



## 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

<b>Meeting Date</b>	Tuesday, May 14, 2024
<b>Start Time</b>	6:00 PM
<b>End Time</b>	7:00 PM
<b>Location</b>	Address: 254 E. Ave. K-4, Lancaster, CA 93535
<b>Purpose</b>	Regular Scheduled Meeting

### Agenda

## 1. Opening Items

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1.1. Call The Meeting To Order

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1.2. Roll Call

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1.3. Pledge Of Allegiance

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1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

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1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

#### Documents

- Minutes-2024-04-09-v1 (4).pdf
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## 2. Curriculum Moment

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2.1. Curriculum Moment

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## 3. Public Comments

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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 for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

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## 4. Consent Items

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#### 4.1. Personnel Report

Documents

- 5.14.24\_Lancaster\_\_PersonnelReport.docx (1).pdf
- 

#### 4.2. Check Register

Documents

- Lancaster Payment Register 20240508.pdf
  - Lancaster Payment Register Summary 20240508.pdf
- 

### 5. Discussion And Reports

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#### 5.1. School Director Report

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### 6. Action Items

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#### 6.1. Annual Request For Federal Title Funding

Request approval to submit for Federal Title I, II, and IV funding for the 2024-2025 school year.

Documents

- Annual Federal Title Funding doc.pdf
- 

#### 6.2. Board Member Positions

Discuss and take action to add Board Member to the iLEAD Lancaster Board Team.

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#### 6.3. LCAP Federal Addendum

Discuss and take action on the 2024 - 2025 LCAP Federal Addendum.

Documents

- Lancaster LCAP Federal Addendum 2024.pdf
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### 7. Board Comments

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#### 7.1. Board Comments

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### 8. Closing Items

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#### 8.1. Promotion Date

Thursday, June 6, 2024 @ 9:30 AM - Kindergarten and 5:30 PM - 8th grade.

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#### 8.2. Next Meeting Date

June 18th @ 7:00 PM and June 25th @ 7:00 PM.

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#### 8.3. Adjournment

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**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** Tuesday, April 9, 2024  
**Started** 6:31 PM  
**Ended** 7:18 PM  
**Location** Address: 254 E. Ave. K-4, Lancaster, CA 93535  
**Purpose** Regular Scheduled Meeting  
**Chaired by** Bridget Howitt  
**Recorder** KeKe Montoya

## Minutes

### 1. Opening Items

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#### 1.1. Call The Meeting To Order

The meeting was called to order at 6:31 PM.

**Status:** Completed

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#### 1.2. Roll Call

LaNeshae - Present

Eric - Present

Bridget - Present

Beth - Absent

**Status:** Completed

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#### 1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

**Status:** Completed

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#### 1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Motioned: Bridget

Seconded: Eric

Unanimously Approved

Beth was absent.

**Due date:**

**Status:** Completed

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#### 1.5. Board Meeting Minutes



Discuss and take action on the Board Meeting Minutes.

Motioned: LaNeshae

Seconded: Eric

Unanimously Approved

Beth was absent.

**Due date:**

**Status:** Completed

Documents

- Minutes-2024-03-12-v1 (1).pdf
- 

## 2. Public Comments

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### 2.1. 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 for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

No public comments were made.

**Status:** Completed

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## 3. Consent Items

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### 3.1. Personnel Report

Motioned: Bridget

Seconded: LaNeshae

Unanimously Approved

Beth was absent.

**Due date:**

**Status:** Completed

Documents

- 4.9.24\_Lancaster\_\_PersonnelReport.docx (1).pdf
- 

### 3.2. Check Register

Motioned: Bridget

Seconded: LaNeshae

Unanimously Approved

Beth was absent.

**Due date:**



**Status:** Completed

Documents

- Lancaster Payment Register Summary\_20240403.pdf
  - Lancaster Payment Register\_20240403 (1).pdf
- 

## 4. Closed Session

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### 4.1. Public Employee Appointment

(Gov. Code section 54957(b)(1) Title: School Director

Closed Session began at 6:34 PM and concluded at 6:55 PM.

**Status:** Completed

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## 5. Report of Closed Session

Nothing reported from Closed Session - No vote taken.

