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

	Special meeting
Meeting Date	Thursday, August 21, 2025
Start Time	7:00 PM
End Time	7:30 PM
Location	Address: 254 E. Ave. K-4, Lancaster, CA 93535
Purpose	Petition Renewal

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 regarding the Board Meeting Agenda.

Due date:

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

3. Action Items

3.1. iLEAD Lancaster Renewal Petition

Discuss and take action regarding the submission of the iLEAD Lancaster Renewal Petition submission to Lancaster School District.

Due date: 8/21/2025

4. Board Comments

4.1. Board Comments

5. Closing Items

5.1. Next Meeting Date - September 16 @ 7:00

Board Members mark their calendars and confirm quorum.

5.2. 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 pubicly posted 72 or 24 hours prior to the meeting as required by law.

iLEAD Lancaster Charter School

Presented to
Lancaster School District

Charter Renewal Petition

Grades TK-8

Submitted August 2025

Lancaster School District
Department of Special Programs

Notice of Submission: Petition to Renew a Charter

Charter Type: Direct Funded, Seatbased

Submit form with petition documents ***Please print or type***

Name of Charter School: iLEAD Lancaster Charter

Contact Information:

Name of lead petitioner(s) / relationship to charter school: Deborah Autrey/ School Director

Name of lead contact (if not petitioner): _____

Address: _____

_____

_____

Telephone number(s): Office _____

FAX number: Mobile _____

Email: deborah.autrey@ileadlancaster.org

School Information:

Enrollment: Current: 771 Proposed: _____

Grade levels: Current: TK-8 Proposed: _____

Current school address: 254 E Ave K4

If more than one site, provide main site here; attach list of additional site addresses.

Lancaster (City) CA 93535 (State/ZipCode)

Will the school remain at the current site(s)? Yes/No Yes If no, attach explanation and new address(es).

Notice of Submission:

Signature of lead petitioner(s): _____

_____

Date: _____

Lancaster School District
Department of Special Programs

Directions: Submit all documents simultaneously in a loose-leaf (3-ring) binder with numbered dividers inserted between sections. Continuously page number (paginate) the entire document (excluding dividers). Copies are to be single-sided. Also submit an electronic copy of items 1 – 2, Table of Contents, and Sections I – IV via CD or Flash Drive. Items 1 – 2 may be combined as one file; Table of Contents and each section shall be submitted as separate files. Section II (Budgets) shall be submitted as unlocked spreadsheets. Section III must be submitted as two (2) separate files (III.1, III.2).

Once Lancaster School District verifies that all required documents have been submitted, it will notify the petitioner in writing. The petitioner shall have no less than five (5) working days to submit 20 collated, two-sided (back-to-back), three-hole punched, spiral bound copies of all sections, including all elements and appendices.

Lancaster School District reserves the right to request additional documents and information as necessary to provide the Board of Trustees with a complete understanding of the proposed charter.

Lancaster School District may conduct a facilities inspection as part of the petition review process and will conduct an inspection of any new sites.

Required Certification

Submission of a petition and this signed document certifies that:

1. The governing board has taken action to approve the submitted petition and budget.

2. The governing board and lead petitioner(s) have read, understand, and intend to adhere to the requirements outlined in this document, the *Overview of the Process for Considering a Petition to Renew a Charter Authorized by the Governing Board*;* Lancaster School District Board Policies and Administrative Regulations regarding Charter Schools**; and the *Charter School Monitoring and Oversight Memorandum of Understanding* (MOU)***.

Printed name of board signatory: Bridget Howitt

Signature of board signatory: _____ Date: _____

Printed name of lead petitioner(s): Deborah Autrey

Signature of lead petitioner(s): _____ Date: _____

*Please review the document, *Overview of the Process for Considering a Petition to Renew a Charter Authorized by the Board of Trustees* or contact the Departments of Special Programs for additional information.

***Lancaster School District Board Policies and Regulations are available at* http://www.gamutonline.net/district/lancaster/Search?vlDistKey=2258&sSearchOne=charter&sdoc=1

TABLE OF CONTENTS

Charter Elements Required by Law (California Education Code Section 47605)

Section I 1
I.1 List of Affirmations and Assurances signed by petitioner 2
I.2 Documentation that the Charter School is eligible for renewal under *EC* 47607 6
I.3 Resumes for petitioner(s) and members of the Board of Directors 15
I.4 Evidence the school's governing body approved submission of the petition 28

Section II 29
II.1 Financial projections for the next five years of operation 30
II.2 Proposed operational budget, cash flow, and assumptions 34
II.3 Most recent Independent Financial Audit of 501 (c) (3) 37

