



MEETING AGENDA - iLEAD Lancaster 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	Thursday, April 7, 2022
Start Time	6:00 PM
End Time	7:30 PM
Location	This meeting will be held virtually. You may join us at: Zoom 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

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Approve Agenda

1.5. Approve Minutes

Documents

- Minutes-2022-02-10-v2 (1).pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

3. Public Comments

3.1. Public Comments

The public may address the iLEAD Lancaster 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



Documents

- Personnel Report_Lancaster 3.31.2022-2.pdf
-

4.2. Check Register

Documents

- Lancaster Payment Register.pdf
-

4.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

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

Documents

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

5. Discussion And Reports

5.1. School Director Report

Documents

- Director Board Report Apr 7.2022.pdf
-

6. Action Items

6.1. 2nd Interim Report

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

Due date:

Documents

- Lancaster 2nd Interim - Form 62.pdf
-

6.2. Revised Mental Health Policy

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

Documents

- Lancaster (redline) Mental Health Policy 3_2022.pdf
-

6.3. School Plan For Student Achievement

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

Documents

- SSC Approved - DRAFT - iLEAD Lancaster SPSA 2021-2022 .pdf
-

6.4. Revised LCAP Federal Addendum

Request approval of the Revised LCAP Federal Addendum which now includes Title IV funding for an art program this year.

Documents

- Revised - iLEAD Lancaster LCAP Federal Addendum.pdf
-



7. Closed Session

7.1. Conference With Legal Counsel

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

7.2. Report of Closed Session

8. Board Comments

8.1. Board Comments

9. Closing Items

9.1. Promotion/Graduation Date

The 8th grade promotion date is Thursday, June 16, 2022.

9.2. Next Board Meeting Date

The next Board Meeting Date will be on Thursday, May 12, 2022.

9.3. Adjournment

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 Lancaster Board

Meeting

Date	Thursday, February 10, 2022
Started	6:02 PM
Ended	6:46 PM
Location	This meeting will be held virtually. You can join us at: Zoom https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting
Chaired by	Latorra Saxton
Recorder	KeKe Montoya

Minutes

1. Opening Items

1.1. Call The Meeting To Order

The meeting was called to order at 6:02 PM.

Status: Completed

1.2. Roll Call

Latorra Saxton - Present

Beth Caar - Present

LaNeShae Norwood - Present

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Approve Agenda

- Motioned: Latorra
- Seconded: Beth
- Unanimously Approved

Due date:

Status: Completed

1.5. Approve Minutes

- Motioned: Latorra
- Seconded: Beth
- Unanimously Approved

Due date:

Status: Completed

Documents

- Board MTG-Special_Minutes-2021-12-09-v1.pdf
 - Board MTG Minutes-2021-12-09-v1.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

Taleen Stevens presented her Reading Intervention Highlights and answered questions of the Board.

Status: Completed

3. Public Comments

3.1. Public Comments

The public may address the iLEAD Lancaster 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 were made.

Status: Completed

4. Consent Items

4.1. Personnel Report

- Motioned: Latorra
- Seconded: Beth
- Unanimously Approved

Due date:

Status: Completed

Documents

- Personnel Report_Lancaster 1.31.2022.pdf
-

4.2. Check Register

- Motioned: Latorra
- Seconded: Beth
- Unanimously Approved

Due date:

Status: Completed



Documents

- Lancaster Payment Register_20220202.pdf
-

4.3. AB 361 Brown Act Resolution

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

- Motioned: Latorra
- Seconded: Beth
- Unanimously Approved

Due date:

Status: Completed

Documents

- iLEAD Lancaster - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements (2).pdf
-

5. Discussion And Reports

5.1. School Director Report

Nykole presented the Director's report and answered questions of the Board.

Status: Completed

Documents

- Director Board Report Feb 21-22 - Google Docs.pdf
-

5.2. Annual Form 700

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

Kim presented the Annual Form 700 and answered questions of the Board.

Status: Completed

Documents

- Annual Form 700 Electronic File Support Document.pdf
-

5.3. Mid Year LCAP and Supplement Funding Report

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

Lara Durrell presented the Mid Year LCAP and Supplement Funding Report and answered questions of the Board.

Status: Completed

Documents

- 2021-22 iLEAD Lancaster LCAP Supplement DRAFT.docx.pdf
-

6. Action Items

6.1. First Interim Report



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

- Motioned: Latorra
- Seconded: Beth
- Unanimously Approved

Due date:

Status: Completed

Documents

- 2122 First Interim Alt Form - Lancaster MYP.pdf
-

6.2. Revised ESSER III Plans

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

- Motioned: Latorra
- Seconded: Beth
- Unanimously Approved

Due date:

Status: Completed

Documents

- ESSER III Expenditure Plan DRAFT.pdf
-

6.3. 2022 Emergency Operations Plan

Request approval of the 2022 Emergency Operations Plan.

- Motioned: Latorra
- Seconded: LaNeShae
- Unanimously Approved

Due date:

Status: Completed

6.4. 2022-2023 School Calendar

Request approval of the 2022-2023 School Calendar.

- Motioned: Beth
- Seconded: LaNeShae
- Unanimously Approved

Due date:

Status: Completed

Documents

- 2022-23 draft iLEAD Lancaster Calendar Track A v2202011045.pdf
-

6.5. Board Member Roles

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



- Motioned: Latorra
- Seconded: LaNeShae
- Unanimously Approved

Due date:

Status: Completed

6.6. Board Member Term

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

- Motioned: Beth
- Seconded: LaNeShae
- Unanimously Approved

Due date:

Status: Completed

7. Board Comments

7.1. Board Comments

Beth advised the Board that she was impressed by how organized the EOP was and that it looked very professional.

Latorra stated she is grateful for all of the hard work the iLEAD staff is putting in and how despite the challenging times, they are always smiling.

Status: Completed

8. Closing Items

8.1. Next Meeting Date

The next Board Meeting will be held on March 10, 2022.

The next Board Meeting will be on Thursday, March 10, 2022 at 6:00 PM.

Status: Completed

8.2. Adjournment

The meeting was adjourned at 6:46 PM.

