



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, December 8, 2022
Start Time	6:00 PM
End Time	7:30 PM
Location	You can join us virtually 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-2022-11-22-v1.pdf
 - Minutes-2022-11-10-v1.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

- 12.08.22_Lancaster_PersonnelReport.pdf
-

4.2. Check Register

Documents

- Lancaster Payment Register_20221130.pdf
-

4.3. Contracts over \$10K

Documents

- STEMulate Learning Proposal 2022-2023.pdf
 - Commercial Glass Systems Invoice #895.pdf
-

4.4. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

Documents

- iLEAD Lancaster - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements (17).pdf
-

5. Discussion And Reports

5.1. School Director Report

Documents

- Director Board Report Dec 8.22.pdf
-

6. Action Items

6.1. Revised 2022-2023 Budget

Discuss and take action regarding the revised 2022-2023 annual budget based on changes in State and Federal Budgets, learner enrollment, new legislation, and other viable information set into place since the adoption of the budget in June.

Documents

- FY2223 1st Interim - SACS Cash Flow 22.23 (1).pdf
-

6.2. Single Plan For School Achievement

Discuss and take action regarding the revised 2022-2023 which outlines the Title I, II, and IV programs put into place with the Federal Funding requested for this year.

Documents

- Lancaster SPSA 22-23-SSC Approved.pdf
-

6.3. Telework Policy

Discuss and take action regarding the Telework Policy for employees working remote or hybrid/remote alongside learners or to support the schools.

Documents

- iLEAD Lancaster Telework and Procedures Policy .pdf
-



6.4. Revised iCA Attachment A Service Agreement

Discuss and take action regarding the revised iCA agreement for the duration of the 2022-2023 school year.

Documents

- Amended iCA Attachment A & iLEAD Lancaster RESOLUTION 12_1_22.pdf
-

6.5. IP Shared Agreement

Discuss and take action regarding the iLEAD Shared IP agreement.

Documents

- iCA - Schools -- IP Assignment and Governance Agreement (SJK) (4867-5491-4369.v1)CY.pdf
-

6.6. Board Member Roles

Discuss and take action to alter Board Member Roles of Board Chair, Secretary, and Treasurer as the Board sees fit.

7. Board Comments

7.1. Board Comments

8. Closing Items

8.1. Next Meeting Date

The next regularly scheduled Board meeting will be held on Thursday, February 9, 2023 at 6:00 PM.

8.2. 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, November 10, 2022
Started	6:04 PM
Ended	6:32 PM
Location	You can join us us virtually 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 6:04 PM.

Status: Completed

1.2. Roll Call

All Board members were present.

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Approve Agenda

Motioned: Beth

Seconded: LaNeshae

Unanimously Approved

Due date:

Status: Completed

1.5. Approve Minutes

Motioned: LaNeshae

Seconded: Beth

Unanimously Approved



Due date:

Status: Completed

Documents

- Minutes-2022-10-27-v3.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

Our focus is on increasing culture, re-engaging our families back on campus and strengthening our community by hosting new and exciting events throughout the school year. Our School Event Coordinator, Tori spoke on celebrating Red Ribbon week. The learners creative artwork "Keys to Success" was displayed on campus; Dragons are excellent at being drug free! Tori also shared feedback from the Renaissance Fall Festival and mentioned the upcoming events such as the Toy and Coat Drive promoted by the Kindness Club, Winter Production and a Winter Ball for the Middle Schoolers.

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. Check Register

Motioned: LaNeshae

Seconded: Beth

Unanimously Approved

Status: Completed

Documents

- Lancaster Payment Register_20221102.pdf
-

4.2. CASC Program District MOU

Ratification of the CASC Program District MOU.

Motioned: LaNeshae

Seconded: Beth

Unanimously Approved



Due date:

Status: Completed

Documents

- iLead Lancaster 2022-2023 CASC MOU.docx (2) (1).pdf
-

4.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

Motioned: LaNeshae

Seconded: Beth

Unanimously Approved

Due date:

Status: Completed

Documents

- iLEAD Lancaster - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements (15).pdf
-

5. Discussion And Reports

5.1. School Director Report

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

Status: Completed

Documents

- Director Board Report Nov 22-23 - Google Docs.pdf
-

6. Action Items

6.1. Revised Emergency Operation Plan

Discuss and take action regarding the revised Emergency Operation Plan now called the Comprehensive School Safety Plan.

April Cauthron presented the Revised Emergency Operation Plan.

Motioned: LaTorra

Seconded: Beth

Unanimously Approved

Due date:

Status: Completed

7. Closed Session

7.1. Conference with Legal Counsel - Anticipated Litigation

Gov. Code section 54956.9(d)(2): 2 Matters



Closed Session began at 6:22 PM and concluded at 6:29 PM.

Status: Completed

8. Report of Closed Session

The Special Education Agreement has been approved.

Status: Completed

9. Board Comments

9.1. Board Comments

No Board comments were made.

Status: Completed

10. Closing Items

10.1. Next Meeting Date

The next regularly scheduled Board Meeting is on Thursday, December 8, 2022 at 6:00 PM.

Status: Completed

10.2. Adjournment

The meeting was adjourned at 6:32 PM.

Status: Completed



MEETING MINUTES - iLEAD Lancaster Board

Meeting

	Special meeting
Date	Tuesday, November 22, 2022
Started	6:02 PM
Ended	6:20 PM
Location	This meeting will be held virtually. You may join us on ZOOM at: Zoom https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Closed Session - Conference With Legal Counsel
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

All Board Members were present.

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Approve Agenda

Motioned: Beth

Seconded: LaNeshae

Unanimously Approved

Due date:

Status: Completed

2. Public Comments

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.

No public comments were made.

Status: Completed

3. Closed Session

3.1. Conference with Legal Counsel - Anticipated Litigation

Gov. Code section 54956.9(d)(2): 1 Matter

Closed Session began at 6:04 PM and concluded at 6:17 PM.

Status: Completed

4. Report of Closed Session

The Board unanimously approved the termination agreement effective November 30, 2022 subject to final approval by all parties.

Status: Completed

5. Board Comments

5.1. Board Comments

No Board comments were made.

Status: Completed

6. Closing Items

6.1. Next Meeting Date - December 8

The next Board meeting will be held on Thursday, December 8, 2022 @ 6:00 PM.

Status: Completed

6.2. Adjournment

The meeting was adjourned at 6:20 PM.

Status: Completed

EMPLOYMENT – NEW HIRES

Mcdougal, Raenelle

Care Team - Classroom Support

11.07.22

RESIGNATIONS/TERMINATIONS

Franco, Savannah

Facilitator

10.27.22

STATUS CHANGE

N/A

Company Name: iLEAD Lancaster Charter
Report Name: Payment Register
Report Title 2: Mission Valley Bank
Footer Text: 11/03/2022-11/30/2022
Created On: 12/1/22
Location: 112--iLEAD Lancaster Charter

Date	Vendor	Amount
11/3/22	AMAZ112--Amazon Capital Services (Lanc)	42.81
11/3/22	IVYK000--Ivy Kids LLC [P]	79.90
11/3/22	KIWI000--KIWICO [P]	121.16
11/3/22	LAKE000--Lakeshore Learning Materials	26.81
11/3/22	MAKE000--Maker Learning Network	33,590.70
11/3/22	MATH002--Math-U-See, Inc [S]	758.88
11/3/22	MCRU000--McRuffy Press, LLC	374.85
11/3/22	OFFI000--ODP Business Solutions LLC	454.03
11/3/22	QUIL000--Quill*	462.01
11/3/22	RAIN000--Rainbow Resource Center Inc [P]	2,083.52
11/3/22	SUPE000--Supercharged Science [P]	111.00
11/3/22	TEAC002--Teacher Synergy [P]	50.00
11/3/22	TEAC004--Teaching Textbooks Inc [P]	203.03
11/3/22	TIMB000--Timberdoodle [P]	147.69
11/4/22	EMP1303	-1,640.96
11/7/22	EMP1303	1,640.96
11/8/22	AMAZ112--Amazon Capital Services (Lanc)	305.27
11/8/22	CIGN000--Cigna Healthcare	3,556.33
11/8/22	CORP001--Corporate Splash	30.24
11/8/22	DANC006--Dance Magic Studios	60.00
11/8/22	EDTE000--EdTech 101	10,119.58
11/8/22	EMP1190	52.80
11/8/22	EMP2309	90.00
11/8/22	JOHN000--John F Wood III	450.00
11/8/22	LAC112A--LA County Waterworks 7679.	213.50
11/8/22	LAC112B--LA County Waterworks 7795.	407.18
11/8/22	LITT000--Little Passports [P]	353.82
11/8/22	LLKM000--Kenneshia Montoya	51.01
11/8/22	OFFI000--ODP Business Solutions LLC	177.39
11/8/22	RAIN000--Rainbow Resource Center Inc [P]	925.70
11/8/22	ROCK005--Rockwell Printing Inc	412.74
11/8/22	SANT007--Santa Clarita Valley International	14,475.00
11/8/22	SCHO009--School Pathways LLC	89.29
11/8/22	SUNL000--Sun Life Assurance Company of Canada	572.80
11/8/22	SYLV003--DKM Learning, LLC	476.25
11/8/22	WORT000--Worthington Direct Holding, LLC	7,200.03
11/10/22	FAME000--FAME 3D or LutzBot	74.02
11/10/22	PURE000--Pure Oasis Water	23.00

Date	Vendor	Amount
11/10/22	QUIL000--Quill*	542.25
11/10/22	RAIN000--Rainbow Resource Center Inc [P]	209.78
11/10/22	SEAS000--Sea Supply	35.75
11/10/22	TIME001--Time4Learning [S]	250.00
11/15/22	ILEA300--iLEAD California	63,126.53
11/15/22	ILEA300--iLEAD California	61,411.30
11/15/22	ILEA300--iLEAD California	653.92
11/15/22	ILEA300--iLEAD California	71,605.48
11/15/22	ILEA300--iLEAD California	76,113.48
11/15/22	ILEA300--iLEAD California	52,786.57
11/15/22	ILEA300--iLEAD California	47,713.17
11/15/22	ILEA300--iLEAD California	69,173.82
11/15/22	ILEA300--iLEAD California	58,918.26
11/15/22	ILEA300--iLEAD California	63,312.53
11/15/22	ILEA300--iLEAD California	59,015.94
11/15/22	ILEA300--iLEAD California	63,584.52
11/15/22	ILEA300--iLEAD California	53.94
11/15/22	ILEA300--iLEAD California	24,376.56
11/17/22	AMAZ112--Amazon Capital Services (Lanc)	1,168.97
11/17/22	ARTH000--First Insurance Funding	4,255.59
11/17/22	CAVO001--Cavallo Electric Contractor Inc	1,250.00
11/17/22	COMM000--Commercial Glass Systems	7,140.00
11/17/22	DEW112A--Dewey Pest Control 7179**	167.00
11/17/22	DREA000--DreamBox Learning Inc	22,785.00
11/17/22	EDWA00--Edwards, Stevens & Tucker LLP	3,800.50
11/17/22	EMP0549	384.40
11/17/22	EMP1475	31.67
11/17/22	EMP2273	135.78
11/17/22	EMPO000--Empower Generations.	454.51
11/17/22	HERN003--Hernandez, Juana	121.41
11/17/22	IHYB103--iLEAD Hybrid Antelope Valley	4,668.08
11/17/22	ILEA012--iLEAD Agua Dulce	6,438.18
11/17/22	KAIS000--Kaiser Foundation Health Plan	26,542.29
11/17/22	LAWO000--Law Offices of Young, Minney & Corr, LLP	152.50
11/17/22	LEGA003--Legal Shield	213.75
11/17/22	MOBI004--Mobile Ed Productions, Inc.	895.00
11/17/22	QCLO000--QC Locksmith	247.71
11/17/22	SANT007--Santa Clarita Valley International	10,062.70
11/17/22	SANT007--Santa Clarita Valley International	1,726.20
11/17/22	SCOO000--Scoot Education	2,436.00
11/17/22	SUNL000--Sun Life Assurance Company of Canada	605.97
11/17/22	SUNL000--Sun Life Assurance Company of Canada	589.08
11/17/22	USAP000--USA Protection	2,050.00
11/17/22	WAS112A--Waste Management 3003.	1,482.49