Section III 74
III.1 Current Bylaws of 501 (c) (3) 75
III.2 Current Articles of Incorporation of 501 (c) (3) 96

Section IV 99
IV.1 Lease/Rental Agreement 100
IV.2 Certificate of Occupancy 176
IV.3 Employee Handbook, School Safety Plan, Learner/Family Guidebook, and Mental Health Policy 179
IV.4 Learner application form and enrollment form 414

Section V 425
V.1 Introduction To This Petition For Renewal 426
V.2 Element A (1): Educational Philosophy and Program 430
V.3 Element B (2): Measurable Pupil Outcomes and Assessments 487
V.4 Element C (3): Methods of Measuring Learner Progress 496
V.5 Element D (4): Governance 499
V.6 Element E (5): Employee Qualifications 504
V.7 Element F (6): Health and Safety 511
V.8 Element G (7): Means to Achieve a Balance of Pupils 518
V.9 Element H (8): Admissions Requirements 521
V.10 Element I (9): Financial Audit 526
V.11 Element J (10): Suspension/Expulsion Procedures 528
V.12 Element K (11): Retirement System 544
V.13 Element L (12): Attendance Alternatives 545
V.14 Element M (13): Rights of School District Employees 546
V.15 Element N (14): Dispute Resolution 547
V.16 Element O (15): School Closure 549
V.17 Miscellaneous Charter Provisions 551
Conclusion 555

APPENDICES

Appendix A: School Calendar Sample

Appendix B: Conflict of Interest Code

Appendix C: Insurance

Appendix D: 2024-2025 Local Control and Accountability Plan

Appendix E: SELPA Letter of Good Standing

Section I

AFFIRMATIONS/ASSURANCES

As the authorized representatives of the applicant, I, Deborah Autrey, hereby certify that the information submitted in this renewal charter for iLEAD Lancaster Charter School ("iLEAD Lancaster" or the "Charter School") submitted to the Lancaster School District (the "District") is true to the best of our knowledge and belief; we also certify that this charter does not constitute the conversion of a private school to the status of a public charter; and further we understand that if awarded this charter:

- iLEAD Lancaster will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(d)(1)]

- iLEAD Lancaster declares that it shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Relations Act. [Ref. California Education Code 47605(c)(6)]

- iLEAD Lancaster will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e)(1)]

- iLEAD Lancaster will not charge tuition. [Ref. California Education Code Section 47605(e)(1)]

- iLEAD Lancaster will admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a random drawing process to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to iLEAD Lancaster shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of iLEAD Lancaster in accordance with Education Code Section 47605(e)(2)(C). [Ref. California Education Code Section 47605(e)(2)(A)-(C)]

- iLEAD Lancaster shall not discriminate on the basis of the characteristics, whether actual or perceived, as listed in the Education Code Section 220, including but not necessarily limited to the following: disability, gender, nationality, gender identity, gender expression, race, ethnicity, nationality, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with a person or group with one or more of the above actual or perceived characteristics. [Ref. California Education Code Section 47605(e)(1)]

- iLEAD Lancaster will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

- iLEAD Lancaster will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- iLEAD Lancaster will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a Governing Board of a school district. [Ref. California Education Code Section 47605(l)(1)]

- iLEAD Lancaster will at all times maintain all necessary and appropriate insurance coverage.

- iLEAD Lancaster will follow any and all other federal, state, and local laws and regulations that pertain to the Charter School or the operation of the Charter School.

- iLEAD Lancaster shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves iLEAD Lancaster without graduating or completing the school year for any reason, iLEAD Lancaster shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(e)(3)]

- iLEAD Lancaster shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)

- iLEAD Lancaster shall not request a student's records or require a parent, guardian, or student to submit the student's records to the charter school before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]

- iLEAD Lancaster shall not encourage a student currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the charter school pursuant to the procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. [Ref. California Education Code Section 47605(e)(4)(C)]

- iLEAD Lancaster shall comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the charter school's website and providing a copy to a parent, guardian, or student as required. [Ref. California Education Code Section 47605(e)(4)(D)]

- iLEAD Lancaster shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]

- iLEAD Lancaster shall on a regular basis consult with its parents/guardians and teachers regarding iLEAD Lancaster's educational programs. [Ref. California Education Code Section 47605(d)]

- iLEAD Lancaster shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]

- iLEAD Lancaster shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]

- iLEAD Lancaster shall comply with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- iLEAD Lancaster shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- iLEAD Lancaster shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- iLEAD Lancaster shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").

- iLEAD Lancaster shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- iLEAD Lancaster shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- iLEAD Lancaster shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- iLEAD Lancaster shall comply with Education Code Section 51745 et seq. related to independent study.