**Status:** Completed

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## 6. Action Items

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### 6.1. School Director Employment Agreement

Discuss and take action regarding the School Director employment agreement.

Bridget made a motion to approve Deborah Autrey's contract as the iLEAD Lancaster School Director.

As well as her Contract for the 2023-2024 school year, beginning on April 10, 2024, The School Director's annual salary will be \$130,000.00.

She will be entitled to participate in the employee benefits program at the same rate the employer will pay all current employees, which will be \$710.00 per month.

Seconded: Eric

Unanimously Approved

Beth was absent.

**Due date:**

**Status:** Completed

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### 6.2. Revise Mission Valley Bank Signers

Remove and replace bank signers on the Mission Valley Bank account.

Keith presented the Revise Mission Valley Bank Signers procedure and answered questions of the Board.

The Board of Directors of iLEAD Lancaster hereby authorizes Deborah Autrey, Beth Carr-Knudson, and Eric Becker, to serve as signatories on the bank accounts of iLEAD Lancaster maintained at Mission Valley Bank, Mission Bank, and California Credit Union (the "accounts").

Any individual(s) previously authorized as a signatory on the Accounts but not listed as an Authorized Signer herein shall be removed as a signatory from the Accounts.



Motioned: Bridget

Seconded: LaNeshae

Unanimously Approved

Beth was absent.

**Due date:**

**Status:** Completed

Documents

- Mission Bank Information Worksheet.pdf
- 

### 6.3. 2023-2024 2nd Interim Budget

Discuss and take action regarding the 2023-2024 2nd Interim Budget.

Kelly presented the 2023-2024 2nd Interim Budget.

Motioned: Bridget

Seconded: Eric

Unanimously Approved

Beth was absent.

**Due date:**

**Status:** Completed

Documents

- 23.24 ILEAD Lancaster 2nd interim (1).pdf
- 

### 6.4. Administration of Medication Policy

Discuss and take action regarding Medication for learners on campus.

Rebecca, the iLEAD CA Nurse, presented the Administration of Medication Policy and answered questions of the Board.

Motioned: Bridget

Seconded: Eric

Unanimously Approved

Beth was absent.

**Status:** Completed

Documents

- Board Policy iLEAD Lancaster.docx (1).pdf
- 

## 7. Board Comments

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### 7.1. Board Comments

Bridget stated she is happy to have Deborah with us.

**Status:** Completed



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## 8. Closing Items

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### 8.1. 2024 Annual Board Development Dinner

We are excited to host the 2024 Annual Board Development Dinner on April 18th from 4:00 - 8:00 PM at the Mitchell River House, share Ben Johnson II with you as this year's trainer, and host tours of the schools for you!

**Status:** Completed

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### 8.2. Promotion Date

June 6th K and 8 Promotion/Celebrations on campus - 9:30 AM Kindergarten and 5:30 PM 8th grade.

**Status:** Completed

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### 8.3. Next Meeting Date - May 14, 2024

The next Board Meeting will take place on Tuesday, May 14, 2024 at 6:00 PM.

**Status:** Completed

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### 8.4. Adjournment

The meeting was adjourned at 7:18 PM.

**Status:** Completed

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**EMPLOYMENT - NEW HIRES**

Garcia, Yanira	Food Service Assistant (Backfill)	04.09.24
Tuason. April	Care Team Student Support	05.01.24

**RESIGNATIONS/TERMINATIONS**

Burgess, Kristie	Care Team - Instructional Support	04.12.24
Collier, Alondra	Care Team - Student Support	05.03.24
Goodman, Shantoria	Instructional Specialist	04.23.24

**STATUS CHANGE**

Autrey, Deborah

School director - Certificated (Backfill)

04.09.24

**Company name:** iLEAD Lancaster Charter  
**Report name:** Payment Register  
**Report title 2:** Mission Valley Bank  
**Footer Text:** 04/11/2024-05/08/2024  
**Created on:** 5/9/24  
**Location:** 112--iLEAD Lancaster Charter