Date	Vendor	Amount
11/18/22	FIDE000--Fidelity Security Life Insurance Company	609.11
11/18/22	FIDE000--Fidelity Security Life Insurance Company	320.38
11/18/22	FIDE000--Fidelity Security Life Insurance Company	231.83
11/18/22	MOVI000--Moving Beyond the Page	960.62
11/18/22	QUIL000--Quill*	43.60
11/18/22	SCHO000--Scholastic Inc	111.03
11/22/22	AMAZ112--Amazon Capital Services (Lanc)	6.51
11/22/22	FIDE000--Fidelity Security Life Insurance Company	48.62
11/22/22	HUCK000--HuckleBerry Center for Creative Learning [S]	386.00
11/22/22	ILEA300--iLEAD California	53,458.12
11/22/22	ILEA300--iLEAD California	50,122.09
11/22/22	LAKE000--Lakeshore Learning Materials	38.93
11/22/22	OFFI000--ODP Business Solutions LLC	111.29
11/22/22	RAIN000--Rainbow Resource Center Inc [P]	314.84
11/22/22	SCOO000--Scoot Education	2,784.00
11/25/22	AMAZ112--Amazon Capital Services (Lanc)	2,089.03
11/25/22	ARBO001--Arbor Learning Community [S]	350.00
11/25/22	BEND002--Piano Boise LLC	105.00
11/25/22	BILL001--Bill's Landscaping, Inc	655.00
11/25/22	COLO001--Colosky's Math Academy	138.88
11/25/22	DREA000--DreamBox Learning Inc	575.00
11/25/22	EVOT001--EVO Tae Kwon Do Academy	435.00
11/25/22	FRES001--Fresh Start Healthy Meals, Inc.	16,949.10
11/25/22	GUER000--Guerrero, Laura A.	140.00
11/25/22	JIVE000--Jive Communications, Inc.	548.65
11/25/22	JORI000--Jorian, Ruth	195.00
11/25/22	KIWI000--KIWICO [P]	445.67
11/25/22	LAKE000--Lakeshore Learning Materials	71.33
11/25/22	LEAR000--Learn Beyond The Book LLC [S]	480.00
11/25/22	MCCL000--McClure & Co.	395.00
11/25/22	PURE000--Pure Oasis Water	113.00
11/25/22	RAIN000--Rainbow Resource Center Inc [P]	165.45
11/25/22	THEH000--The Hidden Dojo	1,657.95
11/25/22	WORT000--Worthington Direct Holding, LLC	32,315.01
11/29/22	AMAZ112--Amazon Capital Services (Lanc)	56.21
11/29/22	CORD000--Cordero, Efrain	240.00
11/29/22	CRAT000--Crate Expectations	290.40
11/29/22	DANC006--Dance Magic Studios	60.00
11/29/22	HORS000--Kim Wineland (Horse ETC)	925.00
11/29/22	LAKE000--Lakeshore Learning Materials	63.84
11/29/22	MELB000--Melvin Booker Jr	345.00
11/29/22	PURE000--Pure Oasis Water	32.85
11/29/22	QUIL000--Quill*	69.45
11/29/22	RAIN000--Rainbow Resource Center Inc [P]	393.14

Date	Vendor	Amount
11/29/22	SHRE001--Shred-IT, C/O Stericycle, Inc	106.25
11/30/22	ALLA000--All About Learning Press Inc [P]	214.61
11/30/22	AMAZ112--Amazon Capital Services (Lanc)	1,552.33
11/30/22	ASYO000--As You Wish	1,295.44
11/30/22	CAVO001--Cavallo Electric Contractor Inc	1,525.00
11/30/22	EDWA00--Edwards, Stevens & Tucker LLP	7,738.50
11/30/22	EMP0549	154.62
11/30/22	EMP2270	37.54
11/30/22	FRON000--Frontier	101.81
11/30/22	ILEA300--iLEAD California	55,203.14
11/30/22	KIWI000--KIWICO [P]	193.70
11/30/22	LAKE000--Lakeshore Learning Materials	51.08
11/30/22	LANG005--Language Network, Inc.	188.00
11/30/22	MYST002--Mystery Science	99.00
11/30/22	SCOO000--Scoot Education	4,872.00
11/30/22	TRIP000--Triple Threat Import and Export LLC	2,397.94
		\$ 1,136,888.81

STEMulate Learning:

Proposed Educational Services for

iLEAD 2022-2023

Dear Nykole,

Please find below **STEMulate Learning's** proposal to provide educational professional developments, and consulting services to iLEAD. In addition to what is mentioned below, we would conduct a school diagnostic, create an MOU about agreed upon goals, outcomes and timelines as well as determine measurements of effectiveness and provide a program summary.

Proposed Educational Services for iLead:

STEMulate Learning believes each school is unique and requires a customized approach to learning and student performance. Upon completion of the professional developments, we will conduct a debriefing to discuss how the teachers will continue to put the practice into play in their classrooms and continue the work to enhance educational outcomes.

The Philosophy

STEMulate Learnings' mission is to **promote and develop the love of math and reading** in students as the foundation for student success in STEM/STEAM related fields. Our experience in providing training and instruction that is ***inquiry based, culturally relevant*** and ***life-affirming*** helps transform educators into effective instructors and facilitators of learning while empowering students to excel academically and emotionally.

Through our holistic approach to learning and training, we incorporate a triangular approach to rigorous instruction, consisting of **Social Emotional Learning, Cultural Competence, and a Growth Mindset framework**. We create a positive learning environment that fosters a discovery approach to problem solving and builds in students and instructors the mental edge necessary for success in all K-12 classrooms. We believe students should be afforded the opportunity to explore these subjects as it relates to their world, giving them ownership and pride in their learning. **As an African American owned educational consulting firm, a great majority of our instructors are also African American and Latino scholars who grew up in the same communities we service, which enables us to make the strong cultural connections to math and literature.**

The Solution:

STEMulate Learning is an educational program designed to assist students in their pursuit of proficiency and provides educators with 21st Century pedagogy to confidently provide a collaborative, student-centered and rigorous learning environment for students. Our program is delivered through our **MASTER** system approach: ***Making Academics Social, Transformative***

Engaging and Relevant. Our programs are customized and incredibly unique.

Our experienced and engaging presenters ensure the sessions are interactive, transformative, and responsive to the needs of attendees.

Eight (8) Two-hour Focus Group sessions (one per month) (not including introductory session)

- i. Each month will be dedicated to a descriptive review of each TL
 - ii. Each teacher-participant will make a **one-hour presentation** about her student
 - iii. The remaining hour will be dedicated to a) questions, b) comments, and c) recommendations from the other teacher-participants
 - iv. Teachers may also have articles to read at their leisure (not required for use during meeting times)
- b. PD. Teacher-participants will present to the entire staff during one of the school's Friday PD sessions (3) hours: (One hour each month, including two hours of planning). SEE MY QUESTION BELOW IN THE PRICING SUMMARY. The hope is to go according to grade level. However, preparedness may play a part (i.e., who's ready to go) or breakthroughs that deserve immediate feature

Monthly Total

- Focus group session (2)
- Focus group data analysis (2)
- PD – Schoolwide (2)
- PD Planning (2)
- Administrator Check-In (1) -DR. STEWART IS THIS BILLABLE AT YOUR HOURLY RATE? IF SO, WHAT IS THE HOURLY I SHOULD BILL TO ILEAD?

****(8) 2 Hour Professional Developments once per month. Schedule of PD's dates pending.***

PLEASE SEE DETAILED PLAN FOR PD'S BELOW:

Operationalizing Caring w/ Awareness/Care as an ethical stance (Bartell, 2011)

Question:

How does participation in a study group in which teachers explore the in- and out-of-school experiences of an individual child contribute to a teacher's growth and development as a teacher?

Claim: Teachers that care with awareness knows their students well; socially, emotionally, culturally, racially, politically, and academically

Research on designing, facilitating, and examining a study group that engaged teachers in exploring the mathematical thinking and in- and out-of-school experiences of an individual child.

Objectives:

- Confront deficit views
- Develop caring teacher-student relationships
- Connect classroom practices to learner's learning needs
- Attend directly to issues of race

Goals:

Overarching Goal: Understand the culture/s of the children in classrooms who are not like themselves.

- (Hidden goal) Support teachers in reaching beyond the **mathematics** classroom into children's home and community and in moving them from seeing their students' home environments as problematic in some way to instead viewing students' home environments as supportive
- **"Attention need to be directed to issues concerning students as well as issues concerning content"**
- Change classroom practices to build on learner's interests+
- Build stronger relationships with their TL's (and other students)
- Develop the type of (strong) commitment that will challenge teacher participants to become more effective teachers
- (Maybe hidden goal) Develop open lines of communication the TL's caregiver, to learn more from them about what is needed to best support the TL's learning
- Support. Teachers in caring with awareness for all students
- Foster collaboration among teachers (leveraging individual strengths)

Outcomes:

- Improved teacher practice
- Meet individual student needs
- Support various kinds of learner participation (in relation to all content areas)
- Challenging deficit discourses/views as a part of regular practice
- Seeing knowledge that caregivers possess as honored/affirmed
- See caregivers as resources for their children

Eight teacher-participants:

Before and after Trauma Survey with each teacher participant.

2. Each of the eight teachers in the study group – all white, female teachers (if possible/applicable) – will choose an African American learner* that "struggled" academically the previous academic year as their "target" student. African

* This focus on an individual student also serves as an orienting experience for teachers, not only with respect to that one child but also with respect to their practice, supporting teachers in rejecting deficit assumptions about students and instead working as caring teachers to learn about and address students' specific learning needs.

American learners are chosen to minimize issues of essentializing based on comparisons across cultural groups of students (Pollack, 2004).

3. KWL Chart. Teacher participants – guided by the Facilitator – will create a KWL Chart that will be tracked throughout the academic year. Discussion of race should be explicit in order to avoid what tends to be the “national tendency to be colorblind or color mute” (Pollack, 2004).
4. Parent Photos
 - a. photographs of their child demonstrating competence (“this allows parents to be active agents in the documenting the funds-of-knowledge in their homes and communities”)
 - b. participating in household routines (i.e., laundry, cleaning, cooking or grocery shopping)
 - c. engaging in any activities the child found interesting
 - d. engaging in activities that involved academics
 - e. students should also weigh in on using photos of folks they deem important (and they should be able to explain the importance)
5. Between teachers’ first and second study group presentations, they meet with their target learner’s parent to learn about the child’s out-of-school experiences and to learn more from the parent about the child’s CCW; strengths, competencies, and interests. Parent and student will also be **interviewed** at this time.
6. Take close look at the Target Learner (TL)
 - a. Shadow the TL at school (regularly)
 - b. Converse regularly with TL to learn about out of school activities/interests
 - c. Collect samples of TL’s work
7. Pick a Family Experience to participate in during which the TL will be observed
8. Teacher-participants will share their findings on a monthly **Focus Group**. The focus of the study groups is most often not of a content specific nature; it is each teacher in turn who identifies an area to address in relation to work she wants to do with a particular child. This could be an academic area such as learning to read, or a social area such as integrating a child more successfully into the life of the classroom.
 - a. “thick descriptions of the learning and cultural experiences of students are needed to guide educational practice” (Banks, 2004, p. 20)
 - b. At each session one of the teacher members presents a portrait of a student to the group for review. The goal is for the teacher to:
 - i. present an informed picture of the child,
 - ii. ask questions and raise concerns about the child
 - iii. and to receive feedback from the other members as to next steps that the teacher might take in supporting the child's learning.
 - c. “supports teachers in seeing children's strengths and thus identifying the locus of control and possibilities for change within themselves and not within the child or his environment” (Foote, 2009, p. 42)

Educational Service	Number of Sessions	Cost	Total Cost of Service
Topics Include:		Cost per session	
(3) hours: One hour with teachers' meetings and 3 hours of planning for all PD's	(3) 1-Hour (Planning meeting with teachers) (3) Hours of Planning & Research	\$330.00 \$330.00	\$660.00
(8) 2-Hour Professional Developments	(8) Professional Developments Include: Prep, Curriculum design, and Materials	\$1,500.00 Standard industry rate: \$1700-\$1900 Discount for 8 PD's (\$1600.00-3,200.00)	\$12,000.00
Complimentary Pre-Consulting Hours & Research Planning Hours	3 hours	\$200.00	(\$600 Value)
TOTAL iLEAD:			\$12,660.00

This estimate is based on a holistic approach to schoolwide improvement in academic perceptions, attitudes, and proficiencies.

Payment Terms: Net 15 days

Thank you very much for your consideration and we look forward to working with you, your staff and your students.

