined Significantly	11.54%	-5.36%	15	130	15	89	16.90%
Hispanic	Red	High	Increased Significantly	18.99%	8.59%	15	79	5	48	10.40%
Two or More Races	Green	Medium	Declined Significantly	6.90%	-24.40%	2	29	5	16	31.30%



Dashboard Indicators- Predicted for 2020



Suspension Rate Indicator - 2020 PREDICTOR

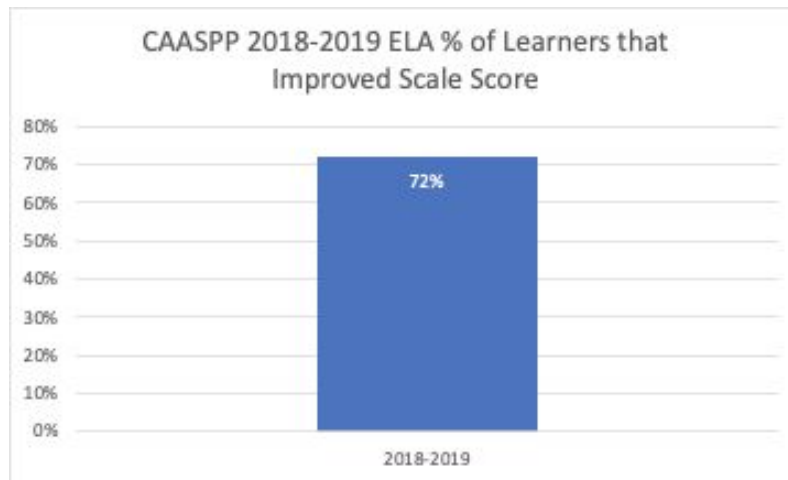
<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>CURRENT STATUS - 2019-20 Suspension Rate</u>	<u>CHANGE Difference between 2019-20 and 2018-19 Suspension Rate</u>	<u>Number of Students Suspend ed in 2019-20</u>	<u>Number of Students Enrolled in 2019-20</u>	<u>Number of Students Suspended in 2018-19</u>	<u>Number of Students Enrolled in 2018-19</u>
All Students	Blue	Very Low	Declined	0.00%	-0.60%	0	263	1	160
Socioeconomically Disadvantaged	Blue	Very Low	Maintained	0.00%	0.00%	0	104	0	75
Students with Disabilities	Blue	Very Low	Declined Significantly	0.00%	-4.80%	0	23	1	21
Hispanic	Blue	Very Low	Maintained	0.00%	0.00%	0	76	0	50
White	Blue	Very Low	Declined	0.00%	-1.10%	0	141	1	91



CAASPP ELA Scores



iLEAD Agua Dulce SBAC ELA			
Grade	2019	Mean Scale Score	Distance From Standard
3	42%	2427	-5
4	25%	2407	-66
5	46%	2486	-16
6	*	*	*
Total	38%		-10.5
# of students with scores	58		





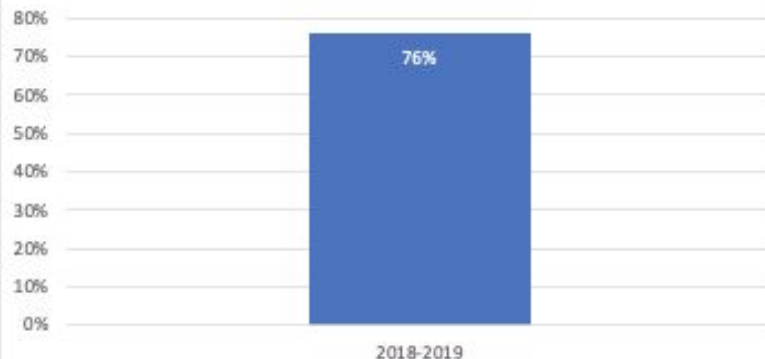
CAASPP MATH Scores



iLEAD Agua Dulce SBAC MATH

Grade	2019	Mean Scale Score	Distance From Standard
3	42%	2420	-16
4	20%	2404	-81
5	8%	2445	-83
6	*	*	*
Total	28%		-41.4
# of students with scores	58		

