



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	Tuesday, December 12, 2023
Start Time	6:30 PM
End Time	7:30 PM
Location	Address: 254 E. Ave. K-4, Lancaster, CA 93535
Purpose	Regular Scheduled Meeting

Meeting package

The meeting package is not yet available.

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Due date: 12/12/2023

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Due date: 12/12/2023

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

4. Consent Items

4.1. Personnel Report

Due date: 12/12/2023

4.2. Check Register

Due date: 12/12/2023

5. Discussion And Reports

5.1. School Director Report

6. Action Items

6.1. 2023-2024 1st Interim Budget

Discuss and take action regarding the 2023-2024 1st Interim Budget.

Due date: 12/12/2023

6.2. School Accountability Report Card

Discuss and take action regarding 2022 - 2023 School Accountability Report Card outlining the required school information for public review.

Due date: 12/12/2023

6.3. 2024-2025 School Calendar

Discuss and take action regarding the 2024-2025 School Calendar.

Due date: 12/12/2023

6.4. Board Policies and Procedures

Discuss and take action on Board Policies and Procedures.

Due date: 12/12/2023

6.5. Board Member Terms

Discuss and take action to extend LaNeShae and Beth's terms for an additional 3 years.

Due date: 12/12/2023

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.

Due date: 12/12/2023

6.7. Purchase of Vehicles

Discuss and take action on approval of additional \$10,000.00 needed for the purchase of three vehicles.



Due date:

7. Board Comments

7.1. Board Comments

8. Closing Items

8.1. Next Meeting Date - February 6, 2024

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	Tuesday, November 14, 2023
Started	6:29 PM
Ended	7:26 PM
Location	Address: 254 E. Ave. K-4, Lancaster, CA 93535
Purpose	Regular Scheduled Meeting
Chaired by	Eric Becker
Recorder	KeKe Montoya

Minutes

1. Opening Items

1.1. Call The Meeting To Order

The meeting was called to order at 6:29 PM.

Status: Completed

1.2. Roll Call

Beth - Present.

Bridget - Present.

Eric - Present.

LaNeShae - Absent.

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Motioned: Eric

Seconded: Beth

Unanimously Approved

LaNeShae was absent.

Due date:

Status: Completed

1.5. Board Meeting Minutes



Discuss and take action on the Board Meeting Minutes.

Motioned: Eric

Seconded: Bridget

Unanimously Approved

LaNeShae was absent.

Due date:

Status: Completed

Documents

- Minutes_2023-09-12-v1 .pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

Tiffany Monroe presented the Curriculum Moment. She shared a slideshow presentation of the 8th Graders progression of the art mural on the valet brick wall and explained the idea from conception to completion.

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

No public comments were made.

Status: Completed

4. Consent Items

4.1. Personnel Report

Motioned: Eric

Seconded: Bridget

Unanimously Approved

LaNeShae was absent.

Due date:

Status: Completed

Documents

- 10.17.23_LancasterPersonnelReport.docx.pdf
 - 11.14.23_LancasterPersonnelReport.docx.pdf
-



4.2. Check Register

Motioned: Eric

Seconded: Beth

Unanimously Approved

LaNeShae was absent.

Due date:

Status: Completed

Documents

- Payment Register.pdf
 - Lancaster Payment Register Summary.pdf
 - Lancaster Payment Register Summary_20231108.pdf
 - Lancaster Payment Register_20231108.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 23-24 - Google Docs.pdf
-

6. Action Items

6.1. 2022-2023 Unaudited Actuals

Discuss and take action regarding the 2022-2023 unaudited actuals.

Keith presented the 2022-2023 Unaudited Actuals.

Motioned: Eric

Seconded: Bridget

Unanimously Approved

LaNeShae was absent.

Due date:

Status: Completed

Documents

- 2022.23 Unaudit Actuals Lancaster (1).pdf
-

6.2. AMIM Grant

Discuss and take action regarding the Arts, Music, and Instructional Materials (AMIM) Discretionary Grant.

Farnaz presented the AMIM Grant.



Motioned: Eric

Seconded: Bridget

Unanimously Approved

LaNeShae was absent.

Due date:

Status: Completed

Documents

- Lancaster AMIM Discretionary Grant Plan.pdf
-

6.3. Revised 23-24 LCAP CSI Section

Discuss and take action on the Revised 23-24 LCAP CSI Section according to LACOE requirements.

Allison presented the Revised 23-24 LCAP CSI Section.

Motioned: Eric

Seconded: Bridget

Unanimously Approved

LaNeShae was absent.

Due date:

Status: Completed

Documents

- iLEAD Lancaster Revised 23_24 LCAP Summary.pdf
-

6.4. Annual Revised Comprehensive Safety Plan

Discuss and take action regarding the revised Comprehensive Safety Plan.

April presented the Annual Revised Comprehensive Safety Plan.

Motioned: Eric

Seconded: Bridget

Unanimously Approved

LaNeShae was absent.

Due date:

Status: Completed

Documents

- Safety Plan iLEAD Lancaster EOP 23_24.pdf
-

6.5. Read180

Discuss and take action regarding the purchase of curriculum to be paid with ESSER funding.

Nykole presented Read180 and answered questions of the Board.

Motioned to Ratify: Eric



Seconded: Bridget

Unanimously Approved

LaNeShae was absent.

Due date:

Status: Completed

Documents

- Houghton Mifflin Harcourt - iLead Lancaster Charter School Purchase Agreement.pdf

7. Closed Session

7.1. Public Employee Performance Evaluation

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

Closed Session was cancelled.

Status: Completed

8. Report of Closed Session

8.1. Report of Closed Session

N/A as Closed Session was cancelled.

Status: Completed

9. Board Comments

9.1. Board Comments

Beth commended Nykole on doing a great job with campus beautification and going above and beyond with all the other things such as events, field trips, school budgeting and much more.

Bridget also added that she loves all the wonderful things happening around the school.

The Board made mention they will start looking for a good candidate to join their board to make it easier to seek a quorum for future meetings.

Status: Completed

10. Closing Items

10.1. Next Meeting Date

The next Board Meeting is Tuesday, December 12, 2023.

Status: Completed

10.2. Adjournment

The meeting was adjourned at 7:26 PM.