Date	Vendor	Amount
4/11/24	RAMP112--Ramp	10,214.49
4/11/24	WORT000--Worthington Direct Holding, LLC	1,480.56
4/11/24	ULIN000--Uline	28,767.14
4/11/24	JIVE000--GoTo Technologies USA, LLC	642.27
4/11/24	BOYL000--Boyle, Andrew	240.00
4/11/24	BILL001--Bill's Landscaping, Inc	780.00
4/12/24	OPEN003--Open Up Resources	2,894.06
4/16/24	VENB000--Venbrook Insurance Services	5,652.59
4/16/24	KRUE001--Jeffrey Krueger	16.47
4/16/24	BOOK000--BookShark LLC	479.12
4/16/24	MOXI000--MoxieBox Art	130.60
4/16/24	CLAS000--Classical Historian, Inc.	22.94
4/16/24	MCRU000--McRuffy Press, LLC	450.85
4/16/24	TRID000--Tri-District Sports League	200.00
4/16/24	SHRE001--Shred-IT, C/O Stericycle, Inc	113.69
4/16/24	CAVO001--Cavallo Electric Contractor Inc	3,540.00
4/16/24	IMAG001--Image 2000, Inc	51.66
4/16/24	LAWO000--Law Offices of Young, Minney & Corr, LLP	4,575.00
4/16/24	WAS112A--Waste Management 3003.	1,539.39
4/16/24	CIGN000--Cigna Healthcare	3,214.97
4/16/24	CIGN001--Cigna Healthcare	424.58
4/16/24	AVPR000--Antelope Valley Press Inc	125.00
4/16/24	NATI001--Nationwide	128.83
4/16/24	SCOO000--Scoot Education	2,303.00
4/16/24	OFFI000--ODP Business Solutions LLC	178.38
4/16/24	GOLD000--Gold Star Food Inc	220.13
4/16/24	HERN010--Hernandez, Alheli	120.00
4/16/24	SCOT003--Shaana Scott	604.50
4/16/24	AMAZ112--Amazon Capital Services (Lanc)	4,725.93
4/16/24	KCEC000--KCE Champions LLC	38,454.20
4/19/24	WEXH000--WEX Health Inc.	245.94
4/19/24	NATI000--National Benefit Services	916.40
4/19/24	NATI000--National Benefit Services	138.99
4/19/24	NATI000--National Benefit Services	916.40
4/22/24	SCHO009--School Pathways LLC	1,932.05
4/22/24	PURC000--Purchase Power	300.00
4/22/24	MELB000--Mel Booker Music	1,440.00
4/22/24	DANC006--Dance Magic Studios	272.00

<b>Date</b>	<b>Vendor</b>	<b>Amount</b>
4/22/24	VANL000--Amy Van Leuven	480.00
4/22/24	THRI000--Thrive Academics, Inc [S]	1,600.00
4/22/24	MCCL000--McClure & Co.	255.00
4/22/24	TALE001--Talenz Inc	1,088.00
4/22/24	CONR001--Palmdale School of Music Inc.	476.00
4/22/24	HERN010--Hernandez, Alheli	240.00
4/22/24	EVOT001--EVO Tae Kwon Do Academy	320.00
4/22/24	AVDA000--AV Dance Studio 81	228.00
4/22/24	LEAR000--Learn Beyond The Book LLC [S]	224.50
4/22/24	HORS000--Kim Wineland (Horse ETC)	520.00
4/22/24	GUER000--Guerrero, Laura A.	600.00
4/22/24	CORD000--Cordero, Efrain	512.00
4/22/24	FRON000--Frontier	111.51
4/22/24	BAY112E--Bay Alarm Company 1372	1,945.80
4/22/24	FRON000--Frontier	185.27
4/22/24	SCOO000--Scoot Education	1,974.00
4/22/24	HOLY000--Johnnie Irving	1,400.00
4/22/24	PACI009--Pacific Coachways Charter Services, Inc	3,806.24
4/22/24	CALI026--California Department of Tax and Fee Administration	1,841.94
4/22/24	SUNL000--Sun Life Assurance Company of Canada	875.97
4/22/24	MATH000--The Math Learning Center	2,200.00
4/22/24	AMAZ112--Amazon Capital Services (Lanc)	1,495.96
4/22/24	BAY112A--Bay Alarm Company 7272	735.28
4/22/24	FRES001--Fresh Start Healthy Meals, Inc.	65,272.56
4/22/24	IMAG001--Image 2000, Inc	1,439.79
4/29/24	CODE000--Codepops Inc	314.95
4/29/24	THYS000--ThyssenKrupp Elevator Corp	1,296.10
4/29/24	MEAL001--Harris Systems USA, Inc	3,012.00
4/29/24	KRAY000--Kray Industries	785.17
4/30/24	WEXH000--WEX Health Inc.	16.48
5/2/24	TEAC002--Teacher Synergy [P]	51.26
5/2/24	KIDZ001--Kidzchef LLC	115.06
5/2/24	BOOK000--BookShark LLC	16.76
5/2/24	LAVI000--LaVine, Lauren	300.00
5/2/24	SLAV000--APlus Tutoring Inc.	490.00
5/2/24	BARN001--Barnabas Robotics Inc [S]	132.94
5/2/24	MOVI000--Moving Beyond the Page	125.53
5/2/24	SCOO000--Scoot Education	2,961.00
5/2/24	EDI112A--Southern California Edison 1256.	6,145.06
5/2/24	AMER014--American Plumbing Services inc	2,535.00
5/2/24	HOLY000--Johnnie Irving	1,400.00
5/2/24	SEAS000--Sea Supply	1,111.71
5/2/24	WEXH000--WEX Health Inc.	17.00
5/2/24	RAIN000--Rainbow Resource Center Inc [P]	670.44