Status: Completed

EMPLOYMENT – NEW HIRES

Geraldine Baden - Facilitator - Substitute - 03/07/22
Emilie Christian - Facilitator - Substitute - 3/9/22
Victoria Bushner - Facilitator - Substitute - 3/18/22
Luis Ledesma - Care Team - Classroom Support - 3/23/22
Stephanie Estrada - Care Team - Classroom Support - 3/29/22

RESIGNATIONS/TERMINATIONS

Bruno Chung - Care Team - Classroom Support - 2/22/22
Lisa Bippert - Facilitator - Substitute - 2/25/22
Maria Rubio - Care Team - Student Support 1:1 - 2/25/22
Jerrold Robinson Jr. - Care Team - Classroom Support - 3/3/22
Brandy Leopard - Care Team - Food Services Coordinator - 3/11/22

STATUS CHANGE

Melissa Perez - Care Team - part time Play Space Advisor to full time Care Team - Food Service Coordinator - 3/16/22

Company Name: iLEAD Lancaster Charter
Report Name: Payment Register
Report Title 2: Mission Valley Bank
Footer Text: 02/03/2022-03/29/2022
Location: 112--iLEAD Lancaster Charter

Date	Vendor	Document No	Amount
2/4/22	SEAS000--Sea Supply	EFT	1,083.67
2/4/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	410.57
2/4/22	MATH002--Math-U-See, Inc [S]	EFT	64.65
2/4/22	NATI000--National Benefit Services	EFT	4,450.00
2/4/22	DONG000--DON GUS FINE MEXICAN & SEAFOOD	EFT	1,871.86
2/4/22	AMAZ112--Amazon Capital Services (Lanc)	EFT	309.28
2/4/22	COOK002--Cook, Emily	EFT	39.95
2/4/22	ARGO000--Argo Brothers Inc.	EFT	130.64
2/4/22	KIWI000--KIWICO [P]	EFT	1,142.40
2/4/22	HESS000--Hess and Associates Inc	EFT	292.50
2/4/22	ED112A--Southern California Edison 1256	EFT	3,457.47
2/9/22	LAVI000--LaVine Equestrian	EFT	360.00
2/9/22	GAS112A--SoCalGas 7188	EFT	3,445.79
2/9/22	SEAS000--Sea Supply	EFT	108.05
2/9/22	OUTS000--Outschool, Inc [S]	EFT	40.00
2/9/22	SANT007--Santa Clarita Valley International	EFT	24,202.92
2/9/22	SANT007--Santa Clarita Valley International	EFT	29,988.59
2/9/22	ILEA300--iLEAD California	EFT	188,552.20
2/9/22	ILEA300--iLEAD California	EFT	7,737.31
2/9/22	EMPO000--Empower Generations	EFT	788.10
2/9/22	TOPO000--Top Out Climbing [S]	EFT	100.00
2/9/22	QUIL000--Quill [P]	EFT	99.61
2/9/22	PURC000--Purchase Power	EFT	6.95
2/9/22	MAKE000--Maker Learning Network	EFT	69,554.57
2/9/22	FRON000--Frontier	EFT	172.14
2/9/22	FRON000--Frontier	EFT	86.54
2/9/22	BAY112A--Bay Alarm Company 7272	EFT	249.96
2/9/22	AIRM000--Air Masters Inc	EFT	2,225.00
2/9/22	WAS112A--Waste Management 3003	EFT	1,328.08
2/9/22	TEAC002--Teacher Synergy [P]	EFT	50.00
2/9/22	IHYB103--iLEAD Hybrid Antelope Valley	EFT	6,959.47
2/9/22	ILEA012--iLEAD Agua Dulce	EFT	11,832.21
2/9/22	NATU000--Minds on Education, Inc.	EFT	442.75
2/9/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	745.97
2/9/22	OFFI000--Office Depot [P]	EFT	358.24
2/9/22	NATI000--National Benefit Services	EFT	600.00
2/9/22	Armani Harris	EFT	255.50
2/10/22	EMPO000--Empower Generations	EFT	754.28
2/10/22	LAND003--Around the World Stories (Matthew Landin)	EFT	135.00
2/10/22	MESV000--MES Vision	EFT	2,307.40
2/14/22	Terrence Holloway	EFT	-158.51
2/16/22	AFLA000--AFLAC	EFT	3,115.12
2/16/22	MART004--Martha Desmond [S]	EFT	55.00
2/16/22	CIGN000--Cigna Healthcare	EFT	3,135.23

2/16/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	62.59
2/16/22	LEGA003--Legal Shield	EFT	280.00
2/16/22	AFLA000--AFLAC	EFT	3,115.12
2/16/22	CIGN000--Cigna Healthcare	EFT	3,281.63
2/16/22	BLIC000--Blick Art Materials [P]	EFT	49.77
2/16/22	LEGA003--Legal Shield	EFT	264.05
2/16/22	IVYK000--Ivy Kids LLC [P]	EFT	215.70
2/16/22	HOME006--Home Depot Credit Services	EFT	2,707.88
2/16/22	AMAZ112--Amazon Capital Services (Lanc)	EFT	662.67
2/16/22	OFFI000--Office Depot [P]	EFT	720.71
2/16/22	NATI001--Nationwide	EFT	91.00
2/16/22	SUNL000--Sun Life Assurance Company of Canada	EFT	1,215.42
2/17/22	SUNL000--Sun Life Assurance Company of Canada	EFT	663.07
2/18/22	LITT008--Little Justice Leaders LLC	EFT	151.31
2/18/22	WOND001--Wonder Crate LLC	EFT	93.80
2/18/22	TIMB000--Timberdoodle [P]	EFT	2,750.47
2/22/22	Lacy Morris	EFT	1,712.87
2/22/22	Terrence Holloway	EFT	158.51
2/23/22	DONG000--DON GUS FINE MEXICAN & SEAFOOD	EFT	-1,871.86
2/23/22	Terrence Holloway	EFT	-19.13
2/23/22	Maria Rubio	EFT	729.25
2/23/22	SCHO013--School Food and Wellness Group	EFT	3,000.00
2/23/22	LAKE000--Lakeshore Learning Materials	EFT	40.05
2/23/22	TIM100D--Time Warner Cable 9001	EFT	8.54
2/23/22	STAR003--Star Dance Center [S]	EFT	120.00
2/23/22	BEND002--Piano Boise LLC dba Allemande Music Academy	EFT	120.00
2/23/22	CONR001--Palmdale School of Music Inc.	EFT	750.00
2/23/22	JIVE000--Jive Communications, Inc.	EFT	524.50
2/23/22	SYLV003--DKM Learning, LLC	EFT	1,805.00
2/23/22	BILL001--Bill's Landscaping, Inc	EFT	655.00
2/23/22	VANL000--Van Leuven, Amy	EFT	330.00
2/23/22	HULA000--Pfeffer, Marnie	EFT	50.00
2/23/22	HUCK000--HuckleBerry Center for Creative Learning [S]	EFT	1,608.00
2/23/22	COLO001--Colosky's Math Academy	EFT	72.50
2/23/22	OLIV002--Olive Tree Education, Inc.	EFT	1,140.00
2/23/22	ARTH000--First Insurance Funding	EFT	13,318.29
2/23/22	MAKE000--Maker Learning Network	EFT	2,926.57
2/23/22	MAKE000--Maker Learning Network	EFT	1,280.00
2/23/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	13.96
2/23/22	LEAR012--Learn and Create Inc.	EFT	238.53
2/23/22	HONE000--Honest History Co	EFT	190.40
2/23/22	QCLO000--QC Locksmith	EFT	100.00
2/23/22	AFFO000--Affordable Copier Service	EFT	1,866.88
2/23/22	LITT000--Little Passports [P]	EFT	144.92
2/23/22	PAPE000--PSS Waldorf Supplies LLC	EFT	112.55
2/23/22	OFFI000--Office Depot [P]	EFT	151.67
2/23/22	AMAZ112--Amazon Capital Services (Lanc)	EFT	2,097.16
2/23/22	NATI000--National Benefit Services	EFT	450.00
2/23/22	MINU000--Minuteman Press	EFT	82.01
2/23/22	DISC000--Discount School Supply [P]	EFT	168.65