Status: Completed

EMPLOYMENT - NEW HIRES

Orozco, Fatima

Care Team - Student Support

11.20.23

RESIGNATIONS/TERMINATIONS

Aguado, Ivan	Food Service Assistant	11.17.23
Williams, Diane	Food Service Assistant	11.27.23

STATUS CHANGE

N/A

Company name: iLEAD Lancaster Charter
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 11/09/2023-12/06/2023
Created on: 12/7/23
Location: 112--iLEAD Lancaster Charter

Date	Vendor	Amount
11/9/23	NATI000--National Benefit Services	911.46
11/9/23	NATI000--National Benefit Services	911.46
11/9/23	NATI000--National Benefit Services	911.46
11/10/23	WEXH000--WEX Health Inc.	78.04
11/11/23	RAMP112--Ramp	1,712.00
11/14/23	1k6100209--Diane Williams	55.00
11/14/23	AIN001--A+ In Home Tutors, Inc.	490.00
11/14/23	AMAZ112--Amazon Capital Services (Lanc)	5,105.61
11/14/23	ARBO001--Arbor Learning Community [S]	400.00
11/14/23	ASHF001--Ashford Construction Company, Inc	14,000.00
11/14/23	AVDA000--AV Dance Studio 81	81.00
11/14/23	AVEX000--Antelope Express	1,552.10
11/14/23	BILL001--Bill's Landscaping, Inc	725.00
11/14/23	BOOK000--BookShark LLC	1,116.75
11/14/23	DEW112A--Dewey Pest Control 7179**	167.00
11/14/23	EDDI000--Eddies Welding and Iron Works	1,122.50
11/14/23	Kimberly Fiske	58.82
11/14/23	GAS112A--SoCalGas 7188	62.42
11/14/23	GIBS001--Gibson Music Studio	400.00
11/14/23	GUER000--Guerrero, Laura A.	140.00
11/14/23	HERC000--HERC Rentals	1,835.55
11/14/23	HERN010--Hernandez, Alheli	210.00
11/14/23	HORS000--Kim Wineland (Horse ETC)	390.00
11/14/23	HUCK000--HuckleBerry Center for Creative Learning [S]	415.00
11/14/23	IMAG001--Image 2000, Inc	3,022.90
11/14/23	JOOB000--Joobilo LLC	239.25
11/14/23	KJIP000--KJI Plumbing Inc	2,352.30
11/14/23	LEAR000--Learn Beyond The Book LLC [S]	991.70
11/14/23	POSI000--Positive Promotions, Inc.	837.04
11/14/23	PURE000--Pure Oasis Water	169.70
11/14/23	QUIL000--Quill*	572.06
11/14/23	RAIN000--Rainbow Resource Center Inc [P]	833.70
11/14/23	ROCK005--Rockwell Printing Inc	399.39
11/14/23	SCHO009--School Pathways LLC	93.75
11/14/23	SCOO000--Scoot Education	5,264.00
11/14/23	SEAS000--Sea Supply	293.71
11/14/23	TEAC004--Teaching Textbooks Inc [P]	214.94
11/14/23	THEH000--The Hidden Dojo	1,240.00

Date	Vendor	Amount
11/14/23	TIME001--Time4Learning [S]	350.00
11/14/23	TMOB005--T-Mobile 1693	554.40
11/14/23	WEXH000--WEX Health Inc.	88.20
11/14/23	WEXH000--WEX Health Inc.	125.66
11/14/23	WEXH000--WEX Health Inc.	28.06
11/15/23	DIVV112--Divvy, Inc.	892.64
11/15/23	WEXH000--WEX Health Inc.	179.40
11/17/23	BARN001--Barnabas Robotics Inc [S]	92.63
11/17/23	CHRI006--Christy White, Inc,	5,573.25
11/17/23	CIGN000--Cigna Healthcare	6,217.30
11/17/23	COLO001--Colosky's Math Academy	77.00
11/17/23	CREA004--Creative Mathematics	31.70
11/17/23	FRES001--Fresh Start Healthy Meals, Inc.	72,244.80
11/17/23	GUER000--Guerrero, Laura A.	320.00
11/17/23	HOME006--Home Depot Credit Services.	235.63
11/17/23	JIVE000--Jive Communications, Inc.	666.32
11/17/23	MELL000--Mellady Direct Marketing	131.69
11/17/23	RAIN000--Rainbow Resource Center Inc [P]	99.76
11/17/23	ROCK000--Rockler Woodworking and Hardware	6,076.62
11/17/23	SCOO000--Scoot Education	5,067.00
11/17/23	WAS112A--Waste Management 3003.	1,546.16
11/17/23	WEXH000--WEX Health Inc.	25.36
11/22/23	AIRM000--Air Masters Inc	5,355.00
11/22/23	AMAZ112--Amazon Capital Services (Lanc)	3,196.38
11/22/23	ARR001--Arrow Restaurant Equipment & Supplies Inc	57,275.44
11/22/23	CALI026--California Department of Tax and Fee Administration	1,019.76
11/22/23	CORD000--Cordero, Efrain	460.00
11/22/23	Young,Rasheda	58.41
11/22/23	Kammy Bell	106.43
11/22/23	FIDE000--Fidelity Security Life Insurance Company	668.26
11/22/23	FIDE000--Fidelity Security Life Insurance Company	145.18
11/22/23	FIDE000--Fidelity Security Life Insurance Company	881.06
11/22/23	FIDE000--Fidelity Security Life Insurance Company	63.50
11/22/23	FIRE000--Firestorm Freerunning Ultra LLC	360.00
11/22/23	FRES001--Fresh Start Healthy Meals, Inc.	1,997.80
11/22/23	FRON000--Frontier	111.26
11/22/23	FRON000--Frontier	184.69
11/22/23	HOME006--Home Depot Credit Services.	97.16
11/22/23	ILEA300--iLEAD California	2,496.66
11/22/23	ILEA300--iLEAD California	4,253.99
11/22/23	IMAG001--Image 2000, Inc	2,940.74
11/22/23	LAKE000--Lakeshore Learning Materials	378.16
11/22/23	LEGA003--Legal Shield	199.30
11/22/23	MELB000--Mel Booker Music	840.00