<b>Date</b>	<b>Vendor</b>	<b>Amount</b>
5/2/24	QUIL000--Quill*	335.33
5/2/24	PAPE000--PSS Waldorf Supplies LLC	299.11
5/2/24	OFFI000--ODP Business Solutions LLC	115.00
5/2/24	LAKE000--Lakeshore Learning Materials	1,211.76
5/2/24	KIWI000--KIWICO [P]	394.03
5/2/24	LITT000--Little Passports [P]	525.60
5/2/24	IMAG001--Image 2000, Inc	274.49
5/2/24	AMAZ112--Amazon Capital Services (Lanc)	3,049.47
5/3/24	NATI000--National Benefit Services	916.40
5/3/24	NATI000--National Benefit Services	118.14
5/6/24	WEXH000--WEX Health Inc.	20.65
5/7/24	AIN001--A+ In Home Tutors, Inc.	455.00
5/7/24	JOOB000--Joobilo LLC	497.00
5/7/24	LEAR000--Learn Beyond The Book LLC [S]	224.50
5/7/24	COLO001--Colosky's Math Academy	77.00
5/7/24	GUER000--Guerrero, Laura A.	280.00
5/7/24	ARBO001--Arbor Learning Community [S]	320.00
5/7/24	HERN010--Hernandez, Alheli	210.00
5/7/24	THEH000--The Hidden Dojo	1,800.00
5/7/24	AMPE000--AMPED	300.00
5/7/24	BOYL000--Boyle, Andrew	320.00
5/7/24	LAIT000--Laity Institute of the Arts	100.00
5/7/24	SYLV003--DKM Learning, LLC	1,500.00
5/7/24	GREE007--Green Kid Crafts	132.13
5/7/24	CRIT000--The Critical Thinking Comp [P]	50.49
5/7/24	MCPH000--McPhaul, Delina	49.99
5/7/24	NURI000--Nurick, Liza	170.00
5/7/24	MADD000--Kotoff, Julianne	157.53
5/7/24	JUNI001--Junior Achievement of Southern California	675.00
5/7/24	SCHO013--School Food and Wellness Group	3,333.33
5/7/24	BILL001--Bill's Landscaping, Inc	780.00
5/7/24	ILEA300--iLEAD California	80.00
5/7/24	SCOO000--Scoot Education	3,948.00
5/7/24	GAS112A--SoCalGas 7188	729.14
5/7/24	WAS112A--Waste Management 3003.	1,539.39
5/7/24	HOLY000--Johnnie Irving	1,400.00
5/7/24	TMOB005--T-Mobile 1693	585.20
5/7/24	PROD001--Produce Services of Los Angeles	436.05
5/7/24	HANE000--Antonio Haney	11.47
5/7/24	HESS000--Hess and Associates Inc	337.50
5/7/24	CARO000--Carolina Biological Supply Company	3,303.95
5/7/24	HUTS000--Robert Hutson	684.90
5/7/24	SEAS000--Sea Supply	3,671.33
5/7/24	COUN000--County of Los Angeles, Department of Public Health	473.00