Sincerely,
Denise Peoples
Chief Education Officer
STEMulate Learning
951.283.2503

Commercial Glass Systems

346 Grand Cypress Ave. Suite 402, Palmdale, Ca. 93551

Licensed & Bonded #1037748

Phone: (661) 266-4800 Fax: (661) 538-1950

Invoice #895

To: Robert Hutson
Re: iLEAD Lancaster
254 East Avenue K-4, Lancaster, Ca. 93535

11/2/2022

Description:

1-3/4" x 4" center set storefront – clear anodized – for 1/4" glazing where spec'd
1/4" clear tempered glazing where spec'd

1@ Opening #1 (Upstairs) Approx 40' wide x 8' high with single door 3x7' with a return/pony wall. Opening to be split evenly with vertical mullions. (\$17,380.00) = (\$2,400 door) = **(\$19,780.00)**

8@ New 6' x 7' Pair of storefront doors with 8' h-frame - complete with hardware, roton hinges, surface mounted closers, panic hardware (1 pair of doors to be electrified – to be activated by others) (\$4,200 per x 8 = **\$33,600**)

3@ single 3' x 7' doors with 8' h-frame – complete with hardware, roton hinges, surface mounted closers, panic hardware (\$2,400 x 3 = **\$7,200**)

Labor/Misc/Billing: - **(\$14,260.00)**

Total Cost: \$74,840.00

50% Deposit required for material/start-up: \$37,420.00

Remaining 50% due upon completion of project: \$37,340.00

Please confirm asap to place order into production. Current lead time approx. 2-3 weeks.



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
Dec 8, 2022

Curriculum and Instruction

- Extracurricular activities
- Tutoring program

Presentations of Learning

- Kinder - What are the common traditions of winter holidays around the world?
- 1st Grade - How can tools help me to create something magnificent?
- 2nd Grade - How can I, As a cartographer, artistically represent the continent where I live?
- 3rd Grade - As a scientist, how can I use my knowledge of traits to design a new animal that can adapt to a different environment?
- 4th Grade - How can I use my study of an artist to inspire my own artwork?
- 5th Grade - How can I use my knowledge of the United States to create an effective proposition?
- 7th Grade - How can our knowledge of the Renaissance prepare us for a changing/evolving future?
- 8th Grade - How can we soar up and all aspects of our lives?
- IS - Passion Projects

Professional Learning/Facilitator Support

- Initial Culturally Relevant Teaching training
- Panorama Survey
- Data Protocol meetings

ILEAD Lancaster Cash Flow

FY22/23 1st Interim Budget Report

2022-2023

Cash Flow Projection

Actuals required through the month of : October	Object	2022-23 1st Interim	July Actuals	August Actuals	September Actuals	October Actuals	November Actuals	December Actuals	January Actuals	February Projection	March Projection	April Projection	May Projection	June Projection	Accruals	Adjustments	TOTAL
A. BEGINNING CASH			5,682,247	5,682,247	5,682,247	5,682,248	5,682,249	4,632,026	4,569,495	5,559,496	5,397,884	3,839,756	4,949,772	4,939,222			
B. RECEIPTS																	
LCFF/Revenue Limit Sources																	
Principal Apportionment	8010-8019	7,307,490	0	269,734	269,734	923,350	561,667	561,667	1,012,112	561,667	561,667	1,012,112	561,667		1,012,113		7,307,490
In Lieu Property Taxes	8099	835,473	0	0	65,987	65,987	0	0	234,500	0	0	234,500	0	234,499			835,473
Miscellaneous Funds	8080-8098		0	0	0	0	0	0	0	0	0	0	0	0			0
Federal Revenue	8100-8299	1,686,276	(3,460)	(11,878)	0	10,747	346,801	11,327	257,260	23,802	217,589	269,735	205,114	118,325	240,914		1,686,276
Other State Revenue	8300-8599	2,848,979	25,097	50,988	78,595	174,596	484,657	158,454	477,119	165,992	165,992	484,657	158,454	277,117	147,261		2,848,979
Other Local Revenue	8600-8799	40,000	3	1,740	10,012	1,922	0	13,162	0	0	0	0	0	13,161			40,000
Interfund Transfers In	8910-8929		0	0	0	0	0	0	0	0	0	0	0				0
All Other Financing Sources	8930-8979		0	0	0	0	0	0	0	0	0	0	0				0
TOTAL RECEIPTS		12,718,218	21,640	310,584	424,328	1,176,602	1,393,125	744,610	1,980,991	751,461	945,248	2,001,004	925,235	643,102	1,400,288	0	12,718,218
C. DISBURSEMENTS																	
Certificated Salaries	1000-1999	3,200,371	255,105	305,963	252,683	238,031	271,711	203,723	274,272	284,193	274,912	272,032	283,873	283,873			3,200,371
Classified Salaries	2000-2999	1,641,465	70,033	133,224	140,427	143,998	125,408	121,961	129,512	138,540	167,101	154,790	163,654	152,817			1,641,465
Employee Benefits	3000-3999	1,211,713	94,362	94,512	79,842	82,910	42,168	98,633	159,340	52,952	100,209	103,723	137,893	165,169			1,211,713
Books and Supplies	4000-4999	1,444,319	146,494	98,057	217,323	110,755	95,274	95,132	80,081	126,511	99,675	100,669	103,367	170,981			1,444,319
Services	5000-5999	4,731,772	293,207	287,930	336,750	137,626	322,707	287,692	347,785	310,877	1,861,479	259,774	246,998	38,947			4,731,772
Capital Outlay	6000-6599		0	0	0	0	0	0	0	0	-	-	-	-			0
Other Outgo	7000-7499		0	0	0	0	0	0	0	0	-	-	-	-			0
Interfund Transfers Out	7600-7629		0	0	0	0	0	0	0	0	0	0	0	0			0
All Other Financing Uses	7630-7699		0	0	0	0	0	0	0	0	0	0	0	0			0
TOTAL DISBURSEMENTS		12,229,640	859,201	919,686	1,027,025	713,320	857,268	807,141	990,990	913,073	2,503,376	890,988	935,785	811,787	0	0	12,229,640
D. BALANCE SHEET ITEMS																	
Assets and Deferred Outflows		Beginning Balances															
Cash Not In Treasury	9111-9199	5,639,154	(1,173,663)	399,864	730,369	(241,728)	285,158										0
Accounts Receivable	9200-9299	1,643,149	1,659,928	96,993	(9,529)	287,574	(2,034,966)										0
Due From Other Funds	9310	18,045	18,044	(2,004)	4,002	(4,515)	(15,527)										0
Stores	9320	0	-	-	-	-	-										0
Prepaid Expenditures	9330	0	-	-	-	-	-										0
Other Current Assets	9340	0	-	-	-	-	-										0
Deferred Outflows of Resources	9490	0	-	-	-	-	-										0
SUBTOTAL		7,300,348	504,309	494,853	724,842	41,331	(1,765,335)	0	0	0	0	0	0	0	0	0	0
Liabilities and Deferred Inflows																	
Accounts Payable	9500-9599	(714,700)	(308,575)	(54,041)	122,144	504,612	(264,140)										0
Due To Other Funds	9610	0	0	0	0	0	0										0
Current Loans	9640	0	0	0	0	0	0										0
Unearned Revenues	9650	(1,065,823)	(24,677)	(60,208)	0	0	84,885										0
Deferred Inflows of Resources	9690	0	0	0	0	0	0										0
SUBTOTAL		(1,780,523)	(333,252)	(114,249)	122,144	504,612	(179,255)	0	0	0	0	0	0	0	0	0	0
Nonoperating																	
Suspense Clearing	9910																0
TOTAL BALANCE SHEET ITEMS		9,080,871	837,561	609,102	602,698	(463,281)	(1,586,080)	0	0	0	0	0	0	0	0	0	0
E. NET INCREASE/DECREASE (B - C + D)			0	0	1	1	(1,050,223)	(62,531)	990,001	(161,612)	(1,558,128)	1,110,016	(10,550)	(168,685)	1,400,288	0	488,578
F. ENDING CASH (A + E)			5,682,247	5,682,247	5,682,248	5,682,249	4,632,026	4,569,495	5,559,496	5,397,884	3,839,756	4,949,772	4,939,222	4,770,537			
G. ENDING CASH, PLUS ACCRUALS																	6,170,825



iLEAD Lancaster 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: November 17th, 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 and Title II funding from the Federal government. Title I funding is allocated for Math and ELA interventions. Title II is allocated for staff development to ensure equitable access to quality educators. Title IV funding is used to assure that learners receive a well-rounded education.



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. 74% 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 based on internal NWEA MAP scores and CAASPP.

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA ELA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.	Spring 2022: -1.52	The school to meet or exceed a CGI score of 0 or higher in Spring 2023
NWEA Math MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.	Spring 2022: -.43	The school to meet or exceed a CGI score of 0 or higher in Spring 2023

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Math and ELA Curriculum, Instruction, and Assessment Support.	All Learners	Designated Curriculum Coaches in ELA and Math. Providers to work with credentialed teachers (facilitators) These employees will design, implement, and monitor MTSS Tier I and II strategies and activities to support math and ELA learning in alignment to California State Standards.	\$211, 069	Title I
ELA and math	Designate care team (classroom aides) to	Designated care team to work directly with identified	\$41,722	Title I



targeted support	support learners needing targeted Tier II intervention in ELA and math.	learners for ELA and math intervention strategies as defined by the curriculum coaches and credentialed teacher of record.		
------------------	---	--	--	--

Annual Review	
SPSA Year Reviewed: 2021-2022	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. Care team and an ELA curriculum coach were used to support learning and growth in CAASPP and MAP assessments. While iLEAD Lancaster did not meet it's targeted goal for a 2% increase in ELA and math performance, the analysis determined that COVID affected student performance nationwide. iLEAD Lancaster was in the state range for performance regression in both ELA and math achievement.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	No significant differences between the intended implementation or the budgeted expenditures occurred during the 21/22 school year.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	<p>After careful consideration, the metric for monitoring annual outcomes will be changed slightly. Rather than using the number of learners who were close, meeting, or exceeding MAP RIT number, it was determined by school staff and administration that a more accurate and informative metric would be to use the MAP conditional growth index (CGI), which will demonstrate the percentage of learners annually who met their projected growth for the year (fall to spring). This will show the growth of learners in the year due to intervention strategies and activities.</p> <p>iLEAD Lancaster also adopted a new ELA curriculum, which teaches the science of reading. Overwhelming recent evidence shows this approach's effectiveness to supporting reading and writing growth and achievement. The ELA coach will provide training, support, and programming to support credentialed staff in adopting and using the</p>



new curriculum.

A new Math coach was hired to address math scores and a staff request for more support in math planning, curriculum, instruction, and assessment.

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.

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
EL Education	0% of facilitators and care team providers trained	100% staff trained
Professional Development-Teacher Induction Program	9 facilitators need to participate in TIP	9 facilitators finish 50%-100% TIP All facilitators on track to Clear Credential by CTC deadline

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
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
EL Education	All learners	Facilitators will receive training and support in EL Education, the new ELA curriculum.	\$15,000	Title II



Annual Review	
SPSA Year Reviewed: 2021-2022	Summary:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	In the 21/22 school year, staff focused on Trauma Informed professional development and Culturally Relevant pedagogy, and supporting staff with preliminary credentials in the state TIP program. iLEAD Lancaster accomplished all strategies in this goal.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	No significant differences between the intended implementation or the budgeted expenditures occurred during the 21/22 school year.
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.	iLEAD Lancaster will continue supporting highly qualified teachers through the TIP program. iLEAD Lancaster will also focus professional development on the new ELA curriculum this year to increase student achievement on NWEA MAP and CAASPP assessments.

Goal 3: Decrease Chronic Absenteeism				
Identified Need	There is a need to decrease the chronic absenteeism rate in order to serve learners effectively.			
Annual Measurable Outcomes				
Metric		Baseline		Expected Outcome
Chronic Absenteeism		Absenteeism in 2020-2021: 33.2%		Decrease 1%
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Social Worker	Learners frequently absent or at risk of	Licensed Social Worker to support school attendance,	\$79,080	Title I



	chronic absenteeism	learner engagement, family engagement, and learner support.		
--	---------------------	---	--	--

Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$254,716
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	\$354,371
Other Federal, State, and Local Funds	
Total of federal funds for this school:	\$371,174



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**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports learner success.

A school may number the goals using the "Goal #" for ease of reference.



[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific learner groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific learner group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]



Students to be Served by this Strategy/Activity

Indicate in this box which learners will benefit from the strategies/activities by indicating “All Students” or listing one or more specific learner group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the learner groups to be served shall include the learner groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all learners or the learner group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as



instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.



- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving learner achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include



data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all learners in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

- i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
- ii. Identify the specific academic needs of learners and groups of learners who are not yet achieving the State's academic standards; and
- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
- iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
- v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of learner groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

- a. provide opportunities for all children including each of the subgroups of learners to meet the challenging state academic standards
- b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and



iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all learners demonstrate at least proficiency on the State's academic standards through activities which may include:

- i. strategies to improve learners' skills outside the academic subject areas;
- ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
- iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
- iv. professional development and other activities for facilitators, paraprofessionals, and other school personnel to improve instruction and use of data; and
- v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
2. Determine whether the schoolwide program has been effective in increasing the achievement of learners in meeting the State's academic standards, particularly for those learners who had been furthest from achieving the standards; and



3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of learners in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that learners who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those learners' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those learners.

G. For an elementary school, a description of how the school will assist preschool learners in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, facilitators, and parents) to locally develop and implement the CSI plan for the school to improve learner



outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including learner performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/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/>





Telework Policy and Procedures

Introduction

Teleworking is a flexible work arrangement that allows employees of iLEAD Lancaster (“Organization”) to work remotely at home, or in a satellite location, for all or part of their workweek. The Organization considers teleworking to be a viable, flexible work option when both the employee and the position are suited to such an arrangement. This Telework Policy is to promote general work efficiency, to continue operations during an emergency, or to accommodate other unique circumstances as approved by an employee’s supervisor/Manager.

Teleworking may be appropriate for some employees and positions, but not for others. Whether a job position is eligible for telework is at the sole discretion of the Organization. Teleworking is a benefit, not an entitlement, and it in no way changes the terms and conditions of employment with the Organization.

Definitions

- **Telework**

Working one or more regularly scheduled workdays with Organization approval away from an Organization worksite, either at a home residence or a mutually agreed upon alternative worksite/location.

- **Teleworker**

An employee who has received approval by their supervisor/manager to perform job duties away from an employee’s primary location, either at a home residence or a mutually agreed upon alternative worksite/location.

- **Organization Worksite**

A designated campus, office, or other property of the Organization, not including a teleworker’s designated home office.

- **Home Worksite**

A designated home residence or a mutually agreed upon alternative worksite/location where Telework may be performed.

The Organization has four Telework arrangement options available to qualifying employees and job positions. Managers will review with eligible employees if any of these work arrangement options are feasible. While the Organization will take employee input into account, the final decision on the exact Telework assignment will be at the discretion of the supervisor/manager. The Organization may make changes to the Telework arrangement options as warranted and according to business needs.

1. Hybrid Telework

This work arrangement involves the flexibility to perform work at the Organization Worksite

and the Teleworker's Home Worksite. For example, the employee works 3 days at the Organization Worksite and 2 days from the Home Worksite. The supervisor/manager and employee establish a mutually agreed upon schedule. Hybrid Telework assignments may or may not have a specified end date.

2. Short Term Telework

This work arrangement involves the flexibility to perform work away from the Organization Worksite either in state or out of state for 30 days or less.

3. Full-time In-State Telework (primary residence in the state of the employing organization)

This work arrangement involves working remotely in the state of the Organization's home office on a continuous basis. The supervisor/manager and employee establish work and communication expectations for achieving work success during Teleworking.

4. Full-time Out-of-State Telework (primary residence out of the state of the employing organization)

This work arrangement involves working remotely outside of the state of the Organization's home office on a continuous basis. The supervisor/manager and employee establish work and communication expectations for achieving work success during teleworking.

Eligibility and Procedures

Before entering into any Teleworking arrangement, the employee and supervisor/manager, will take the following into consideration to determine eligibility:

Position suitability

Suitable positions for Telework are characterized by clearly defined tasks, essential functions and work products. The employee and supervisor/manager will discuss the job responsibilities and determine if the position is suitable and appropriate for a Telework arrangement. An employee's position may be suitable for Telework when:

- The employee's primary duty includes the exercise of discretion and independent judgment with respect to matters of significance related to general business operations of the employer or the employer's customers.
- The position is primarily knowledge-based.
- The employees hold themselves to measurable deliverables.
- The position does not require frequent face to face interaction at the regular worksite with supervisor/managers, colleagues, clients, or the public, or in person.
- The essential functions do not require the employee's presence at the Organization Worksite.
- The position is not essential to the management of on-site workflow.

Employee suitability

The employee and supervisor/manager will assess the needs and work habits of the employee, compared to traits customarily recognized as appropriate for successful teleworkers. An employee may be suitable for teleworking when they demonstrate and possess the following performance criteria:

- Demonstrates dependability and responsibility
- Effectively communicates with supervisors, coworkers, and clients

- Possesses the ability to work with minimal to no supervision
- Demonstrates a consistently high rate of productivity
- Demonstrates job knowledge and level of skill to perform the job effectively and efficiently
- Possesses the ability to prioritize work effectively
- Demonstrates good organizational and time management skills
- Demonstrates motivation
- Has a history of positive performance without a recent record of discipline or performance deficits

Employee will be provided with the *Telework Safety Checklist* for completion and return to your supervisor/manager and cc: Employee Services at employeeservices@ileadcalifornia.org.

Length of Assignment

Unless another length of time is specified, Telework assignments are generally granted on a school year to school year basis, unless otherwise ended by the Teleworker or the Organization. Telework assignments for a future school year should be requested before the end of the current school year to have the highest likelihood of approval.

Telework assignments in place as of Fall 2022 are projected to remain in place until June 30, 2023. The Organization reserves the right to end any Telework assignments earlier as needed. Any projections on how long a Telework assignment may last have no effect on the at-will nature of employment with the Organization and are merely forecasts for what may apply should the employee remain employed with the Organization.

Employment

Employees of the Organization remain at-will regardless of the assignment of Telework. This Policy does not imply or serve as an employment contract or guarantee of continued employment nor does it alter or limit the right of the Organization to terminate a Teleworker “at will.”

Job responsibilities, compensation, benefits, standards of performance, and performance evaluations remain the same as when working at the regular work site. The supervisor/manager reserves the right to assign work as necessary at any work site.

Teleworkers remain obligated to comply with all Organization rules, policies, procedures, practices. Violation of Organization policies may result in preclusion from telework and/or disciplinary action, up to and including termination of employment.

Business Hours and Workweek

The Organization’s regular business hours are from 8:00 a.m. to 4:30 p.m. (PST) Monday through Friday. Teleworkers may be assigned to work during regular business hours or on an alternative work schedule, as instructed by a supervisor/manager. Teleworkers may also be scheduled to work evening hours or on a weekend, as directed by their supervisor. The workweek begins at 12:00 a.m. (PST) Saturday and ends at 11:59 p.m. (PST) on Friday.

Meal and Rest Periods

Teleworkers are entitled to the same meal breaks and rest periods to which they would be entitled while working at the Organization Worksite. This includes a thirty (30) minute unpaid meal break for employees working five (5) to ten (10) hours, a paid rest break for nonexempt Teleworkers working three and a half (3.5) hours or more, and additional paid rest breaks for nonexempt Teleworkers working more than six (6) hours, and again after ten (10) hours. Employees are strongly encouraged to step away from work technology during scheduled work breaks and

meals to give their mind a rest from the digital world, and to maintain mental and physical wellbeing. In the workday, take time to engage in mindfulness activities such as stretching, walking and making time for digital breaks.

Nonexempt Employees

Teleworkers who are nonexempt employees will be required to accurately record all hours worked using the Organization's time-keeping system, the same as they would do for work performed at the Organization Worksite.

Only nonexempt employees are eligible for overtime. Overtime hours worked in excess of those scheduled per day and per workweek require the advance approval of the Teleworker's supervisor/manager. Failure to comply with this requirement may result in the immediate termination of the Telework arrangement.

Timekeeping

Teleworkers are required to seek approval for and properly record time taken off work (vacation, holiday, sick days, jury duty, and bereavement, military leave, workers' compensation, etc.). Requests for time off without available sick and vacation accruals (if applicable) will be designated as unpaid. Employees must use the appropriate "no pay" selection in the time keeping system. If time off for a leave of absence is needed, employees must first contact Employee Services at employeeservices@ileadcalifornia.org.

Communication

Teleworkers are to be available by phone, text, web conferencing, and instant messaging during their assigned work hours to assist and support management, co-workers, vendors, students, parents, and customers and to perform their jobs. Any lack of compliance in communication with supervisors/managers and/or internal department team members and cross functional departments teams may result in corrective action including termination of the Telework arrangement, and up to termination of employment.

Operational Needs

Teleworkers may be called into the Organization Worksite or another location where an Organization event is taking place, when in the discretion of a manager/supervisor, it is deemed appropriate to their job position. The supervisor/manager should provide reasonable notice whenever possible. However, Teleworkers may be required to report to Organization Worksite without advance notice, as needed. The following are examples of events where one's physical presence may be required, but is not limited to:

- iLEAD Staff Retreat
- Camp Make
- All-Boards Retreat (if applicable)
- Professional Learning (if applicable)
- Board Meetings (if applicable)
- 20-day Meetings (if applicable)
- Hiring Events: Star Search/Leadership Cafe (if applicable)
- Leadership Connections (if applicable)
- Team Collaborations (if applicable)

Dress Code

Employees that are approved for Telework are to maintain a neat, clean, and professional

appearance during work hours. As a general rule, business casual appearance is appropriate when engaging in virtual video meetings with clients, vendors, leadership, peers, student and parents

Dependent Care

Telework is not designed to be a replacement for appropriate childcare or kin care. Although an individual employee's schedule may be modified to accommodate childcare needs, the focus of the arrangement must remain on successfully fulfilling job responsibilities and expectations and meeting business demands. The Organization expects Teleworkers to work and be available for work during scheduled work times. Prospective Teleworkers are encouraged to discuss expectations of teleworking with family members prior to telework arrangement.

Absences and Tardiness

If a Teleworker must miss work or will be late for any reason, the Teleworker must notify their supervisor/manager as soon as possible but by no later than one hour before their schedule start time, unless doing so is beyond their control. Absences must be reported day by day unless/until a longer leave is approved by the Organization. Teleworkers who are ill or injured and anticipate being away from work for more than five (5) business days must immediately inform the Organization of their intentions. They are encouraged to speak with their health care provider and Employee Services for information about seeking a Leave of Absence (LOA) or State Disability Insurance benefits.

Equipment and Supplies

Employees may be required by their Telework assignment to use certain technology, equipment, and supplies at their Home Worksite. On a case-by-case basis, the Organization will determine, with information supplied by the employee and the supervisor/manager, the appropriate equipment needs (including hardware, software, hotspot data, virtual phone lines and other office equipment) for each teleworking arrangement. The Employee Services and Information Technology Services Departments will serve as resources in this matter. Equipment provided to the Teleworker by the Organization will be maintained by the Organization, but must be appropriately cared for by the Teleworker when in their possession. The Organization reserves the right to make determinations as to appropriate equipment, subject to change at any time.

Equipment supplied by the organization is to be used for business purposes only. The Teleworker must sign an inventory list in acknowledgement of receipt of all Organization property assigned to them. Teleworkers must take appropriate care of the Organization's property while in their possession and agree to take any reasonable steps or action to protect the items from damage or theft, such as locking the items away when not in use, not loaning them to others, and not allowing anyone else to use the items. The Teleworker must inform the Organization as soon as possible of any equipment malfunctions/failures, losses, or thefts. Upon termination of the Telework arrangement or the employee's employment, the employee must return all property owned by the Organization, unless other arrangements have been made.

The Organization will supply the employee with appropriate office supplies (pens, paper, etc.) as deemed necessary. The Organization will also reimburse the employee for necessary and actual business-related expenses, such as shipping costs, that are reasonably incurred in carrying out the employee's job.

Teleworkers will establish a safe and appropriate work environment within their home for work

purposes. The Organization will not be responsible for costs associated with the setup of the employee's home office, such as remodeling, furniture or lighting, nor for repairs or modifications to the home office space. Employee must secure and keep in force during the telework arrangement homeowner or renters insurance to cover any claims arising out of damage to their personal property and/or equipment.

Personal Equipment

If deemed appropriate by the Organization, equipment supplied by the Teleworker will be maintained in good working order by the Teleworker. The Organization accepts no responsibility for damage or repairs to employee-owned personal equipment. Employees who use their personal equipment for teleworking are responsible for the installation, repair, and maintenance of the equipment. The Organization accepts no responsibility for loss, damage, wear or repairs to employee-owned personal equipment.