Date	Vendor	Amount
11/22/23	NATI001--Nationwide	43.68
11/22/23	NIMC000--Nimco, Inc	180.65
11/22/23	OUTS000--Outschool, Inc [S]	48.00
11/22/23	PROA000--Pro Acoustics, LLC	1,286.32
11/22/23	PURE000--Pure Oasis Water	109.70
11/22/23	SCOO000--Scoot Education	4,409.00
11/22/23	SEAS000--Sea Supply	1,154.67
11/22/23	STEM005--Stemulate Learning, LLC	3,040.00
11/22/23	SUNL000--Sun Life Assurance Company of Canada	625.11
11/22/23	VANL000--Amy Van Leuven	260.00
11/22/23	WEXH000--WEX Health Inc.	17.00
11/28/23	GRAV001--Gravie, Inc	6,714.21
11/28/23	HOUG000--Houghton Mifflin Harcourt [P]	-157,945.95
11/28/23	HOUG000--Houghton Mifflin Harcourt [P]	157,945.95
11/28/23	ILEA300--iLEAD California	127.62
11/28/23	LOSA003--Los Angeles County Tax Collector	73,423.28
11/28/23	MCCL000--McClure & Co.	340.00
11/28/23	PURE000--Pure Oasis Water	110.75
11/28/23	TALE001--Talenx Inc	1,088.00
11/28/23	THRI000--Thrive Academics, Inc [S]	1,750.00
11/29/23	AMAZ112--Amazon Capital Services (Lanc)	2,206.98
11/29/23	EDI112A--Southern California Edison 1256.	6,623.85
11/29/23	Francesca Bolivar	71.84
11/29/23	Kimberly Fiske	400.00
11/29/23	Ayby Noyola	38.91
11/29/23	Alexis Judkins	71.39
11/29/23	HOME006--Home Depot Credit Services.	3,530.46
11/29/23	IMAG001--Image 2000, Inc	1,268.64
11/29/23	LCB000--Local Craft Beer LLC	200.00
11/29/23	PIT112A--Pitney Bowes 3317	5.99
11/29/23	RAIN000--Rainbow Resource Center Inc [P]	177.13
11/29/23	SCOO000--Scoot Education	5,429.00
11/29/23	SHRE001--Shred-IT, C/O Stericycle, Inc	105.19
11/30/23	KENT001--Chelsy Kent	360.00
11/30/23	OCTA000--Octavio Serrano	75.00
12/1/23	HOUG000--Houghton Mifflin Harcourt [P]	157,945.95
12/4/23	ZSJ100114--RaeNelle McDougal	-196.11
12/5/23	ABRI000--A Brighter Child [P]	71.86
12/5/23	AMAZ112--Amazon Capital Services (Lanc)	191.12
12/5/23	BAY112A--Bay Alarm Company 7272	869.38
12/5/23	BAY112B--Bay Alarm Company 4072	1,217.19
12/5/23	BRIA001--Brian K. Johnson	319.00
12/5/23	EDDI000--Eddies Welding and Iron Works	1,122.50
12/5/23	Elizabeth Gill Westby	452.86

Date	Vendor	Amount
12/5/23	FRON000--Frontier	170.58
12/5/23	FRON000--Frontier	97.15
12/5/23	GAS112A--SoCalGas 7188	646.80
12/5/23	ILEA300--iLEAD California	1,892.54
12/5/23	ILEA300--iLEAD California	441.00
12/5/23	ILEA300--iLEAD California	4,363.38
12/5/23	ILEA300--iLEAD California	4,482.95
12/5/23	IMAG001--Image 2000, Inc	14.75
12/5/23	LAKE000--Lakeshore Learning Materials	1,375.25
12/5/23	NATI000--National Benefit Services	861.46
12/5/23	NATI000--National Benefit Services	861.46
12/5/23	NATI000--National Benefit Services	911.46
12/5/23	PURC000--Purchase Power	158.29
12/5/23	TALE001--Talenx Inc	1,228.00
12/5/23	THYS000--ThyssenKrupp Elevator Corp	2,490.67
12/5/23	TIMB000--Timberdoodle [P]	511.95
12/6/23	AIN001--A+ In Home Tutors, Inc.	560.00
12/6/23	ALLA000--All About Learning Press Inc [P]	116.73
12/6/23	AMAZ112--Amazon Capital Services (Lanc)	1,288.60
12/6/23	ASYO000--As You Wish	1,064.00
12/6/23	BOYL000--Boyle, Andrew	320.00
12/6/23	CAVO001--Cavallo Electric Contractor Inc	925.00
12/6/23	EDTE000--EdTech 101	1,191.36
12/6/23	TMOB005--T-Mobile 1693	560.70
12/6/23	WATE002--Waterworks Aquatics Pasadena	514.19
12/6/23	ZSJ100114--RaeNelle McDougal	196.11
		\$ 537,618.87

Company Name: iLEAD Lancaster Charter
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 11/09/2023-12/06/2023

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	5,572.25
3402	Health & Welfare Benefits - Classified positions	3,795.86
3702	Retiree Benefits - Classified positions	968.76
4110	Core Curriculum - Texts, Workbooks, etc	158,913.16
4120	Core Curriculum - Software & Programs	6,251.52
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	11,308.43
4325	Custodial Supplies	1,154.67
4335	Home Study Stipend	19,315.92
4340	Office Supplies	484.42
4345	Printing & Reproduction Supplies	7,232.28
4355	Facilities Supplies	5,088.28
4410	Classroom Furniture & Equipment	1,375.25
4420	NonClassroom Furniture & Equipment	57,275.44
4430	IT Equipment & Supplies	3,875.32
4710	Vended Food Service	74,242.60
4740	Cafe Other Supplies	438.35
5220	Travel for Intersite Business - Mileage*	97.73
5510	Utilities - Electricity	6,623.85
5520	Utilities - Gas	709.22
5540	Utilities - Trash	1,546.16
5560	Operations - Security	2,086.57
5630	Repairs & Maintenance - Facilities	27,359.97
5660	Repairs & Maintenance - Other Equipment	1,835.55
5803	Professional Services - Business Services	73,653.47
5804	Professional Services - Auditing & Tax Preparation	5,573.25
5805	Professional Services - Payroll Fees	13,100.32
5806	Professional Services - Consultant Fees	2,496.66
5822	Operating Expenditures - Licenses & Other Fees	817.00
5823	Operating Expenditures - Fingerprinting Fees	55.00
5824	Operating Expenditures - Fundraising & Grantwriting	524.70
5825	Operating Expenditures - Banking Charges & Fees	125.40
5826	Operating Expenditures - Interest	85.65
5827	Operating Expenditures - Other Benefit Fees	17.00
5829	Operating Expenditures - Events	3,582.71
5830	Operating Expenditures - Marketing & Advertising	572.69
5850	Student Services Expenditures - Student Information System	93.75
5853	Student Services Expenditures - Student & Group Activities	1,552.10
5854	Student Services Expenditures - Electives & Enrichment	149.92
5855	Student Services Expenditures - Substitutes	20,169.00
5910	Telephone & Fax	1,230.00