2/24/22	LOSA001--Los Angeles County Office of Education (LACOE)	1025	58,010.64
2/24/22	BILL001--Bill's Landscaping, Inc	EFT	425.00
2/24/22	DONG000--DON GUS FINE MEXICAN & SEAFOOD	EFT	1,871.86
2/24/22	Terrence Holloway	EFT	19.13
2/24/22	OUTS000--Outschool, Inc [S]	EFT	130.00
2/24/22	AMAZ112--Amazon Capital Services (Lanc)	EFT	247.84
2/25/22	MESV000--MES Vision	EFT	-2,307.40
2/28/22	MESV000--MES Vision	EFT	2,307.40
2/28/22	Bruno Chung	EFT	372.16
3/2/22	SHRE001--Shred-IT, C/O Stericycle, Inc	EFT	177.16
3/2/22	PURE000--Pure Oasis Water	EFT	36.95
3/2/22	GENE003--Generation Genius, Inc.	EFT	175.00
3/7/22	MYST002--Mystery Science	EFT	99.00
3/7/22	HORS000--Kim Wineland (Horse ETC)	EFT	270.00
3/7/22	LAC112B--LA County Waterworks 7795	EFT	275.20
3/7/22	LAC112A--LA County Waterworks 7679	EFT	210.94
3/7/22	TMOB000--T-Mobile	EFT	480.00
3/7/22	TOPO000--Top Out Climbing [S]	EFT	145.00
3/7/22	MULT002--Multiriver Studios, LLC.	EFT	260.00
3/7/22	GIBS001--Gibson Music Studio	EFT	190.00
3/7/22	EDI112A--Southern California Edison 1256	EFT	3,334.32
3/7/22	JORI000--Jorian, Ruth	EFT	240.00
3/7/22	CORD000--Cordero, Efrain	EFT	282.00
3/7/22	THEH000--The Hidden Dojo	EFT	2,716.00
3/7/22	Samuel Frank	EFT	62.16
3/7/22	MELB000--Melvin Booker Jr	EFT	881.25
3/7/22	LEAR000--Learn Beyond The Book LLC [S]	EFT	3,162.00
3/7/22	WASS000--Margaret Wassner	EFT	59.52
3/7/22	Kimberly Lytle	EFT	120.63
3/7/22	KIDS001--KidsArt - Valencia, Inc [S]	EFT	186.00
3/7/22	HUCK000--HuckleBerry Center for Creative Learning [S]	EFT	28.75
3/7/22	KIWI000--KIWICO [P]	EFT	101.03
3/7/22	MAKE000--Maker Learning Network	EFT	21,782.78
3/7/22	FRON000--Frontier	EFT	95.90
3/7/22	EMP0670--Elizabeth Gill	EFT	120.79
3/7/22	OTCB000--OTC Brands Inc [P]	EFT	177.25
3/7/22	CLIF000--Clifton Larson Allen LLP	EFT	2,100.00
3/7/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	626.07
3/7/22	WAS112A--Waste Management 3003	EFT	1,328.08
3/7/22	Lacy Morris	EFT	60.00
3/7/22	SANT007--Santa Clarita Valley International	EFT	2,402.22
3/7/22	IHYB103--iLEAD Hybrid Antelope Valley	EFT	4,658.66
3/7/22	ILEA012--iLEAD Agua Dulce	EFT	611.77
3/7/22	EMPO000--Empower Generations	EFT	548.03
3/7/22	BAY112C--Bay Alarm Company 9872	EFT	941.34
3/7/22	BAY112A--Bay Alarm Company 7272	EFT	249.96
3/7/22	QCLO000--QC Locksmith	EFT	176.82
3/7/22	BLAN003--Blank Shirts, Inc	EFT	718.05
3/7/22	USAP000--USA Protection	EFT	800.00
3/7/22	KIWI000--KIWICO [P]	EFT	49.66

3/7/22	FERG000--Ferguson Enterprises Inc	EFT	1,475.90
3/7/22	SEAS000--Sea Supply	EFT	1,585.26
3/7/22	OFFI000--Office Depot [P]	EFT	304.09
3/7/22	AMAZ112--Amazon Capital Services (Lanc)	EFT	2,306.38
3/7/22	NASC000--NASCO Education	EFT	298.11
3/7/22	TIME001--Time4Learning [S]	EFT	718.30
3/9/22	SKYL001--Skylark North	EFT	1,900.00
3/9/22	JIVE000--Jive Communications, Inc.	EFT	546.03
3/9/22	BILL001--Bill's Landscaping, Inc	EFT	655.00
3/9/22	SCHO009--School Pathways Holdings, LLC	EFT	75.00
3/9/22	PURE000--Pure Oasis Water	EFT	42.90
3/9/22	EVER004--EverWild LA [S]	EFT	1,533.00
3/9/22	CODE003--Code Ninjas Santa Clarita	EFT	175.00
3/9/22	GAS112A--SoCalGas 7188	EFT	2,429.97
3/9/22	SCHO004--School Nurse Supply Inc	EFT	734.69
3/9/22	Lauren Ferguson	EFT	77.91
3/9/22	WAS112A--Waste Management 3003	EFT	1,328.08
3/9/22	iLEA010--iLEAD Online Charter	EFT	6,393.50
3/9/22	OFFI000--Office Depot [P]	EFT	184.17
3/9/22	CMPC000--Monroe, Christy	EFT	337.63
3/10/22	Brandy Leopard	EFT	776.84
3/10/22	STEM005--Stemulate Learning, LLC	EFT	1,140.00
3/10/22	OFFI000--Office Depot [P]	EFT	244.58
3/16/22	MULT002--Multiriver Studios, LLC.	EFT	-260.00
3/16/22	ARTH000--First Insurance Funding	EFT	13,318.29
3/16/22	EDMU000--Edmunds, Amanda	EFT	240.00
3/16/22	DIAZ001--Diaz, Brandon	EFT	160.00
3/16/22	BEND002--Piano Boise LLC dba Allemande Music Academy	EFT	120.00
3/16/22	LAVI000--LaVine Equestrian	EFT	720.00
3/16/22	KIDS001--KidsArt - Valencia, Inc [S]	EFT	248.00
3/16/22	GIBS001--Gibson Music Studio	EFT	190.00
3/16/22	SYLV003--DKM Learning, LLC	EFT	2,780.00
3/16/22	VANL000--Van Leuven, Amy	EFT	330.00
3/16/22	THEH000--The Hidden Dojo	EFT	1,465.00
3/16/22	HUCK000--HuckleBerry Center for Creative Learning [S]	EFT	811.00
3/16/22	COLO001--Colosky's Math Academy	EFT	137.50
3/16/22	OLIV002--Olive Tree Education, Inc.	EFT	1,140.00
3/16/22	WOND001--Wonder Crate LLC	EFT	93.80
3/16/22	CODE000--Codepops Inc	EFT	86.85
3/16/22	ACOR000--Acorn Naturalists [P]	EFT	183.73
3/16/22	OUTS000--Outschool, Inc [S]	EFT	28.00
3/16/22	ARTO000--AoPS Incorporated	EFT	144.00
3/16/22	TALK000--TalkBox.Mom Inc	EFT	335.16
3/16/22	Shona Burton	EFT	33.95
3/16/22	BLAN003--Blank Shirts, Inc	EFT	388.56
3/16/22	AMAZ112--Amazon Capital Services (Lanc)	EFT	228.93
3/16/22	NURI000--Nurick, Liza	EFT	425.00
3/16/22	QUIL000--Quill [P]	EFT	213.19
3/16/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	3,287.31
3/16/22	MAKE000--Maker Learning Network	EFT	18,000.00