Teleworking employees must understand and agree that Organization is entitled to, and may access, any personal equipment used while telecommuting, such as a personal computer, telephone, fax machine, monthly bills, and internet records. Teleworker may be entitled to a monthly stipend to cover certain uses of personal equipment such as a personal cell phone or home internet. More specific information will be provided in the Remote Work Agreement.

Tax and other legal implications

Teleworkers must determine any tax or legal implications under Internal Revenue Service (IRS), state and local government laws, and/or restrictions of working out of a home-based office. Teleworking out-of- state has additional considerations related to taxation, reporting, and applicability of local jurisdiction employment laws. Responsibility for fulfilling all obligations in this area rests solely with the teleworker. Please seek advice from your tax expert.

Security of Confidential Information

Security of confidential information is of primary concern and importance to the Organization. Consistent with state and federal law and the Organization's expectations of information security for employees working at the site, Teleworkers will be expected to ensure the protection of proprietary Organization, student, vendor and customer information accessible from their home office. Steps include the use of locked file cabinets and desks, proper handling and disposal of all materials containing confidential information, regular password protection and maintenance on all systems containing confidential information, and any other measures appropriate for the job and the environment.

All files, records, papers, or other materials created while teleworking are Organization property. Teleworking employees and their supervisor/managers shall identify any confidential, private, or personal information and records to be accessed and ensure appropriate safeguards are used to protect them. The Organization may require employees to work in private locations when handling confidential or sensitive material. The Organization may prohibit employees from printing confidential information in teleworking locations to avoid breaches of confidentiality.

Teleworkers must back up critical information on the Organization designated location other than company issued technology on a regular basis to assure the information can be recovered if the primary source is damaged or destroyed. Teleworkers must ensure that data stored on electronic media is permanently deleted and unrecoverable before media is disposed of or reused. Teleworkers may not disclose confidential or private files, records, materials, or information, and

may not allow access to Organization networks or databases to anyone who is not authorized to have access. Any incidents of loss, damage, or unauthorized access must be reported by the Teleworker to their supervisor/manager immediately.

Public Record Laws

The California Public Records Act and Transparent California Law regarding public information and public records apply to teleworking employees. Public records include any writing containing information relating to the conduct of the public's business prepared, owned, used, or retained by the Organization regardless of physical form or characteristic. Public information means the contents of a public record. Upon receipt of an appropriate request, and subject to authorized exemptions, a Teleworker must permit inspection and examination of any public record or public information in the employee's custody, or any segregable portion of a public record, within required time limits. This requirement exists regardless of where the public record is located.

Safety

Teleworkers are expected to maintain a safe and productive work environment with adequate lighting and ventilation. Teleworker's home workspace is to be free from safety hazards and obstruction. Teleworkers must have fire protection equipment in the home.

With reasonable notice and at a mutually agreed upon time, the Organization may make on-site visits to employee's telework location to ensure that the designated work space is safe and free from hazards, provides adequate protection and security of Organization property, and to maintain, repair, inspect, or retrieve Organization property.

Teleworkers are not to hold business visits or meetings with colleagues, customers or the public at the Home Worksite.

The Organization will provide each Teleworker with a safety checklist that must be completed at least once per year and anytime the Home Worksite changes.

Workers' Compensation

Injuries sustained by the Teleworker at their Home Worksite in conjunction with their regular work duties are normally covered by the Organization's workers' compensation policy. Teleworkers are responsible for notifying the Organization of such injuries as soon as practicable. The Teleworker agrees that it may be necessary for the workers' compensation insurance carrier or the Organization to access the telework site to investigate an injury report.

Workers' compensation does not cover injuries that are not job related. This includes, but is not limited to, commute between the Home Worksite and the Organization Worksite and the Teleworkers non-work time in their own home. Additionally, the Organization shall not be liable for any damage to property or injuries sustained by visitors, third parties or family members at the Home Worksite.

Failure to maintain a proper and safe work environment, in accordance with this policy, may be cause for terminating the Telework arrangement.

Employee Benefits

Teleworkers who are eligible for the Organization sponsored benefits will continue to maintain their benefits during the Telework arrangement. However, some benefit options are not available

out of the state of the primary employer's home office. Please reach out to the Benefits Department for assistance.

Travel

All business travel arrangements must be pre-approved by the Teleworker's supervisor/manager. Teleworkers will not be paid for time or mileage for travel between the Home Worksite and the employee's primary worksite as this travel is considered travel from home to work.

Evaluation/Cancellation/Termination of Telework Arrangement

Any Teleworking arrangement may be discontinued at will and at any time at the request of either the Teleworker, manager/supervisor, or the Organization. Every effort will be made to provide thirty (30) days' notice of such change to accommodate commuting, childcare and other issues that may arise from the termination of a Telework arrangement. There may be instances, however, when no notice is possible.

Upon termination of the telework arrangement or termination of employment, the employee agrees to promptly return the Organization property, files, records, and supplies assigned to them back to the Organization. If the Teleworker's personal computer was used, Organization provided software shall be deleted.

Ad Hoc Arrangements

Temporary Telework arrangements may be approved for circumstances such as inclement weather, special projects or business travel. These arrangements are approved on an as-needed basis only, with no expectation of ongoing continuance. Other informal, short-term arrangements may be made for employees as a reasonable accommodation to the extent practical for the employee and the organization and with the consent of the employee's health care provider, if appropriate.

All informal teleworking arrangements are made on a case-by-case basis, focusing first on the business needs of the Organization. If you should have any questions regarding this policy, please speak with your supervisor/manager or the Employee Service department at employeeservices@ileadcalifornia.org. For work related injuries, please contact supervisor/manager or Employee Service department at employeeservices@ileadcalifornia.org.

Telework Request Procedures

Hybrid Telework

1. (a) Employee reaches out to their supervisor to discuss their Telework request
OR
(b) Manager/supervisor reaches out to the employee to discuss Telework arrangement option with the employee.
2. Manager/supervisor routes Telework Request Form to employee for review and completion. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request, review proposed schedule and Telework Policy.
3. If manager/supervisor agrees that a hybrid telework arrangement is feasible, manager/supervisor signs as approval.
4. Approved form routes to Employee Services for recordkeeping in the HRIS system.
 - a. Employee Services documents supervisor/manager approval and Telework

arrangement.

5. Manager/supervisor routes Telework Policy to employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.

Short Term Out-of-State Telework (out of the state (30 days or less) of the employing organization)

1. Employee reaches out to the manager/supervisor to discuss their telework request.
2. Manager/supervisor routes Telework Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Telework Policy.
4. If the manager/supervisor agrees that a Telework arrangement is feasible, the manager/supervisor discusses the request with the Director of Employee Services, signs the request form and form routes to the Director of Employee Services for signature of approval.
5. If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.
6. Executive Director or CEO reviews request form and makes decision
 - a. If approved, the manager/supervisor notifies the employee and reviews Telework Policy and arrangement. Manager/supervisor routes Telework Policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.
 - b. If a request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
7. If approved by all parties, Employee Services receives notification for recordkeeping.

Full Time/Continuous Telework (primary residence IN the state of the employing organization.)

1. Employee reaches out to their supervisor to discuss their Telework request.
2. Manager/supervisor routes Telework Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Telework Policy.
4. If manager/supervisor agrees that a Telework arrangement is feasible, manager/supervisor discusses the request with the Director of Employee Services, signs the request form and form routes to the Director of Employee Services for signature of approval.
5. If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.
6. Executive Director or CEO reviews request form.
 - a. Whether approved or denied by the Executive Director or CEO, both Manager and Director of Employee Services will receive notification of decision for review with the employee.
7. The supervisor/manager communicates the decision.
 - a. If approved, the manager/supervisor notifies the employee and reviews Telework Policy and arrangement. Manager/supervisor routes Telework Policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.

- b. If the request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
8. If approved by all parties, Employee Services receives notification to document Telework arrangement in the HRIS system.

Full Time/Continuous Telework (primary residence OUT of the state of the employing organization.)

1. Employee reaches out to their supervisor to discuss their Telework request.
2. Manager/supervisor routes Telework Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Telework Policy.
4. If the manager/supervisor agrees that a Telework arrangement is feasible, the manager/supervisor discusses the request with the Director of Employee Services, signs the request form and the form routes to the Director of Employee Services for signature of approval.
5. If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.
6. Executive Director or CEO reviews request form.
 - a. Whether approved or denied by the Executive Director or CEO, both Manager and Director of Employee Services will receive notification of decision for review with the employee.
7. The supervisor/manager communicates the decision.
 - a. If approved, the manager/supervisor notifies the employee and reviews Telework Policy and arrangement. Manager/supervisor routes Telework Policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.
 - b. If the request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
8. If approved by all parties, Employee Services and Payroll will receive notification.
 - a. Employee Services will document approval and telework arrangement in the HRIS system.
 - b. Employee Services will evaluate insurance needs.
 - c. Payroll will assess employer tax requirements. This may involve setting up out of state tax accounts.
 - d. Employee must update HRIS system with out of state address as soon as possible.

Employee Acknowledgement

By my signing this acknowledgment, I am indicating that I have read, understand and agree to comply with the iLEAD California Charters 1 Telework Policy. By signing below I further acknowledge and certify that I have homeowner or renters insurance and have an ergonomically safe and efficient work environment in the pre-approved teleworking location. I also agree to review and sign the Remote Work Agreement.

Employee Name: _____

Employee Signature: _____

Date _____

Manager/Supervisor Name: _____

Manager/Supervisor's Signature: _____

Date _____

To be completed by Employee Services:

The above-named employee is: _____ approved _____ not approved for Telework.

Date:

RESOLUTION NO. 2022.2023.01 - 12/1/22

**RESOLUTION OF THE BOARD OF DIRECTORS OF
iLEAD LANCASTER CHARTER SCHOOL APPROVING
AMENDED ATTACHMENT A TO RESOURCE SHARING
AGREEMENT AND CERTAIN OTHER ACTIONS
RELATED THERETO**

WHEREAS, iLEAD California Charters 1 (“iCA”); iLEAD Agua Dulce (“iAD”); iLEAD Lancaster (“iL”); iLEAD Online Charter School (“iOCS”); Empower Generations (“EG”); and Santa Clarita Valley International (“SCVi”) each operate California public charter schools with personalized learning modeled on the iLEAD program (collectively, the “iLEAD Schools”);

WHEREAS, iCA currently operates the largest of the iLEAD Schools, and the iLEAD Schools currently share certain functions and resources of iCA among them cooperatively pursuant to the Amended Resource Sharing Agreement dated July 1, 2021 (“Resource Sharing Agreement”);

WHEREAS, under the Resource Sharing Agreement, iCA performs certain functions for all the iLEAD Schools, allowing all the schools to access valuable, specialized, and/or expensive resources that might not otherwise be available to each of them and achieving cost savings by sharing iCA’s actual costs of such functions pro-rata based on each school’s ADA;

WHEREAS, the functions and resources performed by iCA for all of the iLEAD Schools are described in Attachment A to the Resource Sharing Agreement;

WHEREAS, Section 9(a) of the Resource Sharing Agreement requires iCA to inform the iLEAD Schools when there are changes to its capacity to provide the functions and resources described in Attachment A, and to reflect such changes in writing by providing an amended Attachment A to all the iLEAD Schools;

WHEREAS, Section 9(a) of the Resource Sharing Agreement further requires that, to the extent iCA’s changes to Attachment A add new functions or resources that would result in a substantial increase in costs, iCA shall provide all the iLEAD Schools ninety (90) days notice, which notice may be waived if the iLEAD Schools seek to have services start sooner;

WHEREAS, as of December 1, 2022, iCA is willing to amend Attachment A to add the following functions and resources for the remainder of the 2022-23 school year: technology, facilities planning, communications, outreach, and public relations, reflected in the new Amended Attachment A attached to this resolution.

WHEREAS, adding all of the new functions and resources in the Amended Attachment A will result in a substantial increase in costs to iCA, and accordingly will result in a substantial increase in the costs shared by the iLEAD Schools that utilize those shared functions and resources;

WHEREAS, the increase is estimated to be an additional 1% of total annual LCFF revenue for each of the iLEAD Schools, provided, however, that this is only an estimate; the iLEAD Schools will share the actual costs incurred by iCA on a pro-rata basis as set forth in Section 2 of the Resource Sharing Agreement; and

WHEREAS, because the iLEAD Schools' previous vendor will no longer provide technology, facilities planning, procurement of insurance, communications, outreach, and public relations services to the iLEAD Schools as of November 30, 2022, iL seeks to have iCA start providing the functions and resources in Amended Attachment A as of December 1, 2022, iL accordingly seeks to waive the ninety (90) days notice requirement pursuant to Section 9(a) of the Resource Sharing Agreement.