GL Account #	GL Account Description	Total
5920	Internet Services	1,115.10
5930	Freight Expense	14.75
5940	Postage Expense	155.99
9310	Prepaid Expenditures (Expenses)	6,714.21
9313	Prepaid Events	1,064.00
9320	Deposits	200.00
9536	403b Payable	4,400.00
9553	Divvy - Lancaster	892.64
9547	Credit Card Payable - Lancaster	1,712.00
Grand Total		\$ 537,618.87

iLEAD Lancaster
iLEAD Lancaster Director's Report - Nykole Kent
Dec 12, 2023

Curriculum and Instruction

- Interventions underway
- Preliminary data shows growth
- Reading and Math Fluency initiatives

Presentations of Learning

1st Grade - Why is the human body so amazing and how can I keep my body healthy?

2nd Grade - How can I as a paleontologist learn about prehistoric times?

3rd Grade - How can I overcome challenges?

5th Grade - Who am I?

6th Grade - How can we use important characteristics from historical figures and community members to build "Resilience" (GRIT) in our academic journey?

7th Grade - How can I influence and inspire change through language?

8th Grade - How can I soar up in all aspects of my life?

Events and Activities

- Previously approved purchased Vans have been delivered
- Grichmas Family Night
- Resilience Cafe POL
- Winter Formal Dance
- Book Fair
- Sports Program Highlights
- Food Drive/Toy Drive

iLEAD Lancaster Charter
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 254 East Avenue K-4
Lancaster, CA , 93535-
4500

Principal: Ms. Nykole Kent, Site
Director

Phone: (661) 722-4287

**Grade
Span:**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Ms. Nykole Kent, Site Director

Principal, iLEAD Lancaster Charter

About Our School



Welcome to iLEAD Lancaster Charter!

iLEAD Lancaster Charter is a tuition-free, public charter that educates learners in grades TK-8. Our school offers a learner-centered approach to education that focuses on project-based learning, social-emotional learning, and individualized learning principles that adhere to the Common Core Standards.

iLEAD Lancaster Charter's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on academic and social-emotional learning. These include Lifelong Learner, Empathetic Citizen, Authentic Individual, and Design Thinker. Social-emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Through open, fun learning environments that include a Makery and hands-on STEAM activities, it is our goal to build an engaging educational experience based on standards with a focus on your child's unique strengths and playful love of learning.

Nykole Kent, Director

Contact

iLEAD Lancaster Charter
254 East Avenue K-4
Lancaster, CA 93535-4500

Phone: (661) 722-4287

Email: director@ileadlancaster.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Lancaster Elementary
Phone Number	(661) 948-4661
Superintendent	Marietti, Paul
Email Address	mariettip@lancsd.org
Website	www.lancsd.org

School Contact Information (School Year 2023–24)

School Name	iLEAD Lancaster Charter
Street	254 East Avenue K-4
City, State, Zip	Lancaster, CA , 93535-4500
Phone Number	(661) 722-4287
Principal	Ms. Nykole Kent, Site Director
Email Address	director@ileadlancaster.org
Website	http://ileadcharterschool.org
County-District-School (CDS) Code	19646670125559

Last updated: 12/7/23

School Description and Mission Statement (School Year 2023–24)

iLEAD Lancaster prioritizes a positive, supportive, and inviting environment where our 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 teachers (facilitators) are devoted to providing learners with the best academic and emotional support by way of individualized attention.

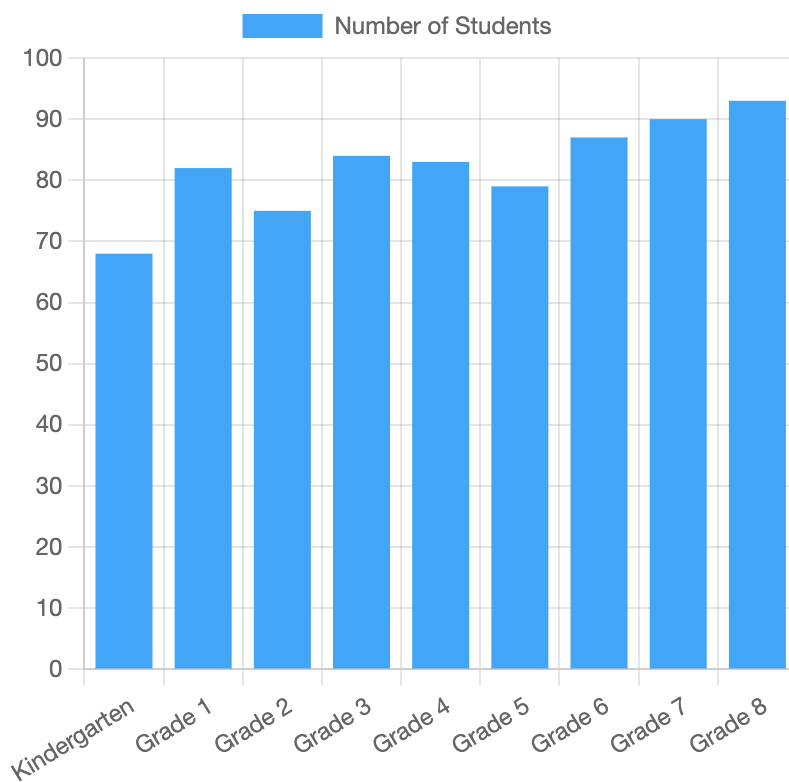
The mission of iLEAD Lancaster Charter School is to empower learners to become conscientious, compassionate, and responsible citizens of the world. In this process, we inspire them to become creative thinkers and leaders with a lifelong love of learning. We accomplish this through individualized instruction, 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 the subject matter. Learners 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.