<b>Date</b>	<b>Vendor</b>	<b>Amount</b>
5/7/24	EMP1560--Ashley Radford	23.65
5/7/24	RIVE000--Riverside County Office of Education	11,500.00
5/7/24	SUNL000--Sun Life Assurance Company of Canada	834.41
5/7/24	BRAV000--Brave Writer, LLC [P]	39.90
5/7/24	RAIN000--Rainbow Resource Center Inc [P]	953.63
5/7/24	KIWI000--KIWICO [P]	377.28
5/7/24	OFFI000--ODP Business Solutions LLC	303.54
5/7/24	AMAZ112--Amazon Capital Services (Lanc)	1,198.97
		<b>\$ 280,899.67</b>

**Company Name:** iLEAD Lancaster  
**Report Name:** Payment Register Summary  
**Report Title 2:** Mission Valley Bank  
**Footer Text:** 04/11/2024-05/08/2024

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	3,468.20
3402	Health & Welfare Benefits - Classified positions	2,293.63
3702	Retiree Benefits - Classified positions	606.33
4110	Core Curriculum - Texts, Workbooks, etc	2,894.06
4220	Other Books & References	1,249.44
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	3,083.21
4310	Science Supplies	3,579.21
4315	Art Supplies	334.23
4317	Assessment Supplies	115.95
4325	Custodial Supplies	1,111.71
4330	Health & Safety	275.27
4335	Home Study Stipend	24,313.11
4340	Office Supplies	721.25
4345	Printing & Reproduction Supplies	1,765.94
4355	Facilities Supplies	3,962.36
4410	Classroom Furniture & Equipment	1,480.56
4420	NonClassroom Furniture & Equipment	31,909.04
4430	IT Equipment & Supplies	399.04
4710	Vended Food Service	65,720.08
4720	Food Supplies	220.13
4740	Cafe Other Supplies	22.00
5210	Travel for PD, Conferences, & School Development	628.15
5230	Conference & Workshop Registration Fees	1,000.00
5310	Professional Dues, Memberships, and Subscriptions	3,333.33
5510	Utilities - Electricity	6,145.06
5520	Utilities - Gas	729.14
5540	Utilities - Trash	3,078.78
5560	Operations - Security	2,681.08
5630	Repairs & Maintenance - Facilities	9,080.07
5650	Repairs & Maintenance - Auto	380.00
5803	Professional Services - Business Services	113.69
5806	Professional Services - Consultant Fees	337.50
5807	Professional Services - BTSA	11,500.00
5808	Professional Services - Legal Fees	4,575.00
5822	Operating Expenditures - Licenses & Other Fees	1,451.00
5826	Operating Expenditures - Interest	418.94
5827	Operating Expenditures - Other Benefit Fees	17.00
5829	Operating Expenditures - Events	92.38
5830	Operating Expenditures - Marketing & Advertising	530.17
5850	Student Services Expenditures - Student Information System	1,932.05



<b>GL Account #</b>	<b>GL Account Description</b>	<b>Total</b>
5853	Student Services Expenditures - Student & Group Activities	8,357.02
5854	Student Services Expenditures - Electives & Enrichment	39,129.20
5855	Student Services Expenditures - Substitutes	11,186.00
5910	Telephone & Fax	911.05
5920	Internet Services	665.20
5940	Postage Expense	300.00
9310	Prepaid Expenditures (Expenses)	10,188.62
9536	403b Payable	2,400.00
9547	Credit Card Payable	10,214.49
<b>Grand Total</b>		<b>\$280,899.67</b>



**iLEAD Lancaster  
2024-2025 Consolidated Application Reporting System  
Request for Funding  
Executive Summary for Board Information**

Board Approved:

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

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

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

**Federal Program Descriptions that iLEAD Lancaster  
Would Be Applying For:**

**Title I Part A: Helping Disadvantaged Children:**

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

**Title II Part A: Teacher Quality:**

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

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

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

### **School Site Responsibilities**

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

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

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

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

iLEAD Lancaster Charter School

## CDS code:

19 64667 0125559

## Link to the LCAP:

*(optional)*

<https://ileadlancaster.org/board-information/lcap/>

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, A; Title II, A; Title IV, A

*In the following pages, ONLY complete the sections for the corresponding programs.*

# 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 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.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**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 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, 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.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to 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.