- iLEAD Lancaster shall comply with federal, state, and district mandates regarding English Learner ("EL") education and reclassification of EL students and meet all requirements of federal and state law regarding equal access to the curriculum for English Learners.

- iLEAD Lancaster shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which includes the requirement that iLEAD Lancaster shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the District and the Los Angeles County Superintendent of Schools on or before July 1. iLEAD Lancaster shall comply with all requirements of Education Code Section 47606.5, including but not limited to the requirements that iLEAD Lancaster shall consult with facilitators, administrators, other school personnel, parents, and pupils in developing the annual update and hold at least one public hearing to solicit recommendations and comments from members of the public. [Ref. California Education Code Section 47606.5(e)]

Deborah Autrey

Lead Petitioner's Signature

8/1/20205

Date

Charter Renewal Criteria

There are three "tracks" for renewal as a result of AB 1505 (2019) based on a school's Dashboard indicators, and iLEAD Lancaster is currently in the "Middle" track. (See Charter School Performance Category Data File published by the CDE on 15-Mar-2025.) Under Education Code Section 47607(c), a charter school placed in the Middle track is eligible for a five-year renewal term.

A "middle track" charter school is entitled to presumptive renewal unless a chartering authority makes written findings, supported by specific facts, that the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, giving greater weight to measurements of academic performance.

Education Code Section 47607.2(b) provides that:

1. For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the school-wide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
2. The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system ["CAASPP"], or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." [California Education Code Section 47607(c)(3)]

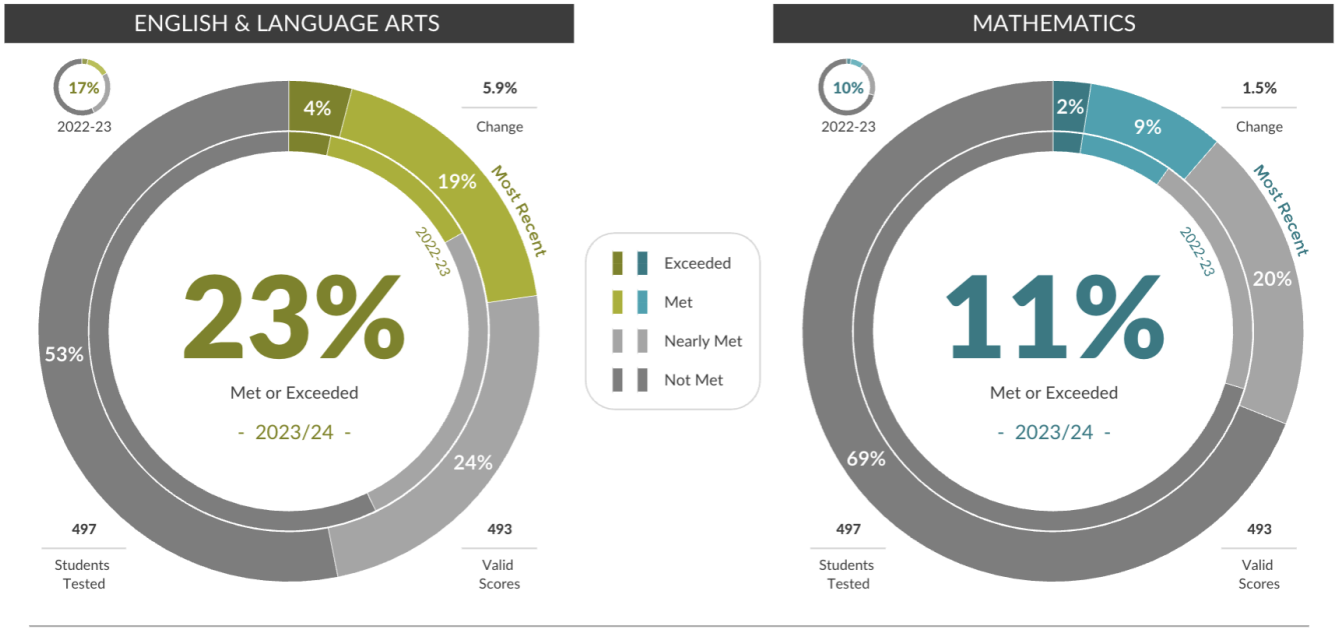
Below, we have provided analysis of the Charter School's performance on the Dashboard, CAASPP, and through third-party verified data. The student performance and outcomes indicate that the Charter School is providing meaningful support to all students.