Last updated: 12/7/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	68
Grade 1	82
Grade 2	75
Grade 3	84
Grade 4	83
Grade 5	79
Grade 6	87
Grade 7	90
Grade 8	93
Total Enrollment	741



Last updated: 12/7/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	49.40%	English Learners	5.30%
Male	50.60%	Foster Youth	2.30%
Non-Binary	0.00%	Homeless	1.50%
American Indian or Alaska Native	0.30%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disadvantaged	74.50%
Black or African American	30.90%	Students with Disabilities	15.70%
Filipino	0.70%		
Hispanic or Latino	43.90%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	10.80%		
White	13.10%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	49.37%	521.20	78.33%	228366.10	83.12%
Intern Credential Holders Properly Assigned	5.00	12.35%	29.70	4.47%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	12.00	29.64%	42.70	6.42%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	6.17%	23.60	3.55%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	2.47%	48.10	7.23%	18854.30	6.86%
Total Teaching Positions	40.40	100.00%	665.50	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/7/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	55.70%	485.00	76.90%	234405.20	84.00%
Intern Credential Holders Properly Assigned	9.00	22.78%	47.70	7.57%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	7.59%	41.30	6.55%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.50	8.86%	18.00	2.87%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	5.06%	38.50	6.11%	15831.90	5.67%
Total Teaching Positions	39.50	100.00%	630.70	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/7/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	7.00	1.00
Misassignments	5.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	12.00	3.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.50	3.50
Total Out-of-Field Teachers	2.50	3.50

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.60%	4.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.20%	3.3%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Sufficient textbooks or other instructional materials		0
Mathematics	Sufficient textbooks or other instructional materials		0
Science	Sufficient textbooks or other instructional materials		0
History-Social Science	Sufficient textbooks or other instructional materials		0
Foreign Language	Sufficient textbooks or other instructional materials		0
Health	Sufficient textbooks or other instructional materials		0
Visual and Performing Arts	Sufficient textbooks or other instructional materials		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 12/8/23

School Facility Conditions and Planned Improvements

iLEAD Lancaster takes great efforts to ensure that its facilities are clean, safe, and functional. To assist in this effort, iLEAD Lancaster uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office. Using the Facility Inspection Tool (FIT), the school's overall condition was rated as good in December 2023. The school's systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external systems were rated as good.

Last updated: 12/7/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Good
----------------	------

Last updated: 12/7/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	17%		24%		47%	
Mathematics (grades 3-8 and 11)	8%		12%		33%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/1/01

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/01

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/01

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	6.90%		13.93%		29.47%	

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/1/01

Career Technical Education (CTE) Programs (School Year 2022–23)

null

Last updated:

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 12/8/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 12/8/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	96%	96%	96%	96%	96%
7	98%	98%	98%	98%	98%
9	0%	0%	0%	0%	0%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 12/7/23

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

At iLEAD Lancaster, parents/guardians serve many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. As families enroll, they must understand the components of the program model. iLEAD Lancaster makes accommodations to meet the

unique schedules of parents/guardians to ensure every opportunity for them to attend an orientation meeting where they can have questions answered and/or connect with other families who have learners already enrolled in the program.

Parents/guardians are regularly informed about school events, volunteering opportunities, special committees, parent meetings, and other pertinent information through the Monday Message, a weekly publication that is sent out to all families, as well as through Parent Square, a digital newsletter for families. Facilitators also communicate with their families regularly through various forms of communication (emails, phone calls, etc.).

Families have the opportunity to be elected to or attend the School Site Council, ELAC, join iSUPPORT, provide feedback on the annual LCAP, and attend public board meetings

Parents/guardians are strongly encouraged to volunteer at iLEAD Lancaster. Completion of volunteer hours, however, is not a prerequisite for enrollment at iLEAD Lancaster. The school director maintains a comprehensive list of volunteer opportunities including, but not limited to: volunteering in the classroom/school (including at-home assistance), tutoring, attending parent-teacher conferences, attendance at board meetings or any applicable parent group functions, fundraising events, and/or assistance with schoolwide programs, events and activities.

For more information on how to be involved, please email info@iLEADlancaster.org.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate							9.4%	7.8%	
Graduation Rate							83.6%	87%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated:

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism	Chronic Absenteeism
		Eligible Enrollment	Count	Rate
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.12%	4.78%	0.00%	0.01%	5.31%	0.00%	0.20%	3.17%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.05%	0.00%	0.00%	0.07%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/1/01

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated:

School Safety Plan (School Year 2023–24)

It is the vision of iLEAD Lancaster to provide a safe learning environment for all of its learners, staff, and families. It is a place where learners feel welcomed and comfortable so learning is the central focus. A Comprehensive School Safety Plan helps to ensure a safe environment for each learner's academic and social-emotional learning to occur. Developing and maintaining the plan enables school staff to respond quickly and knowledgeably in the case of an incident or emergency. The plan identifies the roles of staff, faculty, learners, and other key stakeholders including their respective responsibilities before, during, and after an incident. The safety plan includes general policies and procedures for handling safety and specific emergency situations including earthquakes, fire, and active shooter scenarios. It also includes information on child abuse reporting, sexual harassment, and discipline. This plan provides parents and other community members with the assurance that iLEAD Lancaster has developed and established guidelines and procedures to respond to an incident or a hazard in an organized, systematic method to prevent, prepare for, respond to, and recover from an incident. The Comprehensive School Safety Plan:

1. Protects the safety and welfare of learners and staff.
2. Provides for a safe and coordinated response to emergency situations.
3. Protects facilities and property, allowing the school to restore normal conditions with minimal confusion in the shortest amount of time possible.
4. Provides for coordination between the school and local emergency services when necessary.