CAASPP 2018-2019 Math % of Learners that Improved Scale Score





Internal Learner Data: Reading: NWEA Map



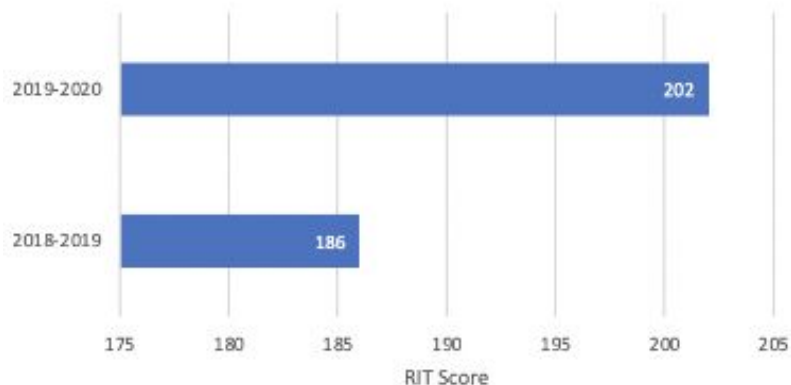
MAP NWEA Change Over Time - Reading								
Grade	Fall 2018	Winter 2019	Spring 2019	Fall 2019	Winter 2020	Spring 2020	Fall 2020	Cohort Growth
Kinder	135.1	144.5	150.1	146.7	152.2	181.2	162.3	n/a
1st	162.6	167.8	172.2	153.2	157.5	184.1	168.1	14.59%
2nd	179.1	183.1	187.3	176.7	182.9	197	176	30.27%
3rd	196.7	190.7	198.2	190.8	193	201	187.6	15.38%
4th	191.5	202.7	199.8	195.4	195.8	208.5	200.1	11.73%
5th	201.1	209.2	207.5	203.4	209.9	214.1	207	5.24%
6th	214.9	223.2	224.2	210.3	216	214.5	209.5	9.40%
7th	n/a	n/a	n/a	219.8	221.2	227.5	216.9	7.86%
8th	n/a	n/a	n/a	n/a	n/a	n/a	224.8	4.61%



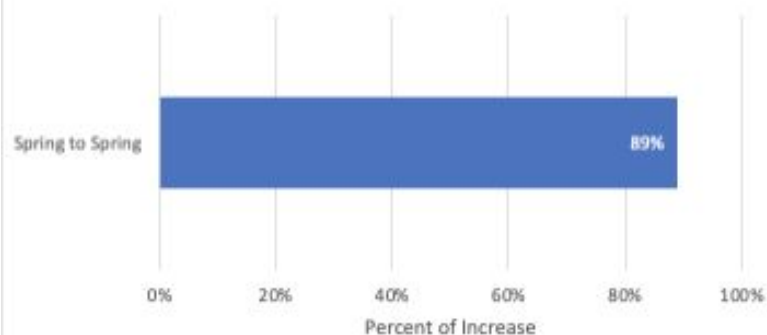
Internal Growth Over Time: NWEA MAP ELA



NWEA MAP 2020 ELA Average Spring RIT Score



NWEA MAP 2020 ELA Percentage of Students that Improved RIT Score Over Two Years





Internal Learner Data: Math: NWEA Map



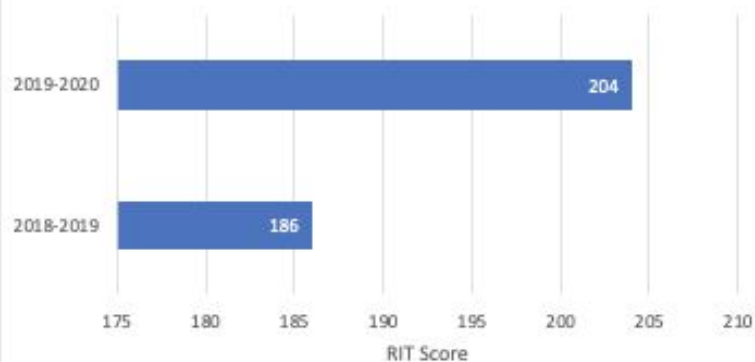
MAP NWEA Change Over Time - Math								
Grade	Fall 2018	Winter 2019	Spring 2019	Fall 2019	Winter 2020	Spring 2020	Fall 2020	Cohort Growth
Kinder	133.9	138.1	148.5	142	147.9	178.4	161.3	n/a
1st	162.5	171.8	179.9	151.2	160.6	189.6	168.8	18.87%
2nd	177.7	183.2	193.9	180.9	185.9	206.6	180.6	34.88%
3rd	186.8	192	198.7	186.6	188.4	198	185.3	14.03%
4th	196.5	199.3	202.9	198.9	200.7	208	195.4	9.96%
5th	205.6	208.6	208.5	202.9	207.5	214.1	207.2	10.92%
6th	211.6	217.2	224.2	210	221.5	216.6	204.1	3.87%
7th	n/a	n/a	n/a	227.5	227.9	233.5	213.1	3.65%
8th	n/a	n/a	n/a	n/a	n/a	n/a	226.1	6.85%