Historical Enrollment Trend

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2024-25	**771**	35.1%	0.9%	0.3%	0.1%	38.8%	0.0%	17.0%	7.7%	0.1%
2023-24	**795**	33.3%	0.5%	0.0%	0.4%	44.9%	0.1%	10.9%	9.2%	0.6%
2022-23	**741**	30.9%	0.3%	0.0%	0.7%	43.9%	0.0%	13.1%	10.8%	0.4%
2021-22	**736**	28.0%	0.3%	0.7%	0.5%	43.1%	0.0%	16.2%	10.9%	0.4%
2020-21	**796**	27.5%	0.5%	0.3%	0.5%	43.1%	0.1%	17.5%	9.8%	0.8%
2019-20	**734**	26.4%	0.1%	0.3%	0.5%	44.3%	0.3%	19.6%	7.4%	1.1%
2018-19	**728**	25.5%	0.0%	0.3%	0.8%	38.3%	0.8%	22.0%	9.9%	2.3%
2017-18	**706**	22.0%	0.1%	0.1%	0.8%	36.3%	0.6%	27.3%	9.9%	2.8%
2016-17	**673**	18.9%	0.1%	0.1%	0.7%	33.4%	0.1%	31.4%	8.2%	7.0%
2015-16	**613**	10.3%	0.0%	0.0%	0.5%	34.4%	0.0%	39.0%	10.4%	5.4%
2014-15	**505**	12.1%	0.0%	0.4%	0.6%	37.6%	0.0%	42.2%	5.7%	1.4%

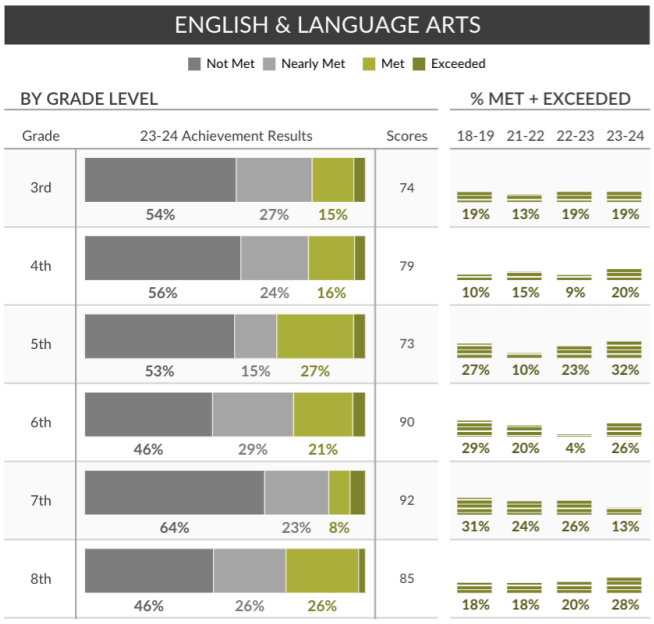
iLEAD Lancaster's student enrollment population has steadily increased and held over the past several years. With the increase in student enrollment since 2014, iLEAD Lancaster has maintained a well-balanced student population. This data is reflected as of Census Day as reported on DataQuest.

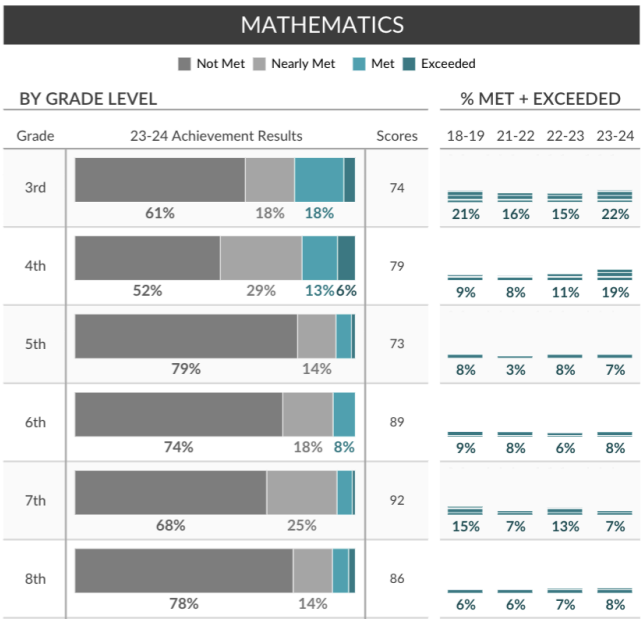
State Test - Smarter Balanced Summative Assessment in ELA and Math