Additionally, the school actively maintains and monitors its COVID-19 protocols for TK-8 schools through the guidelines that are routinely updated by the Los Angeles County Department of Public Health and/or the state of California. iLEAD Lancaster updates its COVID-19 Safety Plan and COVID-19 Prevention frequently as changes arise. This policy applies to all school employees and contains general prevention best practices, as well as policies and procedures related to COVID-19 in the workplace. Both the Reopening Protocols for TK-8 Schools and the COVID-19 Safety Plan and Prevention Program documents are located on the homepage of the school's website, iLEADlancaster.org.

Lastly, the school's digital safety is equally important. The Learner/Family Guidebook outlines the school's technology policies. The school works to keep current with digital safety best practices and provides frequent education to learners, families, and staff in this area.

The School Site Council met in the fall of 2023 to review and discuss the CSSP and make recommendations for improvements. The Comprehensive School Safety Plan was last reviewed and updated in October 2023 and is stored on campus. The school's governing board also reviews the CSSP and approves it annually in the fall.

Last updated: 12/7/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	2	1	0
1	19.00	3	0	0
2	21.00	2	1	0
3	22.00	1	2	0
4	23.00	0	3	0
5	24.00	2	1	0
6	23.00	2	1	0
Other**	25.00	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	0	3	0
1	24.00	0	3	0
2	28.00	0	3	0
3	25.00	0	3	0
4	28.00	0	3	0
5	29.00	0	3	0
6	27.00	0	3	0
Other**	17.00	4	4	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated:

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated:

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13888.00	\$2698.00	\$11190.00	\$63396.00
District	N/A	N/A	--	\$84115.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 12/8/23

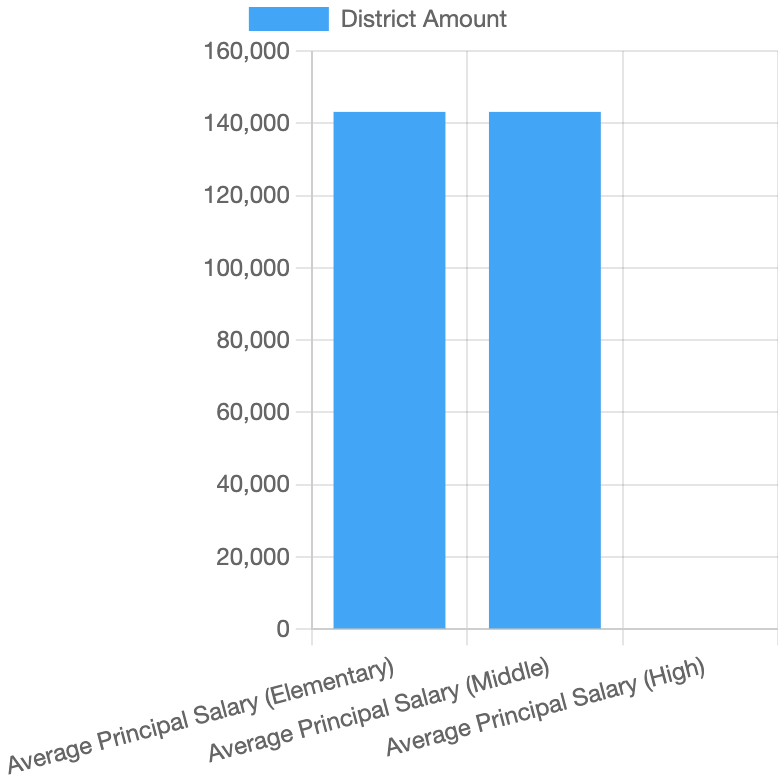
Types of Services Funded (Fiscal Year 2022–23)

null

*Last updated:***Teacher and Administrative Salaries (Fiscal Year 2021–22)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51550.00	\$54215.36
Mid-Range Teacher Salary	\$83475.00	\$86843.27
Highest Teacher Salary	\$109658.00	\$111440.49
Average Principal Salary (Elementary)	\$143156.00	\$140851.44
Average Principal Salary (Middle)	\$143156.00	\$147064.90
Average Principal Salary (High)	\$0.00	\$142189.00
Superintendent Salary	\$256572.00	\$252465.94
Percent of Budget for Teacher Salaries	30.80%	33.16%
Percent of Budget for Administrative Salaries	4.89%	5.15%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/7/23

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses %**

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

* Where there are student course enrollments of at least one student.

Last updated:

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Last updated: 12/7/23

2024

July 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

August 2024

SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

October 2024

SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

November 2024

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Every Friday is a Minimum Day*

- Semester start & end dates
- Holidays/Vacation Breaks
- Individualized Learning Plans, Assessments, Learner Led Conferences, Learner Showcases

2024 - 2025

iLEAD Lancaster

Track A - Site Based

August

13 - First Day of School

September

2 - Labor Day

12 - 13 - K-5 Assessments

12 -Minimum Day K-5*

26 -Minimum Day All Grades*

26 - 27 - Individualized Learning Plans

October

4 - Individualized Learning Plans

7 - 11 - Mid-Fall Break, Staff Professional Development

31 -Minimum Day All Grades*

November

1 - Learner Free Day

11 - Veterans Day

18 - 22 - Fall Break

December

20 - Fall Semester Ends

20 - Reports of Progress Sent Home

20 - Jan 13 - Winter Break

January

13 - Staff Professional Development

14 - Spring Semester Begins

20 - Martin Luther King, Jr.

23 -Minimum Day All Grades*

23 - 24 - Learner Led Conferences

31 - Learner Led Conferences

February

17 - Presidents' Day

March

14 - Learner Free Day

April

Mar 31 - Apr 7 - Spring Break

May

15 - 16 - K-5 Assessments

26 - Memorial Day

27 - Jun 5 - Learner Showcases

June

6 - Last Day of School

2025

January 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

February 2025

SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

March 2025

SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

April 2025

SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

May 2025

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

*Minimum day = Schools & Learning Studios close early

2024

July 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

August 2024

SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

October 2024

SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2




November 2024

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Every Friday is a Minimum Day*

	Semester start & end dates
	Holidays/Vacation Breaks
	Individualized Learning Plans, Assessments, Learner Led Conferences, Learner Showcases

2024 - 2025

iLEAD Lancaster

Track A - Independent Study

August

13 - First Day of School

September

2 - Labor Day

12 - 13 - K-5 Assessments

12 - Minimum Day K-5*

26 - Minimum Day All Grades*

26 - 27 - Individualized Learning Plans

October

4 - Individualized Learning Plans

7 - 11 - Mid-Fall Break, Staff Professional Development

31 - Minimum Day All Grades*

November

1 - Learner Free Day

11 - Veterans Day

18 - 22 - Fall Break

December

20 - Fall Semester Ends

20 - Reports of Progress Sent Home

23 - Jan 13 - Winter Break

January

13 - Staff Professional Development

14 - Spring Semester Begins

20 - Martin Luther King, Jr.