## 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.

iLEAD Lancaster's strategy for using federal funds is to increase student performance in ELA and Math with Tier II academic interventions. iLEAD Lancaster will focus Title I funding on providing increased support and services in the areas of curriculum knowledge and intervention support, in order to provide individualized academic support. Title II funding will be utilized for increasing access to highly qualified and supported credentialed teachers. Title IV funding will be utilized to remove barriers to student achievement, which includes access to technology and learning software and social-emotional learning curriculum and resources.

## 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.

The site leadership team, along with the School Site Council, ELAC, and other parent/community groups, ensure funds are used in a coherent manner to support the achievement of the school's mission, vision, and individualized learning plan goals for all students. While the LCAP and SPSA are kept separate, alignment ensures that both the SPSA and LCAP align to California's eight priorities and requirements under ESSA. A continuous improvement cycle throughout the year and meticulous fiscal tracking ensures that verifiable and internal data, educational partner input are aligned to LCAP and SPSA goals that complement each other and lead to increased student achievement. Title funding is used particularly for Tier II learners who are underperforming in ELA and Math as a part of a larger MTSS-aligned spending strategy.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the

descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.



# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages 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 this addendum**.

As previously stated, 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, 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.

## TITLE I, PART A

### 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.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

iLEAD Lancaster is a single school LEA Charter School. All teachers are either fully credentialed or working toward completing credentialing requirements. Teachers working to clear a preliminary credential participate in the TIP program and are provided extra support. All teachers, regardless of where they are in the process of credentialing, are provided support by qualified mentors.

### 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).

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The culture of iLEAD Lancaster will continue to recognize and promote parents and families as partners in their children's educational journey. At the beginning of the school year, all students, teachers and parents participate in the development of each child's Individualized Learning plan (ILP). During this time, they 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 also discuss the monitoring system which includes regular progress update meetings. For migratory families, school

staff meet with them, prior to the student leaving school, and go over the student's ILP. During this meeting, they discuss how to support the student and make their education the least disruptive as possible. Upon re-entry, staff again meets with the family and student to adjust their ILP taking into account the extended absence. The goal is to support the learner to create educational success for them. The school provides 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 Tier I curriculum and Tier II intervention adaptive software, and other resources. In addition, iLEAD Lancaster conducts outreach to parents of low-income students by providing community resources. 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 has developed a Parent Engagement Policy following all necessary guidelines and approval processes. Subsequently, the policy has been 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 any and all plans at iLEAD Lancaster. Information is shared with parents via telephone (parent square) email, and in person. The school has an active ELAC that meets regularly to review data, make recommendations, review the SPSA and LCAP, and be an active part of school strategy

Materials and messages are translated as necessary. Accommodations and supports are 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 communicates 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 continually participates in professional development to develop skills in building relationships with parents and families so that the families fully participate as partners in the school. Regular in-person events are held at the school to increase family participation and engagement and the school-home connection.

## **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.

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.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

iLEAD Lancaster is a Schoolwide Program. The school regularly identifies 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 receive Tier II and III intervention 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, is provided for teachers and other staff serving the identified students.

School leaders, in consultation with parents, staff and specialized instructional support personnel, identify targeted students using the most recent California Dashboard data, NWEA MAP data, from administrations in the current school year, as well as CALPADS data systems. The School Site Council, and other educational partner groups develop the School Plan for Student Achievement (SPSA) annually as well as give valued input on the development of LCAP goals and actions to ensure alignment of the two plans.

## **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.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Students defined as homeless will continue to be identified by staff and the homeless liaison. Students identified as homeless are immediately enrolled at iLEAD Lancaster, regardless of documentation. iLEAD Lancaster's enrollment staff and homeless liaison work together on equitable enrollment processes. While enrolling, homeless students are also ensured participation in iLEAD Lancaster's NSLP. The homeless liaison at iLEAD Lancaster builds one-on-one personal relationships with homeless youth. This connection, and collaboration with teachers, allows the homeless liaison to build rapport and trust in order to provide seamless services for homeless students. The homeless liaison connects homeless learners to targeted Title I resources, such as tutoring groups and support, regardless of the student's academic performance. The liaison conducts home visits and build relationships with each child's family and supports them by providing links to community resources. The liaison also participates 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. Title I, Part A reservation funds for homeless education will be used for removing barriers to learning, which may include immunizations, if there is a cost attached, personal and school supplies, supplies needed for school projects, field trips, and caps and gowns for graduation ceremonies, and other items of clothing, as needed.