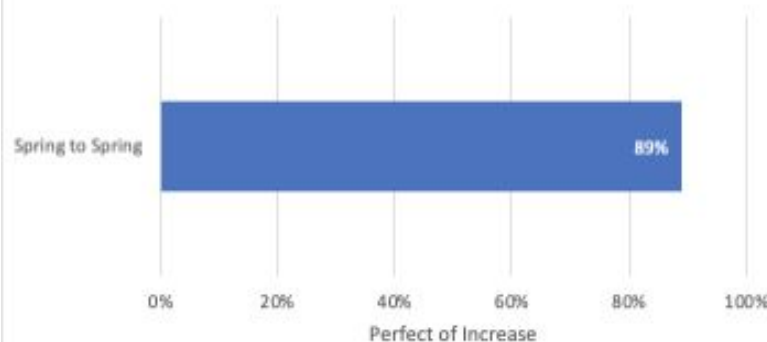
Internal Growth Over Time: NWEA MAP Math



NWEA MAP 2020 Math Average Spring RIT Score



NWEA MAP 2020 Math Percentage of Students that Improved RIT Score Over Two Years



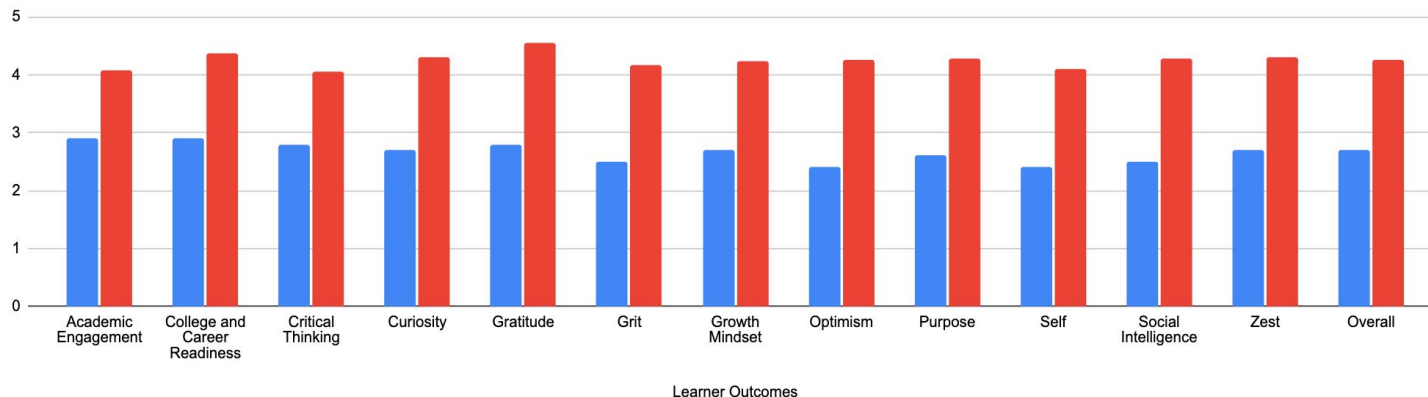


Measuring Social Emotional Growth



iLEAD Agua Dulce
Fall 2018 - Fall 2019
Learner Outcomes

■ Fall 2018 ■ Fall 2019



Character
Growth Lab
Growth Card



Gallup Poll



Engagement

The involvement in and enthusiasm for school.

ENGAGEMENT GRANDMEAN	Agua Dulce 2018	U.S. Overall 2018	Agua Dulce 2019	U.S. Overall 2019
OVERALL	4.39	3.85	4.27	3.82
At this school, I get to do what I do best every day.	4.12	3.53	3.96	3.5
My teachers make me feel my schoolwork is important.	4.53	4	4.40	3.94
I feel safe in this school.	4.18	3.97	4.33	3.77
I have fun at school.	4.61	3.44	4.37	3.4
I have a best friend at school.	4.81	3.37	4.48	4.38
In the last seven days, someone has told me I have done good work at school.	4.06	3.61	3.84	3.57
In the last seven days, I have learned something interesting at school.	4.59	3.86	4.14	3.8
The adults at my school care about me.	4.6	3.83	4.38	3.8
I have at least one teacher who makes me excited about the future.	4.33	4.08	4.23	4.06