WHEREAS, the Board of Directors wishes to amend the Resource Sharing Agreement to revise the language of Section 8 to remove the automatic renewal provision for the Term, and iCA has also stated it is agreeable to this change, as set forth in the attached Amendment to Agreement ("Amendment").

NOW, THEREFORE, this Board of Directors of iL does hereby find, resolve, and order as follows:

Section 1. The foregoing recitals are incorporated herein.

Section 2. The Amended Attachment A is hereby approved.

Section 3. iL seeks to have iCA start providing the functions and resources in Amended Attachment A as of December 1, 2022, and accordingly the ninety (90) days notice requirement pursuant to Section 9(a) of the Resource Sharing Agreement is hereby waived.

Section 4. The Amendment is hereby approved.

Section 5. The Director or designee is authorized and directed to take or cause to be taken such other actions as may be required to fulfill the purposes of this resolution.

AMENDED ATTACHMENT A

12/1/2022

MAKER SERVICES:

TIER 1 CURRICULUM, INSTRUCTION, AND ENGAGEMENT:

- Provide professional learning to support full implementation of the iLEAD instructional model as identified in the iLEAD Design Element Alignment Lens (iDEAL).
- Coaching and support with the planning and execution of Project Based Learning/Problem based learning, by building individual and team capacity, project ideas, project tune ups), and guidance through specific organization wide projects such as Dream Up to Space, Soaring Aeronautics, The Personal Project, Mini PCR, Math Identity Project, etc.
- Provide monthly new facilitatory onboarding
- Curriculum training, coaching and support of specific content-based programs focusing on rigorous TK-12 literacy, math, science, humanities/social studies, and STEAM (Science, Technology, Engineering, Arts, and Math) programs, which includes implementing all elements of the iLEAD model
- Training, coaching and support of school leaders, classroom staff, and other staff in the development of a positive and supportive school culture through the iDEAL process
- Training, coaching and support of iLEAD model of classroom management and climate, utilizing iRESPECT, this includes 7 Habits, Love and Logic, and Restorative and Trauma-Informed Practices
- Professional learning is provided on-site and remotely, to support full implementation of the iLEAD instructional model as defined by iDEAL
- Support family engagement through providing training to families to better understand aspects of iLEAD's educational model

MEASURING EFFECTIVENESS:

- Implementation and support for a variety of regular formative benchmark assessments in core subject areas such as NWEA MAP testing, writing, literacy as well as any summative State mandated assessments
- Development, implementation, and sustainability of regularly scheduled data meetings with the key focus on utilization of the collected data in order to inform and set goals to aid in the improvement of the instructional program as well as individual learner achievement
- Training, coaching and support in the area of data analysis and assessments
- Collaboration with educational partners in the self-evaluation of the iLEAD instructional model
- Design, coordinate, and collect survey data to improve practices
- Access to **individual school dashboards** ~~Being Makers website~~ with linked resources, iLEAD Science and Aerospace Projects website, Mathemagical Mindsets website, Brightspace educational resources and PBL project bank

ADDITIONAL LEARNER SUPPORT SERVICES:

- Training, coaching, and assistance monitoring, and assistance operating programs for English Learners
- Training, coaching, and assistance with monitoring programs and compliance for Foster and Homeless Youth
- Training, coaching, and assistance with monitoring programs and compliance in programs that provide additional learner support
- Representation at required SELPA meetings (such as CEO Council, Executive Council, PLC, etc.)
- Assistance with SELPA communications
- Assistance through due process and mediation when necessary, including communications with legal counsel
- Support and training to promote equity, diversity and inclusion amongst learners, staff, and other educational partners
- Develop and/or assist with implementing Multi-Tiered Systems of Support (MTSS)

SPECIAL PROGRAMS:

- Support with Upper School programs may include College/Career indicators (UC A-G approval, College Credit Courses, college and career pathways, IB accreditation and program implementation support, competency based education, AP Testing, graduation rates, etc.) and provide academic counselor support
- Support accreditation partnerships and approvals, which may include NCAA accreditation, WIOA partnerships, and work based learning
- Support schools in international educational opportunities such as international field studies, cross cultural opportunities and projects with schools in other countries
- Support schools in development and implementation of dual language immersion programs
- Support schools in the development and implementation of play-based learning

LEADERSHIP SUPPORT:

- Leadership coaching of the school and program directors with the focus on leadership roles and responsibilities, building of the professional culture, co-leadership and staff support, community relations, resource management, board relations, reflective supervision, site maintenance and other leadership elements
- Coaching for Leadership Residents to build capacity as a future School Director and support current role at school with best practices
- Training provided through participation in monthly Leadership Connections, School Director Collaborative, on-going leadership coaching, and reflective supervision which includes assisting site leaders in development
- Support School Directors with goals developed through reflective supervision with their school's governing board. At the end of the year, a recommendation will be prepared by iCA of the site leader's progress toward goals to assist the board in its review and evaluation of the program director

- Strategic support, coordination, and assistance to clients in long term planning to meet the changing needs of their school communities
- Coordination with School's consultants and legal counsel for leadership as needed

SCHOOL, COMMUNITY AND AUTHORIZER RELATIONS:

- Support development and maintenance of community relations which could include local and national politicians, local chambers of commerce, local business and community leaders, local and regional media outlets (i.e., "Eye of the Valley" weekly iLEAD radio show)
- Professional educational writing services to highlight and promote school programs, activities and achievements both internally via network platforms and intranet and externally via websites and outside professional periodicals
- Development and curation of relationships with the state and national charter organizations including but not limited to CSDC, CCSA, ACSA, NAPCS, etc.
- Development and maintenance of relationships with charter authorizing agencies, including communication and coordination of compliance, monitoring, and renewal
- Planning, hosting, and execution of the Annual iLEAD California All-Staff Retreat, including hospitality, team building, and annual school year launch

EMPLOYEE SERVICES:

COMPLIANCE

- Setup and maintenance of the employee files, facilitate establishment of policies and procedures to help ensure compliance with state and federal requirements
- Establish employment policies and procedures that align to state and federal compliance

EMPLOYEE RELATIONS

- When new positions are created and/or if a current position evolves, support with creating and maintaining job descriptions to reflect accurate duties
- Provide coaching on employee services matters
- Assistance with employee relations, reflective supervision, employee evaluation, process guidance and pre-mediation services to address employee grievances
- Coordination of new teacher induction process
- Compensation/pay analysis
- Monitoring and advising on the process with the compliance requirements of California educator licensing, credentialing, and enforcement of validity and renewal
- Employee survey creation, collection and analysis

ON/OFF BOARDING, LEAVES, AND WORKERS COMPENSATION

- Facilitate the hiring and onboarding. As applicable, verification and tracking of DOJ clearance, TB tests, as well as credential information
- Staff induction including onboarding, benefits enrollment (when applicable), and enrollment in appropriate platforms including email, communication platforms, LMS etc.
- Facilitate Off Boarding of employees of employment termination
- Develop employment agreements for in and out of state personnel
- Facilitate employee leaves and medical issues
- Facilitate workers compensation employee process

PAYROLL:

- Payroll setup, processing, payroll accounting, payroll reporting and payroll record maintenance as well as processing of the W2 and 1099 forms.
- Time accounting
- Payroll accounting and reporting

BENEFITS:

- Assistance and support in obtaining quotes, implementation, administration and processing of the employee benefits (health, dental, vision, life insurance, etc.) and retirement plans.
- Assistance in employee enrollment into employee benefit plans, and assist employees in benefit questions and issues.

TALENT ACQUISITION:

- Coordinate, organize and execute hiring events (such as Star Search and Leadership Café) on school campuses, at iCA space or virtually.
- Assistance and support in recruitment of the School's director and other leadership staff, including posting job descriptions, monitoring applications, applicant searches, vetting and presenting candidates to the School's governing board and/or school leadership.
- Assistance and support in recruitment of staff, posting job description, monitoring applications and vetting, and presenting candidates to the School's leadership

TECHNOLOGY FUNCTIONS:

- Development of network infrastructure and design. Voice Over Internet Phone solutions, purchase, and deployment. Serve as a point of contact with network and infrastructure vendors
- Maintain network security, maintenance, troubleshooting and infrastructure updates. Serve as point of contact with the school's internet service provider and equipment vendors, including web security software
- Assistance in the development of technology policies
- Implement and administer platforms and systems to include G-Suite email system, student information

system, learning management system, user account monitoring and platform setup and maintenance support

- Assistance in client technology systems integration, evaluation, and monitoring
- Provide technical support via ticket system, coordinating with site staff and local vendors or contractors for additional device and infrastructure support when needed
- Act as primary contact/ vendor relations for required platforms and systems. Coordinate with compliance on other recommended platforms and systems
- **Oversee employee and learner IT onboarding/offboarding processes**
- Provide on-going technical coaching and support to site techs, and assist with the reflective supervision process at the Director's discretion
- **Provide staff, learners and families with online testing technical support**
- **Assist sites with inventory management, including device updates, refresh schedule and procurement**
- **Serve as Category One ERate Coordinator, working closely with site and contracted ERate accounting Consultant**

BOARD SUPPORT:

- Support Board Member and School Staff Teams in relationship building, Governance processes required by CA Public Schools, and Board Meeting procedures
- Training for Board members about their role and effective board governance as well as assistance to Board on policy development based on requirements and best practices
- Training and support for Board members on IT Board Platforms used to govern
- Attendance at governing board meetings in person, over the phone or online in order to present vital school data to allow board members to make informed decisions
- Assistance to the governing board in timely preparation of required notices and board agenda pursuant to Ralph M. Brown Act as well as provision of the platform to publish board meeting agendas, record board meeting minutes and maintain board meeting archive
- **Publish, store, archive all documents related to Board Meetings and school documents**
- Support to file corporate statement of information and updates as needed
- Coordination with School's consultants and legal counsel for governing board as needed

ACCOUNTING AND FINANCIAL SERVICES:

- **Payroll Accounting.** Review payroll entries and post payroll to the general ledger. Review employee coding in compliance with funding requirements
- **Benefits Accounting.** Review benefits invoices and post journal entries. Review employee coding in compliance with funding requirements
- **Accounts Receivable and Payable.** Reviewing and processing invoices and payments, collections, deposits and transaction recording according to the generally accepted accounting practices and standards. Assist school staff in the process of verification of received goods and services. Provide

technical training and support to staff on compliant purchase and **procurement processes and procedures**

- **Annual Tax Reporting.** Prepare and submit accounts payable vendor' 1099s. Support the nonprofit corporation and the auditor in preparing Form 990 and California FTB Form 199 tax-exempt organization annual filing. Support with oversight of additional common annual corporate filings, as needed
- **General Ledger Maintenance and Reconciliation.** Setup and maintenance of organization's chart of accounts and general ledger. Prepare monthly bank reconciliation(s), journal entries and balance sheet reconciliation. **Provide technical training and support on accounting procedures and best practices for financial risk management and internal controls to support clean audits**
- **Internal Controls, Fiscal Policies.** **Provide technical training and support on accounting procedures and best practices for financial risk management services related to the review and implementation of the Client's policies, including training on internal controls.** Provide guidance and advice on fiscal compliance and best practices to school site staff
- **Budget Development and Forecasting.** Support in budgeting and forecasting through preparation and provision of the annual and monthly budgets, updated monthly budget forecasts, development of multi-year projections, development of cash flow projections and budget revisions, managing of cash flow and lines of credit, as applicable
- **Authorizer Financial Reporting.** Preparation and filing of the preliminary budget, first and second interim, estimated actuals, and unaudited actuals reports based upon governing board approval, as applicable and as mandated by authorizing agency
- **Federal and State Systems & Reporting.** Development and preparation of the additional financial reports required for federal, state and authorizing agency reporting, as applicable, such as LCAP, federal and state grant fund financial reports, as well as special education compliance and reporting. Develop systems and processes to assist schools in compliance with federal funds, as applicable, including systems for time accounting, tracking use of federal funds
- **Board Reporting.** Provide regular financial reporting to school's board
- **Audit Support.** Review auditor contract; preparation of financial documents for the auditors and assistance to the auditors to help ensure a smooth and timely audit process. Coordinate and support annual financial audit
- **Accounting Platform & Reporting System.** Set up and maintain core financial accounting platforms and additional components designated as necessary
- **Bonds, Loans, Special Projects Support.** Option Project Services fees to be determined at the time of project for additional financial projects, such as optional or one-time state or federal funds, bonds, loans, grants
- **Developing Financing, Capital, Credit.** Assistance and support to client as needed in obtaining additional financing in the form of a line of credit, working capital cash flow, and capital leases or long-term debt
- **Strategic Financial Planning Support.** Strategic support, coordination, and assistance to client in charter renewal, and cooperation in authorizing agency and program audits. Consult with client leadership regarding strategic planning, with a focus on the evaluation of financial resources, budget scenario development, and growth potential