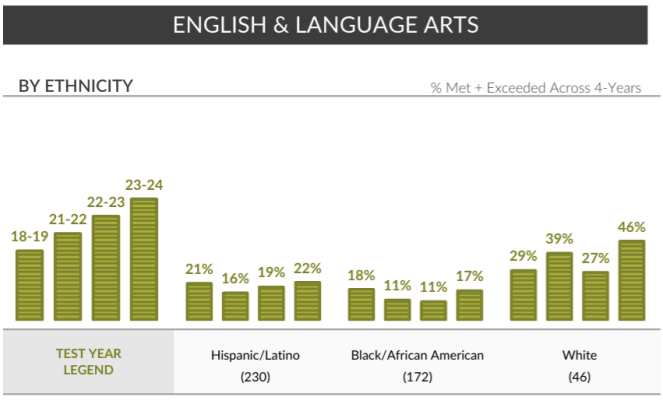
In 2023-24, test scores increased by 5.9% in ELA and 1.5% in mathematics. Overall, of the students who participated in the state test and received a valid score, 22.7% met or exceeded the standard in ELA up from 16.8% and 11.4% in mathematics up from 9.8%.

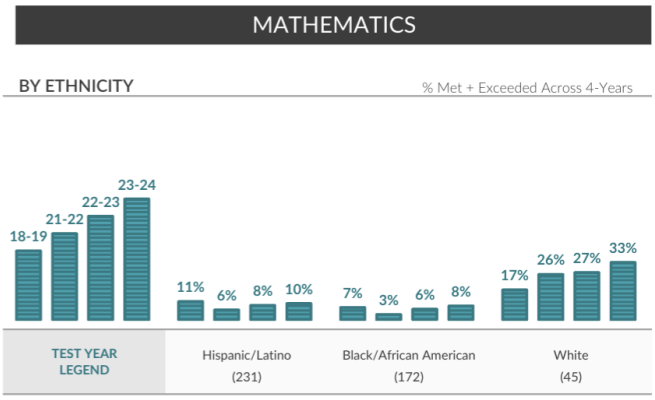
Recent results show that test scores increased by 5.9% in ELA and 1.5% in mathematics.



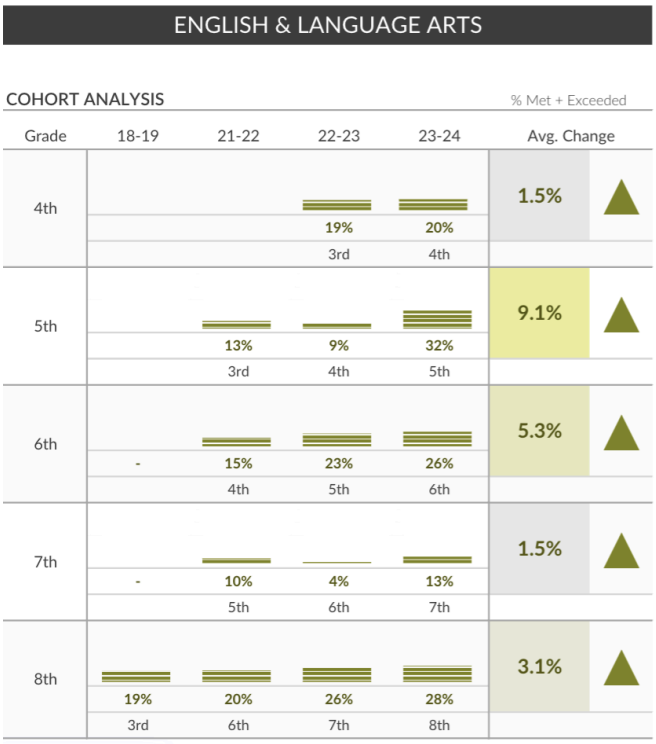


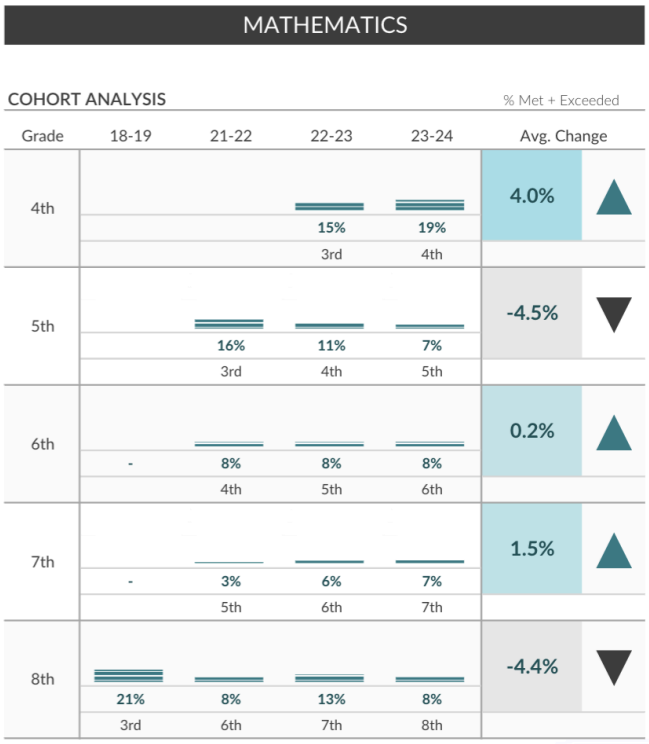
The above charts show increases in almost every grade level, some grade levels jumping significant percentages. Analyzing results disaggregated by grade level can shed some light on the health of how ELA and math standards are taught. Results indicate that the scope and sequence of Common Core State Standards appear sound and effective.