Career/Financial Literacy

The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

CAREER/FINANCIAL LITERACY GRANDMEAN	Agua Dulce 2018	U.S. Overall 2018	Agua Dulce 2019	U.S. Overall 2019
OVERALL	3.42	3.28	3.35	3.27
I have a paying job now.	1.82	2.11	2.48	2.09
I am learning how to save and spend money.	3.82	3.76	3.75	3.71
I have a bank account with money in it.	3.69	3.17	3.32	3.19
I am involved in at least one activity, such as a club, music, sports or volunteering.	4.22	4.05	4.13	4.06



Hope

The ideas and energy students have for the future.

HOPE GRANDMEAN	Agua Dulce 2018	U.S. Overall 2018	Agua Dulce 2019	U.S. Overall 2019
OVERALL	4.35	4.2	4.33	4.17
I know I will graduate from high school.	4.40	4.62	4.49	4.61
I have a great future ahead of me.	4.50	4.36	4.37	4.32
I can think of many ways to get good grades.	4.12	4.15	4.05	4.11
I have many goals.	4.22	4.13	4.16	4.08
I can find many ways around problems.	3.94	3.87	4.13	3.85
I have a mentor who encourages my development.	4.07	3.47	3.82	3.47
I know I will find a good job in the future.	4.82	4.35	4.57	4.31

Grades 5th-7th



Entrepreneurial Aspiration

The talent and energy for building businesses that survive, thrive and employ others.

ENTREPRENEURIAL ASPIRATION	Agua Dulce 2018	U.S. Overall 2018	Agua Dulce 2019	U.S. Overall 2019
OVERALL	2.98	2.42	2.92	2.38
I will invent something that changes the world.	3.62	2.66	3.13	2.57
I plan to start my own business.	3.00	3.03	3.37	3
I am learning how to start and run a business.	2.63	2.36	2.92	2.34
I have my own business now.	1.82	1.51	2.18	1.51

Learner Spotlights...



OLIVIA ESPARZA



5th grade learner, Olivia Esparza believes in inspiring others. She co-founded iLEAD Agua Dulce's Inspiration Generation Club which promotes kindness and helping others. Olivia arranged for campus wide clean-up teams each week and serves as part of our Welcome Crew reaching out to new learners to help them assimilate. Olivia led a group of 4th-7th grade learners launching the Creation Station Shed, which houses a multitude of loose parts for the learners to create with.



NICK VINCE



Nick Vince is an 8th grade learner who loves iLEAD Agua Dulce. Nick has thrived in the Project-Based Learning environment stating that it is more engaging and helps him to understand his learning better. He also appreciates the huge focus on social and emotional learning. "iLEAD Agua Dulce has helped me step out of my 'bubble of awkwardness' and gives me the freedom to be myself. I feel more confident to be a leader." Nick stepped out of his comfort zone and took it upon himself to run "The Shed" to ensure that all learners have the opportunities to use the recess and lunch equipment and especially leave things better than they found them.



SAMANTHA
DIEM



Samantha Diem is an 8th grade learner who is a true leader. Samantha co-founded iLEAD Agua Dulce's Color Guard Team training groups of learners in all grade levels ensuring that raise and lower the American Flag each day. She arranges all patriotic assemblies. Samantha is a Girl Scout Cadet who won top honors with the Silver Award for her service. Samantha was one of four learners whose scientific experiment and research was conducted on the International Space Station. "One thing I love about iLEAD Agua Dulce is that there are so many leadership opportunities. It's really cool that we get to practice and develop our 21st century skills that will help us succeed both in the future and today."