3/17/22	Leticia Hernandez	EFT	60.00
3/17/22	STAR003--Star Dance Center [S]	EFT	120.00
3/17/22	SEAS000--Sea Supply	EFT	961.38
3/17/22	HORS000--Kim Wineland (Horse ETC)	EFT	945.00
3/17/22	FRON000--Frontier	EFT	181.92
3/17/22	FRON000--Frontier	EFT	95.90
3/17/22	USAP000--USA Protection	EFT	9,945.00
3/17/22	Hutson, Robert	EFT	10.78
3/17/22	William Sims	EFT	400.18
3/17/22	OWLC000--OwlCrate Enterprises, Inc.	EFT	237.83
3/17/22	AKJE000--AKJ Wholesale, LLC.	EFT	414.99
3/17/22	OUTS000--Outschool, Inc [S]	EFT	20.00
3/17/22	NASC000--NASCO Education	EFT	154.63
3/17/22	AMAZ112--Amazon Capital Services (Lanc)	EFT	1,215.46
3/21/22	LEAV000--Leaving The Village LLC	EFT	390.00
3/21/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	90.06
3/21/22	QUIL000--Quill [P]	EFT	825.40
3/21/22	MULT002--Multiriver Studios, LLC.	EFT	260.00
3/21/22	SANT007--Santa Clarita Valley International	EFT	37,770.53
3/21/22	THEG000--The Great Courses [P]	EFT	231.30
3/24/22	Terrence Holloway	EFT	-158.51
3/27/22	LOSA001--Los Angeles County Office of Education (LACOE)	1049	59,365.74
Total			\$ 718,951.59



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

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

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

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

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

Whereas, AB 361 states that:

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

Whereas, SB 361 requires:

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

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

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

iLEAD Lancaster
iLEAD Lancaster Director's Report - Nykole Kent
Apr 7, 2022

Curriculum and Instruction

- IDEAL walk thru with Makers
- SBAC Preparation Focus
- Pilot Differentiated Language Arts program

Presentations of Learning

- Kinder - Trout in the classroom "What is the life cycle of the fish?"
- 1st Grade - How can I use my knowledge of space to understand weather patterns of seasons?
- 2nd Grade - How can 2nd Grade use the writing process and coding skills to create interesting and unique games for the school to play?
- 3rd Grade - "How can we use our knowledge of the extinction of dinosaurs to predict the survival of animals in the future?"
- 4th Grade - "How can I, as an artist, express my feelings by emulating a famous artist's self portrait style?"
- 5th Grade - "How can I, as a historian, accurately represent our impact and significance in the War of Independence."
- IS - How does the journey of flight change my perspective?

Professional Learning/Facilitator Support

- Culturally Responsive Teaching Strategies
- Leader in Me Lighthouse work
- Restorative Practices