23 - Minimum Day All Grades*

23 - 24 - Learner Led Conferences

31 - Learner Led Conferences

February

17 - Presidents' Day

March

14 - Learner Free Day

April

Mar 31 - Apr 7 - Spring Break

May

15 - 16 - K-5 Assessments

26 - Memorial Day

27 - Jun 5 - Learner Showcases

June

6 - Last Day of School

2025

January 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

February 2025

SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

March 2025

SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

April 2025

SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

May 2025

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

*Minimum day = Schools & Learning Studios close early

 Learning Period End Dates

LP	LP Dates	Days
1	8/13/24 - 9/13/24	23
2	9/16/24 - 10/18/24	20
3	10/21/24 - 11/15/24	18
4	11/18/24 - 12/20/24	20
5	1/14/25 - 2/7/25	18
6	2/10/25 - 3/7/25	19
7	3/10/25 - 3/28/25	14
8	4/8/25 - 5/2/25	19
9	5/5/25 - 6/6/25	24



Youth Policy

Board Approved:

The Governing Board of iLEAD Lancaster Charter School (the “Charter School”) desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster learners will be given access to the education and other services that such learners need to ensure that they have an opportunity to meet the same challenging State learner academic achievement standards to which all learners are held. Foster learners will not be stigmatized or segregated in a separate school or program based on the learner’s status as foster youth.

I. Definitions

- ☐ Foster child/learner/youth means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.
- ☐ The Charter School is the school of origin when the learner attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

II. Foster Child Liaison

The School’s foster child liaison is the CEO or designee, contact director@ileadlancaster.org. The School’s foster child liaison is required to do all of the following:

- ☐ Ensure and facilitate the proper educational placement, admission in school and checkout from school of foster children.

- Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.
- The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be admitted in a public school that learners living in the attendance area in which the foster child resides are eligible to attend.
- Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child's best interest.
- If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be served by his or her transfer to a school other than the school of origin, the foster child shall immediately be admitted in the new school.

III. Admission

All foster learners are required to follow the school's process for admitting learners, including filling out and submitting the school's admissions packet on time. As with all learners, admission depends upon availability. In the event of an oversubscription in a grade, foster learners will participate in the lottery as with any other learner.

If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

If a dispute arises regarding the request of a foster child to remain in iLEAD Lancaster Charter School as the school of origin, the foster child has the right to remain in iLEAD Lancaster Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

Admission in iLEAD Lancaster Charter School as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend iLEAD Lancaster Charter School. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is admitted at the time of placement.

IV. Former Foster Children

If the jurisdiction of the court is terminated before the end of an academic year, the iLEAD Lancaster Charter School shall allow a former foster child who is in kindergarten or any of

grades 1 to 8, inclusive, to continue his or her education as the school of origin through the duration of the academic school year.

V. Transportation

If the foster learner requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost effective manner.

VI. Records

A foster family agency with jurisdiction over a currently admitted or former learner, a short-term residential treatment program staff responsible for the education or case management of a learner, and a caregiver who has direct responsibility for the care of the learner, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for learners and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster learner.

A foster family agency, short-term residential treatment program, or caregiver may review and receive learner records pursuant to subdivision (a) for purposes of monitoring the learner's educational progress, updating and maintaining the learner's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the learner has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the learner in school, assisting the learner with homework, class assignments, and college and scholarship applications, and admitting the learner in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

A “resource family” means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.



FREEDOM OF EXPRESSION POLICY AND PROCEDURES

Board Approved:

Learners attending the School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges and other insignia and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. The Board of Directors (“Board”) respects learners’ rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Learner liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Learners will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged outside of school, but may be disciplined for harassment, threats, or intimidation unless constitutionally protected. Education Code § 48950.

FREEDOM OF EXPRESSION PROCEDURES

Circulation of Petitions and Other Printed Matter

Learners shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before school begins, during the lunch period, and the half hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce learners to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the School or on School grounds.

Buttons, Badges and Other Insignia of Symbolic Expression

Learners will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Learners will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite learners so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on School premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws.

Unofficial School Publications

School officials may not ban the distribution of non-School-sponsored publications on School grounds. Writers and editors of unofficial learner publications who violate any state or federal law may be disciplined after distribution. Learners distributing or posting any materials that are obscene, libelous or slanderous, or which demonstrably incite learners to commit unlawful acts on School premises, violate School rules, or substantially disrupt the School's orderly operation will be subject to disciplinary action.

The following points apply to unofficial learner publications:

1. The School and its employees may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.
2. School officials may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:
 - a. One half hour before school begins, during the lunch period, or the half hour after dismissal.
 - b. In locations that do not obstruct the normal flow of traffic within the School or at entrances.
 - c. Without undue noise.
3. No learner shall use coercion to induce learners or any other persons to accept printed matter or to sign petitions.
4. "Distribution" means dissemination of a publication to learners at a time and place of normal School activity, or immediately prior to or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the learner publication in areas of the School which are generally frequented by learners.

School officials cannot:

1. Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.
2. Ban the distribution of literature because it contains advertising.

3. Create regulations that discriminate against non-School-sponsored publications or interfere with the effective distribution of non-sponsored publications provided such publications abide by time, place and manner regulations.

Official School Publications

Learner editors of official school publications shall be responsible for assigning and editing the news, editorial and feature content of their publications subject to the limitations identified above. It shall be the responsibility of a journalism advisor(s) of learner publications within the School to supervise the production of the learner staff, to maintain professional standards of English and journalism and to maintain the provisions provided in the Education Code relating to learner expression.