iLEAD Agua Dulce Financial Snapshot



iLEAD Agua Dulce Multi-Year Budget Projection

	2021-22	2022-23	2023-24	2024-25	2025-26
REVENUE					
8011 LCFF - State Aid	2,707,070	3,013,068	3,396,997	3,852,170	3,956,564
8012 LCFF - EPA	65,200	71,800	77,800	83,800	86,071
8096 LCFF - In-Lieu Taxes	138,218	152,209	164,929	177,648	182,462
8100 Federal Revenue (SpEd)	35,429	39,494	43,560	47,166	48,913
8250 Child Nutrition	43,638	48,130	52,114	54,045	56,098
8290 REAP	27,100	27,100	27,100	27,100	27,100
8311 Other State Funding Apportionments (SpEd)	202,042	222,840	241,286	250,225	259,732
8312 Other State Funding Apportionments (Mental Health)	1,195	1,318	1,427	1,480	1,536
8550 Other state Revenue (Mandated Costs) K-8	7,888	9,489	11,027	10,505	9,909
8560 Other State Revenue (Lottery) - Unrestricted	48,960	54,000	58,470	60,636	62,940
8560 Other State Revenue (Lottery) - Restricted	15,994	17,640	19,100	19,808	20,560
8645 Student Activities	10,000	10,000	10,000	10,000	10,000
8830 Fundraising	10,000	10,000	10,000	10,000	10,000
8831 Grants	33,000	33,000	33,000	33,000	33,000
Total Revenue	3,345,733	3,710,089	4,146,810	4,637,582	4,764,887
EXPENDITURES					
Personnel					
1000 Certificated Salaries	1,035,396	1,144,500	1,315,320	1,379,286	1,408,661
2000 Classified Salaries	325,220	325,220	325,220	473,161	487,356
3101 State Teachers Retirement System (STRS)	165,663	207,155	238,073	249,651	254,968
3000 Non-STRS Employee Benefits	277,027	296,136	336,939	380,468	385,799
	1,803,307	1,973,011	2,215,552	2,482,566	2,536,784
Books and Supplies					
4100 Curriculum & Education Software	17,609	19,422	21,234	23,047	23,876
4300 Materials and Supplies	145,679	163,145	176,612	190,079	196,259
4400 Equipment and Supplies	27,000	61,000	76,000	76,000	76,000
4700 Food Supplies	44,836	49,545	53,713	55,643	57,697
	235,124	293,112	327,558	344,769	353,832
Services and Operations					
5200 Travel and Conferences	7,850	8,334	8,417	8,501	8,586
5300 Dues and Memberships	2,222	2,244	2,267	2,289	2,312
5400 Insurance	12,494	13,780	15,066	16,352	16,940
5500 Operations - Utilities, Waste Disposal, Janitorial, Security	35,887	36,246	36,609	36,975	37,344
5600 Facilities - Rent	291,049	323,708	363,973	411,362	422,510
5600 Facilities - Maintenance, Repairs	15,150	15,302	15,455	15,609	15,765
5801 Professional Services - Services Fees	436,573	485,562	545,959	617,043	633,765
5802 Professional Services - District Oversight Fees	87,315	97,112	109,192	123,409	126,753
5800 Professional Services - Payroll fees, Business Services, Legal, Consultants	78,127	78,869	79,622	80,385	81,157
5800 Operating Expenditures - Banking, License, Fees, Interest, Recruitment, Marketing	10,060	10,160	10,262	10,364	10,468
5850 Operating Expenditures - Student Information System	3,712	4,094	4,094	4,094	4,094
5800 Student Services - SpEd (consultants, assessment)	149,786	166,858	184,255	201,984	211,339
5800 Student Services - Enrichment, Groups, Activities, Substitutes	12,749	11,107	11,218	11,330	11,443
5900 Communications - (Phone, Internet, Web Communications, Postage)	29,221	29,514	29,809	30,107	30,408
	1,172,195	1,282,889	1,416,196	1,569,804	1,612,885
Total Expenditures	3,210,625	3,549,011	3,959,306	4,397,139	4,503,500
Net Income (w/out reserve)	135,108	161,078	187,504	240,443	261,386
Reserve for Economic Uncertainty (4%)	128,425	141,960	158,372	175,886	180,140
Net Surplus (less 4% reserve for economic uncertainty)	6,683	19,117	29,132	64,558	81,246





Distance Learning Plan



- School Closure in March, in consultation with LADPH
- Implemented Communication Plan, including outreach to learners, parents, staff and community
- Moved our support team to virtual platform (phone, ticket system, email)
- Prepared Virtual Learning Infrastructure Set Up the LMS
- Site facilitators and support staff were trained, given access to online curriculum, and given next steps to move to a virtual learning environment.
- Special Education staff trained on providing services virtually
- Launched Virtual Learning Training to Families
- Continue to provide Ongoing Support to staff, learners, and families through trainings, townhall, and professional learning opportunities



Distance Learning Schedules



Synchronous- 2 days per week, full support by facilitator

- Zoom
- Morning Meeting/ Advisory
- Blocks for Core Content and Project Development
- ELD Integrated/designated
- Small group interventions and conferring for ELA and Math
- Physical Education
- Outdoor Classroom