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	8,112,727.00	6,949,863.00	3,307,146.00	6,949,863.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,644,510.00	1,646,636.00	568,448.28	1,646,636.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,000,802.00	1,387,449.00	600,389.05	1,387,449.00	0.00	0.0%
4) Other Local Revenue		8600-8799	36,000.00	26,794.00	18,856.25	26,794.00	0.00	0.0%
5) TOTAL, REVENUES			11,794,039.00	10,010,742.00	4,494,839.58	10,010,742.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	2,980,342.00	2,779,792.00	1,608,738.59	2,779,792.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,566,380.00	1,496,781.00	652,001.42	1,496,781.00	0.00	0.0%
3) Employee Benefits		3000-3999	1,621,212.00	1,113,812.00	424,734.26	1,113,812.00	0.00	0.0%
4) Books and Supplies		4000-4999	1,276,607.00	1,036,931.00	564,559.91	1,036,931.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	3,442,976.00	3,129,631.00	1,392,519.79	3,129,631.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	150,000.00	93,000.00	0.00	93,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			11,037,517.00	9,649,947.00	4,642,553.97	9,649,947.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			756,522.00	360,795.00	(147,714.39)	360,795.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			756,522.00	360,795.00	(147,714.39)	360,795.00		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	3,544,987.00	3,544,987.00		3,544,987.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,544,987.00	3,544,987.00		3,544,987.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			3,544,987.00	3,544,987.00		3,544,987.00		
2) Ending Net Position, June 30 (E + F1e)			4,301,509.00	3,905,782.00		3,905,782.00		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	4,301,509.00	3,905,782.00		3,905,782.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	5,739,042.00	3,861,475.00	2,390,038.00	3,861,475.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	1,497,160.00	2,348,608.00	876,506.00	2,348,608.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	(355,320.00)	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	876,525.00	739,780.00	395,922.00	739,780.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			8,112,727.00	6,949,863.00	3,307,146.00	6,949,863.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	88,876.00	88,876.00	0.00	88,876.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	161,373.00	154,172.00	81,214.28	154,172.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	239,762.00	226,343.00	82,826.00	226,343.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	7,608.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,154,499.00	1,177,245.00	396,800.00	1,177,245.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,644,510.00	1,646,636.00	568,448.28	1,646,636.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	560,200.00	390,120.00	334,310.96	390,120.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	513,656.00	52,346.00	0.00	52,346.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	12,595.00	9,483.00	0.00	9,483.00	0.00	0.0%
Mandated Costs Reimbursements		8550	13,269.00	12,615.00	12,615.00	12,615.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	154,323.00	137,266.00	68,554.98	137,266.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	746,759.00	785,619.00	184,908.11	785,619.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			2,000,802.00	1,387,449.00	600,389.05	1,387,449.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	36,000.00	26,794.00	18,856.25	26,794.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			36,000.00	26,794.00	18,856.25	26,794.00	0.00	0.0%
TOTAL, REVENUES			11,794,039.00	10,010,742.00	4,494,839.58	10,010,742.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,509,199.00	2,442,598.00	1,407,390.30	2,442,598.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	193,200.00	76,444.00	45,302.63	76,444.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	122,875.00	220,689.00	132,655.00	220,689.00	0.00	0.0%
Other Certificated Salaries		1900	155,068.00	40,061.00	23,390.66	40,061.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,980,342.00	2,779,792.00	1,608,738.59	2,779,792.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	986,960.00	513,171.00	227,708.92	513,171.00	0.00	0.0%
Classified Support Salaries		2200	0.00	200,622.00	86,596.33	200,622.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	297,440.00	359,587.00	156,820.09	359,587.00	0.00	0.0%
Other Classified Salaries		2900	281,980.00	423,401.00	180,876.08	423,401.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,566,380.00	1,496,781.00	652,001.42	1,496,781.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	504,274.00	429,322.00	252,288.95	429,322.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	163,045.00	137,048.00	77,781.33	137,048.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	680,760.00	393,060.00	80,002.19	393,060.00	0.00	0.0%
Unemployment Insurance		3501-3502	42,749.00	26,085.00	14,661.79	26,085.00	0.00	0.0%
Workers' Compensation		3601-3602	136,401.00	128,297.00	0.00	128,297.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	93,983.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,621,212.00	1,113,812.00	424,734.26	1,113,812.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	234,999.00	116,325.00	78,252.71	116,325.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	512,247.00	466,966.00	215,398.23	466,966.00	0.00	0.0%
Noncapitalized Equipment		4400	434,575.00	289,736.00	209,039.91	289,736.00	0.00	0.0%
Food		4700	94,786.00	163,904.00	61,869.06	163,904.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,276,607.00	1,036,931.00	564,559.91	1,036,931.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	82,000.00	76,409.00	46,089.39	76,409.00	0.00	0.0%
Dues and Memberships		5300	20,204.00	50,000.00	40,800.75	50,000.00	0.00	0.0%
Insurance		5400-5450	65,000.00	64,769.00	40,371.78	64,769.00	0.00	0.0%
Operations and Housekeeping Services		5500	88,122.00	119,233.00	75,154.98	119,233.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	990,756.00	795,171.00	551,691.51	795,171.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,160,992.00	1,999,408.00	621,147.36	1,999,408.00	0.00	0.0%
Communications		5900	35,902.00	24,641.00	17,264.02	24,641.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,442,976.00	3,129,631.00	1,392,519.79	3,129,631.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	150,000.00	93,000.00	0.00	93,000.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			150,000.00	93,000.00	0.00	93,000.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			11,037,517.00	9,649,947.00	4,642,553.97	9,649,947.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		



iLEAD Lancaster School Mental Health and Suicide Prevention Policy

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee shall develop preventive strategies, intervention and postvention procedures.

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

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

Background

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

According to the Center for Disease Control, suicide is now the second leading cause of death for youth between the ages of 10 and 24, and results in approximately 4,600 lives lost each year (CDC, 2015, 2016). The number of learners who have survived suicide attempts is also staggering. Data indicates that for every youth suicide that occurs, there have been nearly 34

attempts resulting in approximately 157,000 youths who receive medical care for self-inflicted injuries in hospitals across the country each year.

A nationwide survey of learners in grades 9–12 in public and private schools in the United States found that 16 percent of learners reported seriously considering suicide, 13 percent reported creating a plan, and 8 percent reporting trying to take their own life in the 12 months preceding the survey (CDC, 2015).

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

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

Prevention

According to the Suicide Prevention Resource Center, the best way to prevent suicide is through a comprehensive approach that utilizes school-wide prevention to promote emotional well-being and connectedness among all learners. Each school will be provided a comprehensive Mental Health and Wellness procedural guidebook for assistance in taking preventive measures and establishing program to address existing law which requires the governing board or body of a county office of education, school district, state special school, or charter school that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017-18 school year, adopt a policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups. Existing law requires the Superintendent of Public Instruction to send a notice to each middle school, junior high school, and high school that encourages each school to provide suicide prevention training to each school counselor, provides information on the availability of certain suicide prevention training curriculum, informs schools about certain suicide prevention training, and describes how a school might retain those services. At the onset of the school year, LEA with grades 7-12 will issue identification cards with printed stickers of telephone number for a suicide prevention hotline and crisis text line (SB 972).

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

Instruction

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

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

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

Teaching and Reinforcing Social-Emotional and Life Skills

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

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

4. Incorporate opportunities to build social-emotional skills within the Health and Physical Education curriculum.

School-wide Screening and Early Identification of Problems

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

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

Staff Development

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

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

be followed for success reunification of the learner and to maintain the safety of the other learners.

Building Awareness

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

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

Commented [MOU2]: Specify iLEAD and add general social media reference

Intervention

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

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

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

Comprehensive Learner Support Programs

The school will develop programs to offer comprehensive learner support that addresses learner achievement, attitude (behavior), and attendance utilizing established screening and early identification processes. The Student Support Department in collaboration with the director and the Maker Staff Development Team will provide a variety of programs, services and strategies to increase learner attendance and implement evidence-based strategies for school dropout prevention and re-entry; including early identification of at-risk youth, intensive case management, support for transitions, enrollment in appropriate educational programs, and parent engagement. Learner Support Services supports learners and families including providing direct, individual, and family counseling; visiting learners' homes to exchange information and collaborating with school officials and community agencies. Every school shall have a formal, written, proactive Attendance and Dropout Prevention Plan. E.C. 48340 encourages school

districts to adopt learner attendance policy based on the active involvement of parents/guardians, learners, teachers, administrators, other school personnel and community members. The Director shall designate an Attendance and Dropout Prevention Team SART/SARB and convene with them at least twice a year to develop, review and implement a school-wide Attendance and Dropout Prevention Plan. This plan shall be incorporated in the Coordinated Safe and Healthy School Plan for the school.

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

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

Commented [MOU3]: Clerical error

Coordination of School and Community Resources

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

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

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

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

Postvention

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

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

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

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

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

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

iLEAD California Support Counseling and Intervention Services (CIS) - The Student Support of iLEAD California provide services as needed for Crisis Counseling and Intervention, School Mental Health and is dedicated to restoring and maintaining a safe and healthy learning environment for all Learners and the facilitated staff iLEAD Schools. CIS professional

counselors, psychologist as well other facilitators provide crisis response and recovery services in collaboration with law enforcements, Educational Service Centers, and community resources.