COMPLIANCE AND REPORTING:

- Assistance with the development of the internal attendance recording procedures, quarterly attendance data analysis and provision of the attendance reports to the authorizing agency, as applicable
- Maintenance, preparation and filing of state reporting through the CALPADS system for Fall 1, Fall 2, and End of Year Reporting. In addition, preparation and filing of CBEDS reporting and Civil Rights Reporting
- Technical training and support with the Student Information System
- Support and guidance with the development of the School Accountability Report Card (SARC)
- Support and guidance with the development of the Local Control Accountability Plan (LCAP)
- Support WASC accreditation and renewal
- Support NCAA accreditation
- Support preparing all state and local required paperwork
- ATSI and Differentiated Assistance support
- Liaison between contracted service and school to ensure compliance with the National School Lunch Program(NSLP)
- Support with policies, procedures and protocols related to the learner health and assist with monitoring compliance of school health programs with federal, state and local laws, regulations and policies.
- Develop and prepare charter renewal petition and presentation in collaboration with school leadership

FACILITIES:

SAFETY COORDINATION AND SUPPORT

- Develop and assist in Comprehensive School Safety Plan compliance
- Support and monitor monthly, semester and quarterly drills and compliance checklists
- Provide document detailing utilities and contracted services for each site
- Set up appointments and oversee fire certifications and renewals

OPERATIONS AND MAINTENANCE

- Assistance and support in establishing procedures for school and/or administrative facility operations and uses of space, monitoring use of space, performing minor facility maintenance and repairs.
- Assistance with vendor search and contract negotiations for facility maintenance and repair, cleaning, logistics and transportation services for the school, as applicable.
- Establish and implement a process to vet contracted services in order to produce a list of reputable service provide

FACILITIES PLANNING

- Assistance with developing a long term plan for facility needs and tenant improvements
- Coordination of lease renewals, including necessary negotiations

COMMUNICATIONS, OUTREACH, AND PUBLIC RELATIONS:

BRANDING, DIGITAL AND WEB SERVICES

- Development and maintenance of Client's unique branding elements and provision of comprehensive network brand identity guidelines, supporting schools in maintaining their unique community identity while remaining consistent with the iLEAD California educational design, as articulated in the iDEAL tool.
- Design of digital, printed, and promotional materials to be used in regular communications and outreach efforts
- Design, provision and maintenance of basic template/standard Client website and social media platforms

COMMUNICATION AND OUTREACH

- Support with regular, ongoing Client communications with current and prospective learners and families. (i.e. create systems for regular communication and train Client's leadership and support staff on systems)
- Development of learner recruitment strategies
- Assistance in the development of short-term and long-term outreach plans, budgets and timelines
- Develop strategies for the placement of printed and promotional materials in local markets, as well as at the applicable local events
- Coordinate and produce regular internal school communications (Monday Message, school network and community communications) and provide support with internal family communications (ie. Parent Square)
- Assist School staff in organizing and hosting school tours, informational events for parents, planning and executing events with emphasis on local media coverage
- Assistance with the implementation of recommended regular social media campaigns

PUBLIC AND MEDIA RELATIONS

- Development of public relations campaigns
- Support with local media relations (press releases, media coordination, etc.)
- Training for school leaders on media and public relations and communication
- Coordination of and support with crisis communication messaging

SECRETARY'S CERTIFICATE

I, La NeShae Norwood, Secretary of the Board of Directors of iL, a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of iL, which was held on the 08 day of December, 2022, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this day of _____.

Secretary

iLEAD Lancaster Charter School

AMENDMENT TO AMENDED RESOURCE SHARING AGREEMENT

This Amendment to Amended Resource Sharing Agreement (“Amendment”) is entered into between iLEAD California Charters 1 (“iCA”), a California non-profit public benefit corporations, and iLEAD Agua Dulce (“iAD”). iLEAD Lancaster (“iL”); iLEAD Online Charter School (“iOCS”); Empower Generations (“EG”); and Santa Clarita Valley International (“SCVi”), which each are California non-profit public benefit corporations (collectively, the “iLEAD Schools”).

RECITALS

WHEREAS, iCA and the iLEAD Schools are parties to that Amended Resource Sharing Agreement dated July 1, 2021 (“Resource Sharing Agreement”).

WHEREAS, iCA and the iLEAD Schools wish to amend the first paragraph of Section 8 of the Resource Sharing Agreement to remove the automatic Term renewal provision of the Section.

AGREEMENT

1. The first paragraph of Section 8 of the Resource Sharing Agreement is revised to read as follows: The term of this Agreement commences on July 1, 2021 and continues through June 30, 2022, unless and until earlier terminated as set forth in subsection (a) or (b) herein and subject to any amendments pursuant to Section 9 herein.

2. Except as modified herein, all provisions and terms of the Resource Sharing Agreement shall remain in effect and binding on the Parties. This Addendum may be executed in duplicate originals, including facsimiles and .pdf/email, each of which shall fully bind the Parties.

**Santa Clarita Valley International, a
California nonprofit public benefit
corporation**

By: _____
Name: _____
Its: Board Secretary
Date: _____

**iLEAD California Charters 1, a California
nonprofit public benefit corporation**

By: _____
Name: _____
Its: Board Secretary
Date: _____

**iLEAD Agua Dulce, a California nonprofit
public benefit corporation**

By: _____

Name: _____

Its: Board Secretary

Date: _____

**iLEAD Lancaster, a California nonprofit
public benefit corporation**

By: _____

Name: _____

Its: Board Secretary

Date: _____

**iLEAD Online Charter School, a California
nonprofit public benefit corporation**

By: _____

Name: _____

Its: Board Secretary

Date: _____

**Empower Generations, a California nonprofit
public benefit corporation**

By: _____

Name: _____

Its: Board Secretary

Date: _____

INTELLECTUAL PROPERTY ASSIGNMENT AND GOVERNANCE AGREEMENT

This Intellectual Property Assignment and Governance Agreement (this "**IP Governance Agreement**") is effective as of December 1, 2022 (the "**Effective Date**") and is by and among iLEAD California Charters 1, a California non-profit corporation as described in Section 501(c)(3) of the IRS Code, also known as iLEAD California ("**iCA**"), on one hand, and Empower Generations ("**Empower Generations**"), iLEAD Agua Dulce ("**Agua Dulce**"), iLEAD Online Charter School ("**Online**"), iLEAD Lancaster ("**Lancaster**"), and Santa Clarita Valley International School ("**SCVi**"), all California non-profit public benefit corporations as described in Section 501(c)(3) of the IRS Code operating California public charter schools (each a "**School**" and collectively, the "**Schools**"), on the other hand.

RECITALS

WHEREAS, iCA and Maker Learning Network, a California non-profit corporation as described in Section 501(c)(3) of the IRS Code and formerly iLEAD Schools Development ("**MLN**") are parties to that Intellectual Property Agreement, dated November 30, 2022 ("**IP Agreement**"), pursuant to which MLN assigned and licensed certain intellectual property to iCA;

WHEREAS, the Schools, on one hand, and MLN, on the other hand, are parties to that Termination Agreement, dated November 30, 2022 ("**Termination Agreement**");

WHEREAS, in consideration for the payments made under the Termination Agreement, iCA desires to assign to the Schools all rights, title, and interest in and to certain intellectual property, and the Schools desire to obtain from iCA all rights, title, and interest in and to such intellectual property pursuant to the terms and conditions of this IP Governance Agreement;

WHEREAS, in consideration for the payments made under the Termination Agreement, iCA desires to grant to the Schools and the Schools desire to obtain from iCA a non-exclusive license to certain intellectual property pursuant to the terms and conditions of this IP Governance Agreement; and

WHEREAS, the Schools desire to set up a certain committee to oversee the management, maintenance, and use of certain shared intellectual property.

NOW, THEREFORE, in exchange for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows.

1. Assignment

- a. Subject to the terms of this IP Governance Agreement, iCA hereby irrevocably conveys, transfers, and assigns all of its right, title, and interest in and to the following ("**Assigned IP**"):
 - i. to Empower Generation, the intellectual property listed in Schedule 1;
 - ii. to Agua Dulce, the intellectual property listed in Schedule 2;
 - iii. to Online, the intellectual property listed in Schedule 3;
 - iv. to Lancaster, to the intellectual property listed in Schedule 4; and
 - v. to SCVi, the intellectual property listed in Schedule 5.

For clarity, the foregoing assignment includes all of iCA's (1) intellectual property or proprietary rights of any kind whatsoever accruing under any of the Assigned IP provided by applicable law of any jurisdiction, by international treaties and conventions, and otherwise throughout the world; and (2) rights in any and all claims and causes of action with respect to any of the Assigned IP, whether accruing before, on, or after the date hereof, including all rights to and claims for damages, restitution, and injunctive and other legal and equitable relief for past, present, and future infringement, dilution, misappropriation, violation, misuse, breach, or default, with the right but no obligation to sue for such legal and equitable relief and to collect, or otherwise recover, any such damages.

- b. With respect to any trademarks included in the Assigned IP, whether registered or unregistered, iCA hereby assigns to the applicable assignee identified above in subpart (a) all related content, programs, websites, and social media accounts, together with any goodwill connected with the use of, and symbolized by, such trademarks.
- c. With respect to any domain names included in the Assigned IP, iCA hereby assigns to the applicable assignee identified above in subpart (a) any artwork, media files, information, and content hosted or made available on the applicable websites.
- d. For clarity, all right, title and interest in and to the intellectual property listed in Schedule 7 will remain with iCA.

2. License

Subject to the terms and conditions of this IP Governance Agreement, including Section 6(b)(iii), iCA hereby grants to each of the Schools a non-exclusive, royalty-free, sublicensable license to reproduce, prepare derivative works of, distribute, display publicly, and use the intellectual property set forth in Schedule 6 ("**Shared IP**").

3. Transfer

- a. iCA will promptly:
 - i. complete and submit to the United States Patent and Trademark Office ("**USPTO**") and the registrar for each of the domain names included in the Assigned IP, as applicable, any and all instructions and documentation necessary to transfer ownership of the registered trademark and domain names to the applicable School;
 - ii. transfer all USPTO prosecution history and files, including all attorney work-product related to trademark "EMPOWER GENERATION" (Registration Number 6173686) to Empower Generation; and
 - iii. grant the Schools complete and full access to all websites, social media accounts, and other digital assets included in the Assigned IP, including by providing the Schools with the relevant GoDaddy and other registrar account names and passwords.

4. Waiver of Moral Rights

As against any School, iCA hereby irrevocably waives (and to the fullest extent permitted by law, causes all employees and contractors to waive) all of its rights under all laws now existing or hereafter permitted, with respect to any and all purposes for which the Assigned IP and Shared IP and any derivative works thereof may be used, including without limitation: (a) all rights under the United States Copyright

Act, or any other country's copyright law, including but not limited to, any rights provided in 17 U.S.C. §§ 106 and 106A; and (b) any rights of attribution and integrity or any other "moral rights of authors" existing under applicable law.

5. Further Assurances

Following the Effective Date, upon a School's request, iCA will, at such School's expense, take such steps and actions, and provide such cooperation and assistance to such School, including the execution and delivery of any affidavits, declarations, oaths, exhibits, assignments, powers of attorney, or other documents, as may be necessary to effect, evidence, or perfect the assignment of the Assigned IP to the applicable School.