Asynchronous - 3 days per week, supported by care team

- Morning Meeting/ Advisory
- ELA, Math, ELD interventions
- Interactive and Active Learner Choice Board Lessons using LMS
- Live support
- Specials (Foreign Language, Art, Computer Skills, Outdoor Classroom, Mindful Minutes)



COVID 19- Reopening Plan



PHASE 1- Limited reopening of closed physical school campus to specific groups of students, Special Education, English Language Learners, and for assessment purposes following Government Guidelines

PHASE 2- Limited reopening of closed physical school campus to specific groups of learners having difficulty meeting learning goals in virtual model

PHASE 3- Limited reopening based on support and approval of TK-2 waiver

PHASE 4- Reopening of closed physical school campus in cohorts for a [Hybrid Model of Instruction](#) (two days per week to receive in person instruction (synchronous) from an assigned facilitator and three days of independent work (asynchronous) off site). Learners have the option to remain completely virtual if they choose.

FINAL PHASE- Reopening of all physical school campus to all learners

iLEAD Agua Dulce will progress through the phases based on guidelines from the Los Angeles Department of Public Health.



COVID 19- Reopening Action Steps



- Conduct survey for Families and Staff to assess needs including model (hybrid or all virtual), cohort A (Mon/Wed) or B (Tues/Thurs), technology, child care needs
- Collate survey data and prepare for Hybrid Cohorts
- Identify COVID 19 Team
- Update Emergency Operations Plan
- Train all staff (Maintenance, Office, Lunch, Facilitators, Care Team, and Substitutes)
- Provide staff with PPE
- Assign Illness Check team for each site including procedures to review health questionnaire and temperature checks daily
- Identify Quarantine Area
- Established physical distancing routines, including staggered breaks and lunches, as well as movement of learners and facilitators.
- Set up schedule for frequent and thorough hand washing at transitions
- Develop Cleaning Schedules
- Visit for LADPH
- Create and notify families and facilitators of classes and cohorts
- Return to Site-Based Learning



iLEAD Agua Dulce: ELA/Math Plan for Increasing Achievement/ Mitigating Learning Loss



iLEAD Agua Dulce is closing the achievement gap in the school community. There has been significant growth over time, both overall and in cohorts., We have made specific efforts in our instructional program to continue to increase CAASPP scores over time. Listed are the implemented improvements needed in order to address the areas that show continued improvement for English Language Arts and Math:

ELA

- Orton Gillingham training for all staff
- Edmentum ELA and Math Program provides tailored instruction
- Zoo Phonics in Grades TK-2nd to focus on building strong phonics
- Jennifer Serravallo Reading and Writing Strategies training for all staff
- Lucy Calkins Units of Study
- Daily 5 and CAFE strategies used during reading differentiation

MATH

- SFUSD Math program in grades K-5th
- CPM Math in grades 6-8
- Edmentum ELA and Math Program provides tailored instruction
- Bridges Math Intervention Program and purchase of math manipulatives for all grade levels
- Daily 3 Math framework



iLEAD Agua Dulce: Plan for Increasing Achievement/Mitigating Learning Loss



ALL ACADEMIC AREAS

- Data Driven Instruction/goal setting
- Small group Instruction
- Workshops and intervention specifically targeting learners needs
- Continue to design projects that target key academic concepts
- Virtual small group conferring and one on one tutoring each day
- Continued Professional Learning to address needs of English Learners
- Student Support engagement/collaboration regarding student IEPs, service implementation, and co-teaching.
- Manipulatives and other hands-on supplies provided for each learner

SEL

- Daily Check Ins through Morning Meeting and Advisory
- Weekly personal check ins with facilitator
- Additional resources and Parent Universities to families to support learning at home
- School counselor addressing identified needs of learners and conducting Weekly Lunch Bunch Club
- Outdoor Classroom Choice Boards and Live Sessions
- Notion N' Motion Surprise Project Boxes for all learners
- Live Support offered on both synchronous and asynchronous days
- Monthly iSUPPORT Meetings for families
- Creating strong projects that foster powerful collaboration and learner connection daily



Parent Quote



"iLEAD Agua Dulce has been a Godsend to our family! The school is such a welcoming environment for our daughter. The staff meets our daughter on her level, and encourages, inspires and supports her through her individual learning experience. She is valued for who she is and the contribution that she makes to the class and to her school. Being a part of the iLEAD family is an integral part of our child's social and academic development into adulthood."

- Michelle Guzman, 6th grade parent

Thank you

We look forward to our continued partnership!

