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

LEA name:

iLEAD Flex Charter

CDS code:

19 64246 0168336

Link to the LCAP:

(optional)

https://ileadflex.org/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 Flex's strategy for using federal funds is to increase student performance in ELA and Math with Tier II academic interventions. iLEAD Flex 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 and other parent/community groups, will 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 and 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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 Flex 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 Flex 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 the 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 as least disruptive as possible. Upon re-entry, staff again meet 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 Flex 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 Flex's instructional program. iLEAD Flex'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 discussed 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 Flex. Information is shared with parents via telephone (ParentSquare), 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 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 continually participate 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 Flex will operate a Title I, Part A Targeted Assistance Program (TAS) to provide supplemental academic support and interventions specifically to eligible students who are failing or at risk of failing to meet state academic standards. Using multiple, objective, educationally related criteria—such as local diagnostic assessment data, state test results, course grades, and teacher recommendations—the school regularly identifies students in need of targeted support, ensuring equal access for all populations including economically disadvantaged students, English learners, students with disabilities, foster and homeless youth, and migrant students. Identified participating students receive supplemental Tier II and Tier III evidence-based academic interventions that

complement the core instructional program with targeted small-group intervention support during the instructional day and access to evidence-based learning tools. Furthermore, Title I funds directly support targeted professional development for teachers and staff who serve these identified students, focusing on data-driven instruction, targeted intervention strategies, and closing achievement gaps. 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.

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 Flex, regardless of documentation. iLEAD Flex's enrollment staff and homeless liaison work together on equitable enrollment processes. While enrolling, homeless students are also ensured participation in iLEAD Hybrid's NSLP. The homeless liaison at iLEAD Flex 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 Flex 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 Flex 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 Flex will continue to build students' ability to work collaboratively in teams, which is necessary in college and the workforce. Staff at iLEAD Flex work collaboratively in transitioning iLEAD Flex's middle school students into their high school program. The school counselor and staff will provide high 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 with college and career advisement platforms, such as SCOIR and YouScience-Brightpath. High school learners are prepared for college/career through the use of daily advisory class, access to a broad course of study with a-g approved coursework, college credit courses, AP courses, work-based learning opportunities, CTE pathways, PSAT and SAT opportunities, and the ability to earn a Golden State Merit Seal or a State Seal of Biliteracy. High school learners receive college advisement, attend college fairs, and complete a senior portfolio, demonstrating readiness to graduate and showcasing college/career plans.

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

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:

LEAD Flex 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 Flex's leadership works 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 Flex'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:

iLEAD Flex is a single school LEA. The School Site Council and other educational partner groups are responsible for the development and monitoring of the school's SPSA to ensure that the school is allocating funds appropriately in accordance with Section 1124(c).

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:

iLEAD Flex leadership, teachers, staff, and parents continually use data, in a continuous cycle of improvement model, to discuss Title II activities in focus groups. Data examined includes NWEA MAP data, from administrations in the Fall and Spring, as well as student work samples, other formative assessments, and summative data. The focus groups meet once per month to consult on LCAP goals and actions, the WASC action plan, charter renewal criteria, and the results of school ongoing data analysis to continually update and improve professional development activities funded by Title II, part A, as well as LCFF and other Federal monies. In addition to the focus group meetings, the monthly iSUPPORT parent group consults monthly on Title II activities. In addition to their focus group participation, non- teaching staff participate in monthly consultation groups to examine non instructional systems and practices. As the focus groups consult for LCAP planning, they evaluate the effectiveness of and make adjustments to, the professional learning paid by Title II, Part A, LCFF, and other Federal funding sources. As community partnerships are developed, they will be added to the focus group consultation meetings so that they may give input on Title II activities.

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 Flex's school counselor has worked to establish partnerships with local Community Colleges (Antelope Valley College) in order to create a smooth system for iLEAD Flex students to take Community College Courses. In addition, school leadership has developed a partnership with representatives from the College Board to help build solid systems for PSAT, SAT, and testing opportunities. iLEAD Flex offers CTE pathways for college/career readiness. The school partners with local businesses for work-based learning and internship opportunities.
The leadership team at iLEAD Flex met to develop this application as a result of ongoing input from families, staff, students, and the community. This input, along with continued collaboration throughout the year, identified, in the area of supporting well-rounded education, the need for additional College and Career Guidance and Counseling as well as the need to help offset the cost of dual enrollment for low-income students. Partnerships with local Community Colleges will continue to be developed, as well as partnerships with non-profit and community- based organizations in the community to support postsecondary education, career awareness, and exploration. iLEAD Flex's School Counselor will continue to develop these partnerships both to supplement and increase the breadth of services she is able to provide. Title IV, A monies will be used to purchase programs for career awareness and exploration and to offset the cost of AP exams as well as PSAT, SAT, and ACT exams for low-income students as applicable. The program objectives, which will be monitored at least quarterly, are to create opportunities for low-income students to take PSAT, SAT, and ACT exams at no cost to them, to create opportunities for low-income students to take AP exams at no cost to them, and to create opportunities for middle school students to participate in career exploration and post-secondary option awareness. The intended outcomes are to increase
the number of high school students enrolled and completing dual enrollment courses at local community colleges, increase the number of students taking AP exams, and to increase the number of students participating in career awareness and exploration, as well as postsecondary education activities.

The leadership team at iLEAD Flex met to develop this application as a result of ongoing input from families, staff, students, and the community. This input, along with continued collaboration throughout the year, identified, in the area of supporting safe and healthy students, the need for additional community and parent involvement in the school. The school will explore creating a parent center as a central location for parent-led workshops and Parent Universities to be held. Title IV, A monies will be used to purchase programs/curricula for parent workshops and Universities, as well as for parent training in facilitation of workshops. The program objectives, which will be monitored at least quarterly, are to increase parent involvement and presence on iLEAD Flex’s campus. The intended outcomes are to increase the number of parents actively engaged and empowered at the school and to train parents to facilitate workshops for other parents.

The school uses a continuous cycle of improvement model. There will be continuous evaluation, monthly, 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.