6. Governance

- a. **Members.** The Board of Directors of each party will appoint two members ("**SC Members**") to form the Steering Committee ("**SC**"). Each party will identify the SC Members to the other parties in writing as soon as reasonably practicable following the Effective Date. A party may replace any of its SC Members as needed. Any replacement will be upon notice to the other parties.
- b. **Responsibilities.** The SC will be responsible for:
 - i. Nominating and voting for a chair of the SC ("**Chair**") who will govern on a two-year period;
 - ii. Making decisions regarding the Shared IP, including improving and making derivative works of, maintaining, licensing, and selling the Shared IP;
 - iii. Making decisions regarding the "iLEAD" network ("**Network**"), including deciding what iCA and Schools must do or not do to be considered a part of the Network and voting to remove a School or iCA from the Network. Once a party is voted to be removed from the Network ("**Former Member**"), which may occur only on the vote of , the Former Member may only reproduce, prepare derivative works of, distribute, perform publicly, display publicly, and use the Shared IP as they exist as of the day that the Former Member is removed from the Network; provided that, this provision does not grant any Former Member any rights to use the "iLEAD" trademark;
 - iv. Setting a budget ("**SC Budget**") to be used solely to perform the obligations set forth in Section 3(b) and this Section 6, which will be: (1) at least \$15,000 USD per year; (2) paid for by each party proportional to [the number of students enrolled at the school operated by such party]; and (3) managed by iCA unless otherwise set forth by the SC. Any budget that is not used in the applicable one-year period will be rolled over to the following year; and
 - v. Resolve any disputes amongst the parties.
- c. **Meeting.** The SC will meet at least once a year in person or virtual, during which the majority of the SC must be present with at least five of the parties to this IP Governance Agreement represented ("**Quorum**"). The Chair will be responsible for setting up such meeting, providing at least 30 days prior notice to the SC, and rescheduling if the Quorum is not met. Any SC Member may request a meeting by providing written request to each other SC Member, but there must be a Quorum for such meeting to be held.
- d. **Voting.** Each SC Member will get a vote, which may be cast through proxy voting. All decisions made by the SC must be made by at least two-thirds vote.

7. Extending Benefits under IP Agreement

iCA will use best efforts to extend to the Schools the benefits of any representations, warranties and indemnities for the Assigned IP or Shared IP that MLN has provided under the IP Agreement.

8. Limitation of Liability

NO PARTY WILL BE LIABLE TO ANOTHER PARTY FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, WHETHER BASED ON CONTRACT OR TORT AND WHETHER OR NOT ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

9. General

- a. **Governing Law.** This IP Governance Agreement will be governed by and construed under the laws of the State of California without regard to the conflict of laws principles thereof.
- b. **Entire Agreement.** This IP Governance Agreement and Termination Agreement constitute the entire agreement among the parties with respect to its subject matter, and supersede all other prior representations, understandings, and agreements, whether written or oral, with respect to such subject matter. Any modification or amendment to this IP Governance Agreement will be effective only if in a written agreement signed by all parties.
- c. **Severability.** In the event any provision of this IP Governance Agreement is determined to be invalid or unenforceable by ruling of an arbitrator or court of competent jurisdiction, the remainder of this IP Governance Agreement (and each of the remaining terms and conditions contained herein) will remain in full force and effect.
- d. **Construction.** This IP Governance Agreement is the result of negotiations between and has been reviewed by each of the parties hereto and their respective counsel, if any; accordingly, this IP Governance Agreement will be deemed to be the product of all of the parties hereto, and no ambiguity will be construed in favor of or against any one of the parties hereto.
- e. **Bankruptcy.** All rights and licenses granted by one party to any other party under this IP Governance Agreement are and will be deemed to be rights and licenses to “intellectual property” as such term is used in and interpreted under, Section 365(n) of the United States Bankruptcy Code.
- f. **Notices.** Any notice given under this IP Governance Agreement will be given in writing and in the English language. All notices given under this IP Governance Agreement can be made: (i) to the email address set forth below, which will be deemed to have been given on the date of transmission; (ii) by overnight courier, which will have been deemed to be given one business day after they are sent; or (iii) registered or certified mail, which will have been deemed to be given three business days after they are sent.

Notice to iCA. legal@ileadcalifornia.org

Notice to Empower Generation. info@empowergenerations.org

Notice to Agua Dulce. info@ileadaguadulce.org

Notice to Online. info@ileadonline.org

Notice to Lancaster. info@ileadlancaster.org

Notice to SCVi. info@scvi.org

Assignment. This IP Governance Agreement may not be assigned in whole or in part by any party without the prior written consent of all other parties, except that each party may assign its rights or delegate its obligations without consent to an entity that acquires by merger, reorganization, acquisition, sale, or otherwise all or substantially all of the business or assets of that party to which this IP Governance Agreement pertains, whether by merger, reorganization, acquisition, sale, or otherwise. Any assignment or transfer in violation of this Section 9(g) will be void. Subject to the foregoing, this IP Governance Agreement will be binding upon, and inure to the benefit of the parties and their respective successors and permitted assigns.

- g. **Specific Performance.** Each party understands and agrees that monetary damages would not adequately compensate each other party for the breach of this IP Governance Agreement by a party, that this IP Governance Agreement will be specifically enforceable, and that any breach or threatened breach of this IP Governance Agreement will be the proper subject of a temporary or permanent injunction or restraining order without the request to prove damages or post bond. Further, each party hereto waives any claim or defense that there is an adequate remedy at law for such breach or threatened breach.
- h. **Construction.** The section headings used in this IP Governance Agreement are intended to be for reference purposes only and will not enter into the interpretation or construction of this IP Governance Agreement or be construed to modify or restrict any of the terms or provisions of this IP Governance Agreement. Unless the context otherwise requires, words importing the singular include the plural and vice-versa, and words importing gender include both genders. This IP Governance Agreement will be construed without regard to any presumption or rule requiring construction or interpretation against the Party drafting an instrument or causing any instrument to be drafted. As used in the IP Governance Agreement, the terms “include” and “including” are non-exhaustive and will be deemed to mean “include without limitation” and “including without limitation.”
- i. **Execution; Counterparts.** This IP Governance Agreement may be signed in multiple counterparts, all of which taken together will constitute one single agreement between the parties hereto. Electronic signatures will be binding for all purposes.

[Signature page follows]

The parties have executed this IP Governance Agreement as of the date first set forth above.

iCA:

By: _____
Name: _____
Title: _____
Address: _____

Empower Generations:

By: _____
Name: _____
Title: _____
Address: _____

Agua Dulce:

By: _____
Name: _____
Title: _____
Address: _____

Online:

By: _____
Name: _____
Title: _____
Address: _____

Lancaster:

By: _____
Name: _____
Title: _____
Address: _____

SCVi:


By: _____
Name: _____
Title: _____
Address: _____

Schedule 1 – Empower Generation IP

Trademark

- Empower Generations
- Meraki Mind

Trademark Registration

Trademark	Filed Mark	Serial # and Filing Date	Registration # and Date
EMPOWER GENERATIONS		88834192 03/13/2020	6173686 10/13/2020

Domain Names

- empowergen.org
- empowergenerations.org
- merakimind.org

Educational Software Models

Meraki Mind (a competency-based educational platform embedded into the MerakiMind.org website including the name, rubrics, contents, and programming).

Schedule 2 – Agua Dulce IP

Trademark

- iLEAD Agua Dulce

Domain Names

- ileadaguadulce.com
- ileadaguadulce.org
- ileadthroughplay.com
- ileadthroughplay.org

Schedule 3 – Online IP

Trademark

- iLEAD Online

Domain Names

- ileadonline.org
- ileadschoolsonline.org

Schedule 4 – Lancaster IP

Trademark

- iLEAD Lancaster

Domain Names

- ilead-k12.com
- ilead-k12.org
- ileadlancaster.com
- ileadlancaster.org
- reviewlancaster.com

Schedule 5 – SCVi IP

Trademarks

- Santa Clarita Valley International
- iLEAD Santa Clarita Valley

Domain Names






- ileadcastaic.org
- ileadsantaclarita.com
- ileadsantaclarita.org
- ileadscv.com
- ileadscv.org
- santaclaritacharterschool.com
- scvi-k12.com
- scvi-k12.org
- scvi.biz
- scvievents.com
- scvifacility.com
- scviprogram.org
- scvireviews.com
- scvisantaclarita.com
- scvisantaclarita.org
- scvitech.com
- scvcharterschool.com
- scvcharterschool.org
- scvicharterschool.com
- scvicharterschool.org

Schedule 6 – Shared IP

Trademarks

- iLEAD
- iLEAD Schools
- iLEAD Exploration
- iLEAD Antelope Valley
- iLEAD Exploration
- iLEAD Student AeroSpace Projects
- Dream Up to Space

Trademark Applications and Registrations

Trademark	Filed Mark	Serial # and Filing Date	Registration # and Date
iLEAD		86519421 01/30/2015	4858060 11/24/2015
FREE TO THINK. INSPIRED TO LEAD. ILEADSCHOOLS.ORG SERVING GRADES K-12 (Orange Circle) (With Color claims, including red-orange circular ring)		86519453 01/30/2015	4858061 11/24/2015
FREE TO THINK. INSPIRED TO LEAD. ILEADSCHOOLS.ORG SERVING GRADES K-12 iLEAD (Blue Circle) (With Color claims, including blue circular ring)		88902088 05/05/2020	
iLEAD Exploration		88806467 02/21/2020	
iLEAD Student AeroSpace Projects		88806531 02/21/2020	

Domain Names

- ilead.education
- ileadacton.com
- ileadacton.org

- ileadaerospace.com
- ileadaerospace.org
- ileadaerospaceacademy.com
- ileadaerospaceacademy.org
- ileadboardretreat.org
- ileadcampmake.org
- ileadcommons.org
- ileadcompass.com
- ileadcompass.org
- ileadeducation.com
- ileadeducation.org
- ileadencino.com
- ileadencino.org
- ileadhomestudy.com
- ileadhomestudy.org
- ileadinnovationstudios.org
- ileadnoho.com
- ileadnoho.org
- ileadnorthhollywood.org
- ileadontrack.com
- ileadontrack.org
- ileadpacoima.com
- ileadpacoima.org
- ileadretreat.com
- ileadretreat.org
- ileadsanfernando.com
- ileadsanfernando.org
- ileadschool.org
- ileadschools.com
- ileadschools.org
- ileadschoolsontrack.org
- ileadsfv.org
- ileadsimivalley.com
- ileadsimivalley.org
- ileadspirit.com
- ileadspirit.org
- ileadstaffretreat.org
- ileadstore.org
- ileadstudentsupport.org
- ileadsupport.org
- ileadsynergy.com
- ileadsynergy.org
- ileadteams.org
- ileadtech.org
- ilead.dev
- ileadclevelandeast.org
- ileadclevelandnorth.org
- ileadclevelandsouth.org

- ileadclevelandwest.org
- ileadcolumbus.com
- ileadcolumbus.org
- ileaddigest.com
- ileaddigest.org
- ileaddownriver.com
- ileaddownriver.org
- ileadersdigest.org
- ileadflorence.com
- ileadflorence.org
- ileadfoundation.com
- ileadfoundation.org
- ileadgivingtuesday.org
- ileadharambee.com
- ileadharambee.org
- ileadhillsboro.com
- ileadhillsboro.org
- ileadindiana.com
- ileadindiana.org
- ileadmichigan.com
- ileadmichigan.org
- ileadohio.org
- ileadoutreach.org
- ileadpasco.com
- ileadpasco.org
- ileadreviews.com
- ileadserver.com
- ileadserver.net
- ileadserver.org
- ileadsouthbend.com
- ileadsouthbend.org
- ileadspace.com
- ileadspace.org
- ileadspokane.org
- ileadwayne.com
- ileadwayne.org
- ileadwayneacademy.com
- ileadwayneacademy.org
- ileadzanesville.com
- ileadzanesville.org
- ileadboost.com
- ileadboost.org
- ileadcharterschool.org
- ileadcincinnati.com
- ileadcincinnati.org
- ileadnexusindy.org

Software

- Application programming interface (API) that integrates with Educational Funds Tracking Portal

Educational Models

- “Free to Think, Inspired to Lead”
- iLEAD Academic and SEL Reports of Progress
- iLEAD Board Retreat
- iLEAD Facility Design Documentation
- iLEAD Ed Talks
- iLEAD Education
- iLEAD Individual Learning Plan Process
- iLEAD iDEAL
- iLEAD Leadership Café
- iLEAD Star Search
- iLEAD Educational Model Learning Spaces
- iLEAD Related Vimeo Content
- iLEAD Learning Engine
- iLEAD New Director Onboarding
- iLEAD Parent University
- iLEAD Presentation of Learning Process
- iLEAD Showcase of Learning Process
- iLEAD Tuesdays with TED
- iLEAD Charter Petition Language, solely as they exist as of the Effective Date
- Online Courses, solely as they exist as of Effective Date
- iLEAD Project Design Guide
- iLEAD Welcome Boxes iLEAD
- Whybrary (and terms included)
- Whysayer, solely as they exist as of the Effective Date
- iSAP Website
- Dream Up to Space
- Free to Think. Inspired to Lead.

Schedule 7 – iCA IP

Trademarks

- iLEAD Hybrid
- iLEAD California Charter
- iLEAD California Charter 1

Domain Names

- ileadhybrid.org
- ileadexploration.org
- ileadantelopevalley.org
- ileadav.org