Resources links: At-Risk Student Intervention Programs

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

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

Warning Signs-FACTS: Feelings, Actions, Changes, Threats, Signs

http://www.sptsusa.org/wp-content/uploads/2015/05/FACTS_Warning_Signs_of_Suicidel.pdf

Non-Violent Crisis Prevention Intervention Training NCPI

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

California Teen Hotline

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

National Suicide Prevention

<https://suicidepreventionlifeline.org/>

<https://www.crisistextline.org>

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

PBIS Resources

- Positive Behavioral Interventions and Supports: www.pbis.org
- School-Wide Information Systems: www.swis.org
- Association for Positive Behavior Support: www.apbs.org
- Florida's Positive Behavior Support Project: <http://flpbs.fmhi.usf.edu>
- PBIS World - A collection of specific strategies: <http://www.pbisworld.com/>
- SELPA Professional Learning Catalog (PBIS trainings available):
- www.edcoecharterselpa.org/what-we-do/professional-learning
- <http://edcoe.org/educational-services/selpa-special-education-local-plan-area/professional-development>

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

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

School Interventions to Prevent Youth Suicide (Technical Assistance Sample)

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

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

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

Screening/Assessing Students: Indicators and Tools

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

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

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

Suicide Prevention (Quick Training Aids)

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

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

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

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

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

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

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

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

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

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

Author: Suicide Awareness Voices of Education

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

Description: Student Curriculum: This three-hour curriculum is designed to be presented in three separate class sessions and is usually given during health classes. It is geared toward students in grades 9-12 and combines lecture and discussion. It covers signs and symptoms of depression, risk and protective factors and warning signs for suicide, and the barriers and benefits of seeking

help. iLEAD's emphasizes connecting students and teachers to school and community resources and increases skills in how to seek help for oneself or a friend. Training for teachers is included in the curriculum materials. Technical assistance is also available.

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

Cost: \$125

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



iLEAD Lancaster 2021-2022 Single Plan for Student Achievement

School Name: iLEAD Lancaster

About the School: At iLEAD Lancaster, you will find a school that prioritizes a positive, supportive, and inviting environment where our learners (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 facilitators (facilitators) are devoted to providing learners with the best academic and emotional support by way of individualized attention.

School Mission and Vision:

The mission of iLEAD Lancaster Charter School is to empower learners to become conscientious, compassionate, and responsible citizens of the world. In this process we inspire them to become creative thinkers and leaders with a lifelong love of learning. We accomplish this through individualized instruction, active learning methods, and opportunities for self-directed learning. We celebrate and foster each child's individuality and support each in discovering his or her highest potential. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st-century workplace.

The vision of iLEAD Lancaster Charter School is that all learners will possess the knowledge, skills, and confidence to succeed by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

CDS Code:

19 64667 0125559

SSC Approval Date: March 7, 2022

Local Board Approval Date:

Purpose

The purpose of this plan is for schoolwide support and improvement for learners falling below proficient in English Language Arts and Math.

The school Single Plan for School Achievement goals are based upon a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the most current CA School Dashboard. Other school data, such as NWEA MAP assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with iLEAD Lancaster'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 the English Learner Advisory Committee (ELAC) and School Leadership team.

The school receives Federal Title I, Title II, and Title IV funding from the Federal government. Title I funding is allocated for Math and ELA interventions. Title II is allocated for staff development in the areas of Math and ELA. Title IV is allocated to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.



ESSA Requirements

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

Educational Partner Involvement

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

Resource Inequities

At iLEAD Lancaster, there are many opportunities available to increase the academic performance of learners. 55% of all learners that attend the school are Socioeconomically Disadvantaged. iLEAD Lancaster has been identified as meeting the state requirement for Additional Targeted Support and Improvement for the following indicators and subgroups:

CAASPP ELA Socioeconomically Disadvantaged and Learners with Disabilities

CAASPP Math African American, Two or More Races

Chronic Absenteeism- African American, Two or More Races, and Learners with Disabilities.



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 Math and ELA.

Identified Need

There is a need to increase academic achievement in math and ELA for identified learners needing targeted intervention based on internal NWEA MAP scores and CAASPP.

Annual Measurable Outcomes

Metric

Baseline

Expected Outcome

NWEA MAP ELA Test Scores

55.9% of learners were close, meeting, or exceeding benchmark standards on the 2021 Fall ELA MAP scores.

Improve by 2% in the Spring 2022 ELA MAP scores.

NWEA MAP Math Test Scores

35.6% of learners were close, meeting, or exceeding benchmark standards on the 2021 Fall math MAP scores.

Improve by 2% in the Spring 2022 math MAP scores.

Strategies/Activities

Activity

Learners to Be Served

Strategy/Activity Description

Expenditures

Amount(s)

Funding Source(s)

Targeted Math Intervention

Identified learners falling below State proficiency levels.

Designated Care Team Providers to work directly with identified learners falling below State proficiency levels. These employees will design, implement, and monitor strategies and activities to support math learning in alignment to California State Standards.

\$76,166

Title I

Targeted ELA Intervention

Identified learners falling below State proficiency levels.

Designate Educational Facilitator to work directly with identified learners falling below State proficiency levels. These employees will design, implement, and monitor strategies and activities to support ELA learning in alignment to California State Standards.

\$73,409

Title I



Goals, Strategies, Expenditures

Goal 2: Improve the quality and effectiveness of facilitators, school director and leaders, and other staff to better meet the needs of learners through ongoing professional development.

Identified Need	There is a need to continue to ensure that all staff are appropriately qualified to provide instruction support and social emotional support.
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Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
Professional Development - Culturally Responsive Teaching and Pedagogy	0% of facilitators and care team providers trained	100% staff trained
Professional Development - Trauma Informed Practices	0% of facilitators and care team providers trained	100% staff trained
Professional Development-Teacher Induction Program	4 facilitators need to participate in TIP	4 facilitators finish 50% TIP

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Training and staff professional development	All	Facilitators and care team will attend Training by STEMULATE in culturally responsive teaching and pedagogy	\$ 750	Title II
Training and staff professional development	All	Facilitators and care team will attend training by Allen Lipscomb-Trauma Informed Practices.	\$2,000	Title II
Training and staff professional development	All learners enrolled in facilitator classes	Facilitators will attend training and support sessions and perform activities needed to clear their teaching credentials through the California TIPS program	\$7,500	Title II



Goals, Strategies, Expenditures				
Goal 3: Increase capacity to provide access to a well rounded education, improve conditions for learners, and improve academic achievement and digital literacy of all learners.				
Identified Need	There is a need to build on the “A” in iLEAD and partner with a community organization by building a virtual reality program for the learners.			
Annual Measurable Outcomes				
Metric		Baseline		Expected Outcome
Learner Access To A Virtual Reality Program		0% program offerings in place		85 learners will attend the VR program this school year
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Contract With CEEDTV	All	Learners will be given the opportunity to attend a Virtual Reality program	\$6,500	Title IV



Annual Review	
SPSA Year Reviewed: 2020-2021	Summary:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Small group instruction, interventions, and pull out programs using the curriculum of Edmentum and Bridges for Math and Reading Intervention Program by Jen Bengel for ELA were implemented successfully. The goal was to increase student achievement in all subgroups. We increased 3.77% in ELA and 3.67% in math according to NWEA MAP. Because funding was modified, LCFF funds were utilized to continue to implement the intervention programs.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	Although we were not able to give the 2020-2021 CAASPP assessment due to State cancellation, we analyzed our internal school benchmark testing for MAP NWEA. For all learners, we projected our proficiency to increase an average of 7.5% overall in both ELA and Math.
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.	CAASPP data was unavailable to measure implementation of the goals and programs. As a result, the school will utilize internal measures to assess effectiveness of the program. The school will continue implementation of the same intervention programs by focusing on ongoing professional development in those programs and dedicated staff for implementation of the programs.

Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$251,460
Total Federal Funds Provided to the School from the LEA for CSI	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$166,325
Other Federal, State, and Local Funds	
Total of federal funds for this school:	\$251,460



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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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/>



Revised iLEAD Lancaster LCAP Federal Addendum Title IV Addition

CDE Approved: March 16, 2022

Board Approved:

Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Additional Instructions

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds

within the context of the LEA's broader strategy reflected in the LCAP.

Response from iLEAD Lancaster Charter:

iLEAD Lancaster's strategy for using federal funds is to increase low income student performance in ELA and Math. iLEAD Lancaster will focus Title I monies on providing increased support and services in the areas of curriculum knowledge and intervention support, in order to provide individualized academic support for low income students. iLEAD Lancaster will use federal funds to provide supplemental funding for English Learner achievement in ELA and Math. In addition, federal funds will be used to further supplement English Learners' push-in support in all grade levels.

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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from iLEAD Lancaster Charter:

The site leadership team, along with the School Site Council and other parent/community groups, ensure funds are used in a coherent manner to support the achievement of iLEAD Lancaster's mission, vision, and individualized learning plan goals for all students. Currently, the SPSA is included in the school's LCAP plan. However, next year, a separate SPSA will be written. iLEAD Lancaster also receives the Low-Performing Students Block Grant, which targets students who are not identified as unduplicated pupils. These funds are being used for intervention strategies and practices to improve achievement, in ELA and Math, for identified students. No other federal grant programs are received. Title I funds will be used for increased services for English Learners including aides in the classrooms to assist students in accessing core content. In addition, funding will provide instructional coaches, classroom aides, and administrative personnel, to support teachers of low income students to strengthen core content skills.

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Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from iLEAD Lancaster Charter:

iLEAD Lancaster conducts outreach to parents of low-income students by providing a food pantry and clothing closet that they may access every two weeks. Outreach also includes supporting parents in finding community resources, conducting parent workshops and gathering information on community needs. Parent meetings and events are held to provide opportunities for input from parents on all aspects of iLEAD Lancaster's instructional program. iLEAD Lancaster's parent groups, along with the site leadership team will develop the Title 1 Parent Engagement Policy following all necessary guidelines and approval processes. Subsequently, the policy will be shared, and interacted with, at all parent meetings, just as is done with the LCAP goals and actions. These groups also provide input into the development and revision of both plans to address ATSI and the LCAP. Information is shared with parents via telephone (parent square) email, and in person. Materials and messages are translated as necessary.

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Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from iLEAD Lancaster Charter:

The culture of iLEAD schools will continue to recognize and promote parents as partners in their children's educational journey. At the beginning of the school year, all students, teachers and parents will participate in the development of each child's Individualized Learning plan (ILP). During this time, they will discuss student placement based on multiple assessment scores, such as CAASPP, and NWEA MAP, as well as student's social emotional goals for the year. They will also discuss the monitoring system which includes regular progress update meetings. For migratory families,

school staff will meet with them, prior to the student leaving school, and go over the student's ILP. During this meeting, they will discuss how to support the student and make their education the least disruptive as possible. Upon re entry, staff will again meet with the family and student to adjust their ILP taking into account the extended absence. The goal will be to support the learner to create educational success for them. The school will provide Parent Universities, which are workshops in which parents actively participate in learning about topics such as: Proper internet usage with their children, understanding and supporting instruction in the California State Standards, and how to support their children's academic success through the use of programs such as Edmentum, Carnegie MATHia, and other resources. In addition, iLEAD Lancaster will conduct outreach to parents of low-income students by providing a food pantry and clothing closet that they may access every two weeks. Outreach also will include supporting parents in finding community resources, conducting parent workshops and gathering information on community needs. Parent meetings and events will be held to provide opportunities for input from parents on all aspects of iLEAD Lancaster's instructional program. iLEAD Lancaster's parent groups, along with the site leadership team will develop the Title 1 Parent Engagement Policy following all necessary guidelines and approval processes. Subsequently, the policy will be shared, and interacted with, at all parent meetings, just as is done with the LCAP goals and actions. These groups will also provide input into the development and revision of both plans to address ATSI and the LCAP. Information is shared with parents via telephone (parent square) email, and in person. Materials and messages are translated as necessary. Accommodations and supports will be provided for family members with accessibility or other special needs so that they are supported in communicating with the school and in participating in parent meetings and universities. iSUPPORT is a parent run group at the school. Through this group, parents and families collaborate with staff and provide ongoing input into all aspects of the school. Staff will communicate and invite parents, on an individual basis and through the use of the school's weekly email message, to participate in iSUPPORT meetings. All staff will continually participate in professional learning to develop skills in building relationships with parents and families so that the families fully participate as partners in the school. The school does not currently have a parent resource center, and will explore developing one.

APPROVED BY CDE

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from iLEAD Lancaster Charter:

iLEAD Lancaster has applied for Title 1 funding and will be using the TAS program year one. The school will identify students not achieving at grade level, including economically disadvantaged students, students defined as homeless, student with disabilities, migrant students and English learners. The identified students will receive opportunities for such programs as: Before and after school learning time, support within the daily educational program, and access to evidence-based programs to support academic achievement. Professional development, focused on achievement and closing the achievement gap, will be provided for teachers and other staff serving the identified students.

APPROVED BY CDE

Address the ESSA provision:

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from iLEAD Lancaster Charter:

iLEAD Lancaster has applied for Title I and Title II funding, but has yet to received this. However, as a result of the Low Performing Student Block Grant, low performing, non-unduplicated students have been identified and are receiving services. These students were identified using the California Dashboard, as soon as CAASPP results are made public, NWEA MAP data is also used in the Fall and Spring, as well as CALPADS data systems. The school site council and other parent groups will develop the Single Plan for School Achievement, as well as give valued input on the development of LCAP goals and actions.