## **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.

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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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 work collaboratively in transitioning iLEAD Lancaster's middle school students into a high school program. 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 with college and career advisement platforms, such as SCOIR and YouScience-Brightpath.

**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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

needs of children and youth returning from correctional facilities.

## **TITLE II, PART A**

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

iLEAD Lancaster participates in a continuous cycle of inquiry and plans professional learning based on analyzed data and identified needs. Data examined includes formative and summative assessment data, disaggregated by student subgroups. Professional learning is ongoing and teachers may choose from both live opportunities, provided weekly and quarterly, as well as an asynchronous menu of professional learning workshops based on their identified needs. The professional learning menu allows teachers to access relevant trainings based on where they are in their career. The emphasis of all professional learning is on strategies effective in closing achievement gaps for students in ELA and Math, Project Based Learning (PBL), the California Content Standards, as well as the foundational practices implemented at the school. Teachers implement what is learned through the workshops, and collaborate with school leadership to analyze their instruction and learner engagement, through the cycle of inquiry model. Data and goals are reexamined monthly, and the teachers revise their instructional goals. New teachers are provided mentoring support, in addition to what has already been described, and participate in the TIP program (formerly known as BTSA).

Teachers in the middle of their careers particularly benefit from the asynchronous menu of professional learning opportunities, which is offered weekly, as it is directly informed from input regarding their needs. Flexibility is built into the asynchronous workshops so that experienced teachers' needs for growth are met. Veteran teachers who are further along in their careers have the opportunity to participate in the year-long leadership connection program, which prepares them for roles as teacher leaders, mentors, and other leadership roles. New leaders participate in, in addition to the monthly leadership connection meetings, monthly collaborative meetings, job-alike, to build their school leadership skill sets and support them in their new roles. All leaders, regardless of their experience, have the opportunity to work with a leadership coach. iLEAD Lancaster's leadership work with each teacher in developing their Individualized learning Plan (ILP) at the beginning of each school year.

Regular check ins occur, monthly, with leaders collaborating with the teachers to identify professional learning opportunities that will best suit the teacher's growth goals and needs. What is described above is in place to continuously build individual efficacy. In regard to the entire school system's efficacy, iLEAD Lancaster's staff meets together monthly to examine student achievement data and work samples, disaggregated by student group. Adjustments to the school program, as well as instruction, are made, based on the data, in order to continually close achievement gaps.

### **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).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE IV, PART A**

### **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;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

iLEAD Lancaster's staff will work with local community partnerships for wrap-around services, college/career exploration opportunities, field studies, and other partnerships in alignment with the project-based learning model of the school. Partnerships include arts integration opportunities, virtual reality programs, literacy

programs, counseling services, food pantry and other resource events, vision and hearing care, and other services identified as a need by the school's educational partners, including the governing Board, parents/families, learners, staff, and community.

iLEAD Lancaster believes in providing a well-rounded, individualized curriculum and opportunities for all learners. Title IV funding will remove barriers to learning, provide technology for Tier II and III programs, provide social-emotional curriculum and resources, and provide other program needs in partnership with community initiatives.

Technology use will include college/career exploration programs with opportunities for industry-recognized certifications in middle school, Tier II and III adaptive software for intervention, technology devices for 1:1 technology initiatives, virtual reality materials, and supporting project-based learning that leads to high student achievement.

The leadership team at iLEAD Lancaster met to develop this application as a result of ongoing input from families, staff, students, and the community. The school uses a continuous cycle of improvement model. There will be continuous evaluation, quarterly, by all educational partners consulting in focus groups, of actions under Title IV with adjustments made determined by data analysis. All educational partners, including community partners, will be involved in the process of evaluation and ongoing revision of goals and activities under Subpart 1.