Other Forms of Learner Expression

Forms of learner expression may include, but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of learner expression are the same. The rights of learners to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of learner expression. No facilitator or administrator shall interfere with such expression on the grounds that the message may be unpopular with learners or faculty.

In conforming to state and federal laws, learner expression must obey copyright laws; for example, learner posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or “Peanuts” publications.

A learner shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other learners, staff, or school property, or substantially disrupts the educational program. The School director will document the impact the expression had or could be expected to have on the school program.

Distribution of Procedures Governing Learner Rights

Site administrators will distribute copies of this Administrative Procedure to all facilitators who are advisors of learners who produce publications or present public performances. It is the responsibility of the School and site administrators to see that these guidelines are kept up-to-date and accurate.

Appeals

The learner and a School staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the learner, the learner may appeal the decision to the site administrator, and then to the Charter School Director or his/her designee. As a final step, the learner may follow the School’s complaint procedures as outlined in the Learner/Parent Handbook.



INTERNAL COMPLAINT PROCEDURES FOR COMPLAINTS RELATING TO SPECIAL EDUCATION

Board Approved:

It is the policy of the iLEAD Lancaster (the “School”) to maintain a positive and productive educational environment. The School is primarily responsible to ensure that it is compliant with all applicable federal and state special education laws and regulations. There are some circumstances, however, when parents/guardians or learners over the age of 18 believe that a violation of federal or state special education law is occurring in the following areas: 1) violations of Part B of the IDEA, and regulations implementing Part B; or 2) violations of Part 30 of the Education Code and the related regulations; or 3) complaints that an LEA or other public agency has violated the terms of a settlement agreement relating to the provision of a free, appropriate public education (an allegation relating to an attorney fees provision in a settlement agreement is expressly excluded); 2) complaints that the LEA or other public agency has failed or refused to implement a due process hearing order to which that LEA or other public agency is subject; 3) complaints that a public agency, other than an LEA, fails or refuses to comply with a law or regulation applicable to that public agency as it pertains or relates to the provision of a free appropriate public education to individuals with disabilities; or 4) complaints that allege facts that indicate that physical safety concerns interfere with the provision of a free appropriate public education.

Additionally, the School shall not directly or indirectly use or attempt to use the official authority or influence of the School employee for the purpose of intimidating, threatening, coercing, or attempting to intimidate, threaten, or coerce, any person, including, but not limited to, a facilitator, a provider of designated instruction and services, a paraprofessional, an instructional aide, a behavioral aid, a health aid, other educators or staff of the School, a private individual or entity under contract with the School, or a subordinate of the employee, for the purpose of interfering with the action of that person at any time, to assist a parent or guardian of a learner with exceptional needs to obtain services or accommodations for that learner.

If the parent/guardian/learner has a complaint relating to an evaluation or plan under section 504 of the Rehabilitation Act of 1973 (“section 504 plan”), the parent/guardian/learner may complain to the School’s administration. If that does not resolve the issue, the parent/guardian/learner may make a formal complaint to the School’s section 504 designee, director@ileadlancaster.org.

Filing a Complaint:

If the parent/guardian/learner/organization believes that a violation of state or federal special education laws or regulations is occurring, and the issue is not resolved informally, the parent/guardian/learner/organization may file a signed written complaint with the California Department of Education (“CDE”). All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision is

made. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or a disability, the school staff will assist the person with filing the complaint.

The complaint filed must include the following: 1) a statement that an Local Education Agency (“LEA”) or other public agency has violated or failed to comply with any provision set forth above; 2) the facts on which the statement is based; 3) the signature and contact information for the complainant; and 4) if alleging violations with respect to a specific child: A) the name and address of the residence of the child; B) the name of the school the child is attending; C) in the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending; D) a description of the nature of the problem of the child, including facts relating to the problem; and E) a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with federal regulations. The party filing the complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the CDE.

The state complaint procedures, investigations, and reports include those provisions set forth in 34 C.F.R. sections 300.151 through 300.153.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Appeal of CDE’s Investigation Report

Within 30 days of the date of the CDE Investigation Report, either party may request reconsideration by the Superintendent of Public Instruction (“SPI”) or the SPI’s designee. The request for reconsideration shall specify and explain why: 1) relative to the allegation(s) of the complaint, the CDE Investigation Report lacks material findings of fact necessary to reach a conclusion of law; and/or 2) the material findings of fact in the CDE Investigation Report are not supported by substantial evidence; and/or 3) the legal conclusion in the CDE Investigation Report is inconsistent with the law; and/or 4) in a case in which the CDE found noncompliance, the required corrective actions fail to provide a proper remedy.

The CDE shall respond in writing to the request for consideration within 60 days of the receipt of the request.

Dissemination

Upon request, a copy of this policy will be made available free of charge and is also available on the School’s website.



Section 504 Policy

Board Approved:

The Governing Board of iLEAD Lancaster recognizes the need to identify and evaluate learners with disabilities, and desires to ensure that all learners, including learners with disabilities, have a free appropriate public education (FAPE). This means that learners with disabilities will receive the same education as learners without a disability.

The School Director shall designate a 504 coordinator to establish and implement evaluation procedures to be used whenever there is reason to believe that a learner, because of a disability, needs or is believed to need special instruction or related services. This coordinator shall also ensure a system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the learner to examine relevant records, an impartial hearing with the opportunity for participation by the learner's parent/guardian and representation by counsel, and a review procedure.

The School Director or designee shall ensure that identified learners with disabilities receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled learners are met.

If the learner is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 multi-disciplinary team members shall develop a written Section 504 service plan for the learner. Upon reviewing the nature of the disability and how it impacts the learner's education, the members shall determine what general and/or special education services, related aids, supplemental aids and services, accommodations and/or modifications, are needed in order to provide the learner with a FAPE. The learner shall be educated with non-disabled learners to the maximum extent appropriate.

The School Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. The Section 504 multi-disciplinary team shall provide the parent/guardian with a copy of the Section 504 service plan. If the Section 504 multi-disciplinary team determines that the learner is not eligible under Section 504, the parent/guardian shall receive a copy of the Section 504 multidisciplinary team meeting notes stating the basis for this decision. The parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.