APPROVED BY CDE

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from iLEAD Lancaster Charter:

Students defined as homeless will continue to be identified by staff and the homeless liaison. In accordance with the TAS model, students identified as homeless will be offered before and after school learning opportunities, in addition to one on one support. The homeless liaison and school social worker will monitor students'

attendance, enrollment, and academic success. They will conduct home visits and build relationships with each child's family and support them by providing links to community resources. iLEAD Lancaster's homeless liaison will coordinate a food pantry and clothing closet, available to families, two times per month. The liaison will also participate in a Community outreach program that provides resources, professional development, and a network of community partnerships. iLEAD Lancaster is an Independent Charter school and operates as its own LEA. All monies received are expended at the school.

APPROVED BY CDE

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from iLEAD Lancaster Charter:

N/A

APPROVED BY CDE

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from iLEAD Lancaster Charter:

iLEAD Lancaster will provide outreach as students transition from pre-k to kindergarten. The kindergarten teachers, along with the school counselor and leadership team, will provide one-on-one support to transitioning learners and their families. In middle school, the time schedule and structure of moving from class to class will be modeled after what the students will experience in the high school setting. Strategies such as time management, assignment organization, and other high school/college preparatory skills will be utilized in the middle school classes. The Project Based Learning environment at iLEAD Lancaster will continue to build students' ability to work collaboratively in teams, which is necessary in college and the work force. Staff at iLEAD Lancaster will build relationships with the local high school district in order to develop transition plans to high school. The school counselor and staff will

provide middle school students with the opportunity to take courses, via concurrent or dual enrollment, at the local Community College. Middle school students will participate in college and career exploration through the use of field trips, college and career counseling activities, and programs offered in the classroom setting such as Roadtrip Nation.

APPROVED BY CDE

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from iLEAD Lancaster Charter:

N/A

APPROVED BY CDE

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions.

There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from iLEAD Lancaster Charter:

Not applicable. LEA is a charter school.

APPROVED BY CDE

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the

appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from iLEAD Lancaster Charter:

iLEAD Lancaster will provide professional growth and improvement by hiring Instructional coaches in targeted areas. Instructional coaches will provide one to one support for teachers to provide support in the implementation of intervention programs and resources. Instructional coaches will also facilitate professional development on curriculum and strategies to support low-income students and English learners. In addition to instructional coaches supporting teachers, a TIP support teacher also provides additional support to new teachers. School leaders, including the principal, participate in monthly leadership connection meetings, which focus solely on building their leadership capacity. A continuous cycle of inquiry is used to evaluate professional learning opportunities, and adjustments are made continually, as necessary.

APPROVED BY CDE

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from iLEAD Lancaster Charter:

The LEA is a charter school

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from iLEAD Lancaster Charter:

iLEAD Lancaster stakeholders, as part of the established culture, will continue to value everyone's expertise and voice in creating and maintaining a successful school environment. iLEAD Lancaster leadership and staff will participate in a continuous cycle of improvement model. Monthly data protocol meetings will be conducted one-on-one with each teacher. Teachers will create goals for the month, based on NWEA MAP data, Fountas and Pinnell Benchmark assessment system, as well as student work samples and formative assessments. Action plans will be developed, based on the developed goals, and data will be gathered and shared the subsequent month in order to determine progress and areas of need. iLEAD Lancaster teachers will meet every Friday for professional learning (PL) in areas such as instructional strategies, classroom management, California Content Standards alignment in Project Based Learning, and academic/behavioral interventions. This weekly meeting will also provide opportunities for collaborative discourse around future PL topics and programs needed. Paraprofessionals, the school counselor, and the Education Specialist will meet every Friday for PL in areas such as: Providing academic support in the classroom, instructional strategies, classroom management, California Content Standards alignment in Project Based Learning, and academic/behavioral interventions. This weekly meeting is also the stage for collaborative discourse around continuous school improvement needs. The Principal will participate in monthly Principals' meetings to discuss data and means by which to continuously improve student achievement. This meeting will also aid in keeping the Principal advised of any changes in legislation or policy that need to be addressed. Teachers and the Principal will participate in monthly Data Protocol meetings, as described above. iLEAD Lancaster staff will reach out individually and in media messages to parents in order to establish relationships for collaboration around their children's success. Parents will meet monthly in parent led meetings and workshops geared toward giving them a collaborative voice at iLEAD Lancaster, and further establish them as partners in the school. Teachers will also send weekly newsletters to the parents of their children to further involve them in their children's successes. iLEAD Lancaster will develop relationships with community partners and local organizations to expand all resources available to students, staff, and parents/families. An example of the beginning of this work is the establishment of a food pantry and clothing closet for learners and their families at the school. The school counselor and social worker have begun collaborating with local organizations to support this program. Time will also be built into the daily schedule for teachers to collaborate on goals and projects.

APPROVED BY CDE

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
Response from iLEAD Lancaster Charter:

iLEAD Lancaster's staff will work with local arts partnerships to provide the "A" in iLEAD for learning programs promoting arts. One partnership will include a virtual reality training course for the learners through a contract with CEED.

APPROVED BY CDE

- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
Response from iLEAD Lancaster Charter:

iLEAD Lancaster believes in providing a well rounded curriculum and opportunities for all learners. international, Leadership, Entrepreneurial Development, Arts, and Design Thinking are the founding principles of this school and in the name "iLEAD". Having a robust arts program in tandem with a rigorous academic program can create struggles financially and in staffing. Thus, the use of this Title IV funds to help build an arts

program while using community partners and contracted arts providers for the learners will be a huge benefit to the school mission and vision.

APPROVED BY CDE

- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Response from iLEAD Lancaster Charter:

During this art program being implemented using Title IV funding, the school facility will create and provide a safe and clean facility. The program will support the social emotional growth and empowerment of the learners to create a healthy balance of academics and art learning. The program will focus on relationship building, conflict resolution, and inspiring learners to enjoy being at school and connected to a loving environment.

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- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Response from iLEAD Lancaster Charter:

As iLEAD Lancaster, uses this Title IV funding, it will look to seek technology to enhance the art program. As the learners become inspired by the Visual Reality program of CEED, the ability and need to add technology in this field will be analyzed. Also, the iLEAD Lancaster Makery and Exploratorium technology may be enhanced in the field of art needs by using this Title IV funding this year if appropriate and applicable. The school will carry out this innovative blend of a visual arts learning program amid this underserved area with high quality digital learning and virtual reality impacts.

APPROVED BY CDE

- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from iLEAD Lancaster Charter:

Given the participation, feedback, and overall success of the Visual Reality program provided by CEED, the staff will analyze the continuation of other opportunities to partner with this community arts provider and offer other opportunities to the learners in the coming years using this funding. The staff will also continue to analyze the art needs of the school, classes, staff, and learners to focus on the growing opportunities to get art in the lives of children while teaching the needed academics, as well.

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