Hispanic/Latino, White and Black/African American students were selected due to group size. These are the three largest racial/ethnic groups at iLEAD Lancaster. All three groups showed academic growth over time with 23-24 school year at it's highest yet.





In looking at a cohort analysis as students progress through the grade levels, we see as students stay with us that they increase each year. In ELA all cohorts say growth with the 4th to 5th cohort seeing the most

at a 9% increase. In math three out of the five cohorts say an increase with 3rd to 4th grade seeing the highest growth at 4%.

Verified Data Test Results - NWEA MAP in ELA and Math (2024-2025)

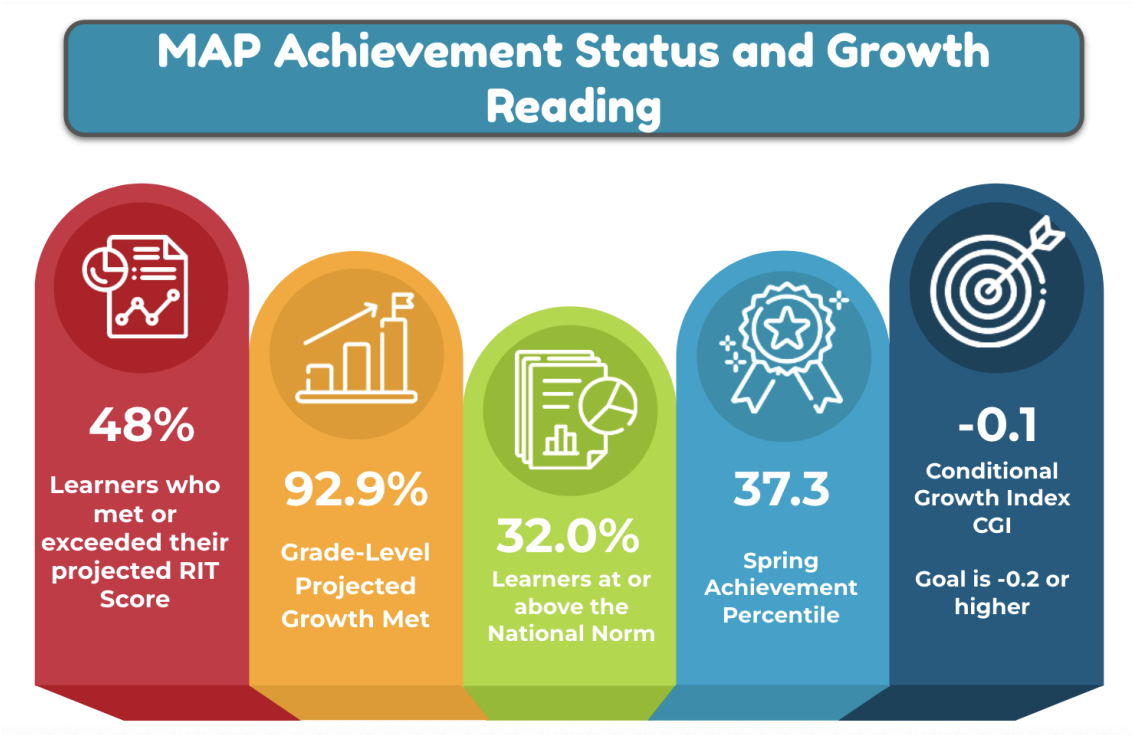
At the point of renewal, AB 1505 also requires chartering authorities to review and consider verified data demonstrating the extent that a charter school's students experienced measurable increases in achievement, as follows:

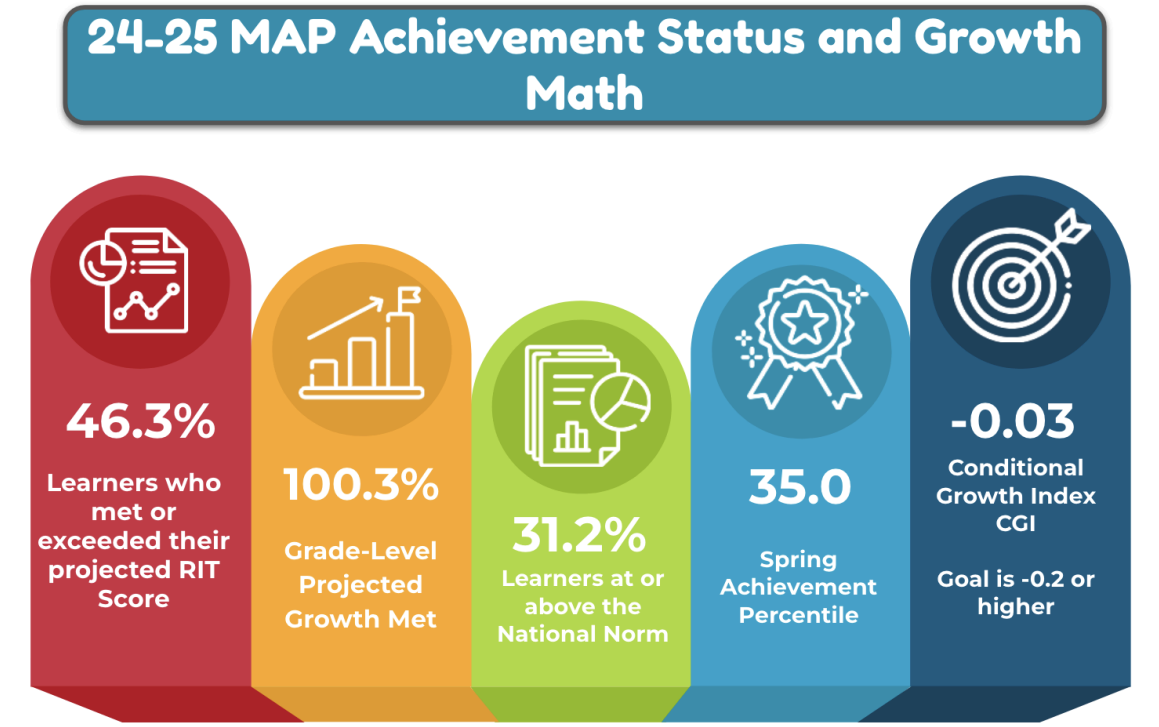
- In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

  (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
  (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

- Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined:

  "Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced" [Education Code Section 47607.2I(1)]. In November 2020, the California State Board of Education ("SBE") approved the criteria to define "verified data" and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, the Charter School currently utilizes NWEA MAP to meet the verified data requirement.

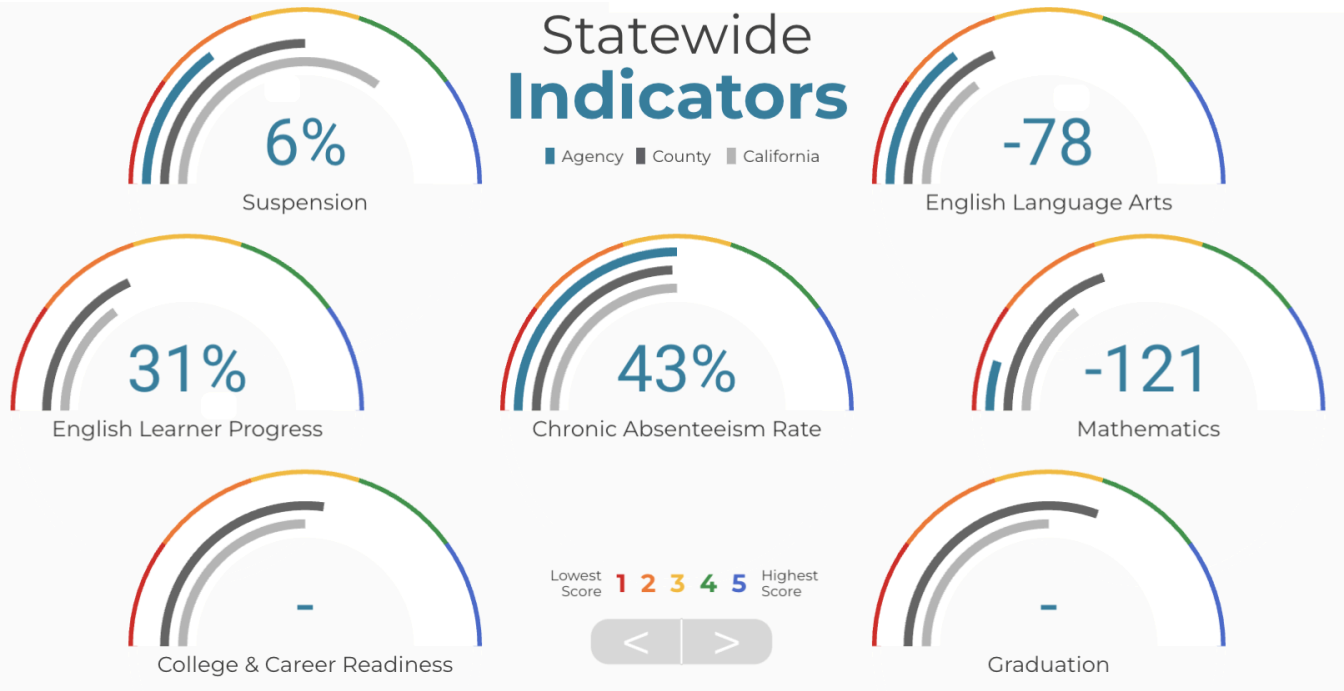




- The NWEA MAP is a criterion-referenced assessment aligned to the Common Core State Standards. The charts show an analysis of overall progress on the assessment. Results with a CGI (Conditional Growth Index) of -0.2 or higher meet the criteria for verified data as showing one year's worth of growth. As depicted in the charts both ELA and Math met the school-wide Conditional Growth Index.

State Accountability Model - 2024 CA School Dashboard

The California School Dashboard provides parents/guardians and educators with meaningful information on a school's progress. Each statewide indicator receives a performance level from 1-5. iLEAD Lancaster received a three or above on one out of four of the available statewide indicators (e.g., suspension, chronic absenteeism, English language arts, and Math).



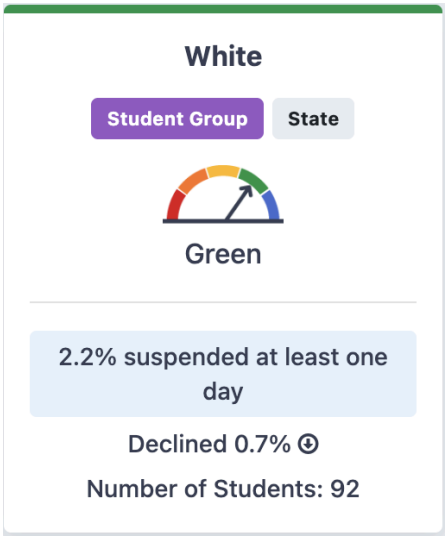
In addition, iLEAD Lancaster particularly had two areas in which they exceeded the state with gains from the previous year. Decreasing suspensions and a focus on other means of correction and restorative practices has been a large focus at iLEAD Lancater. Obtaining green on the dashboard in two of the schools largest subgroups. In the area of Suspension for both subgroups of Hispanic and White students. iLEAD Lancaster out performs the state in percentage suspended and matches the state in color.

Suspension: Hispanic Subgroup

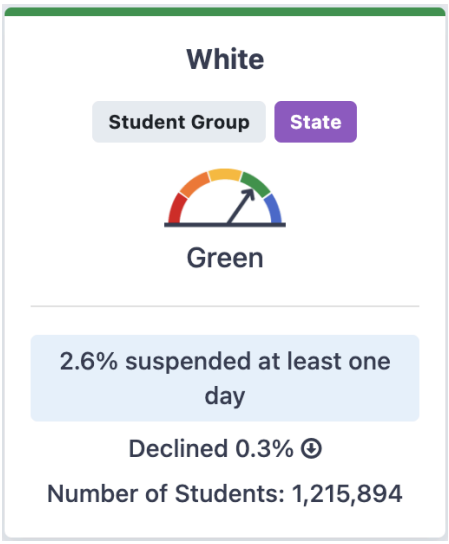
iLEAD Lancaster	State of CA
Hispanic	**Hispanic**
Student Group / State	Student Group / State
Green	Green
2.7% suspended at least one day	3.4% suspended at least one day
Declined 0.7%	Declined 0.4%
Number of Students: 407	Number of Students: 3,380,960

Suspension:White Subgroup

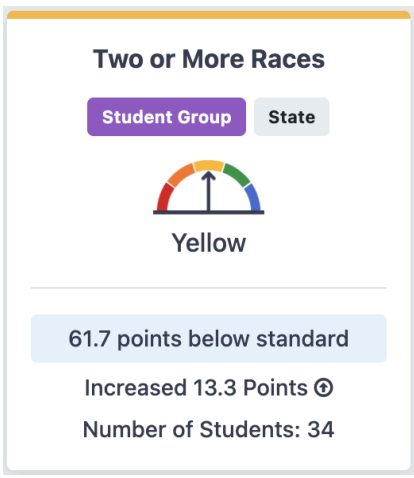
iLEAD Lancaster

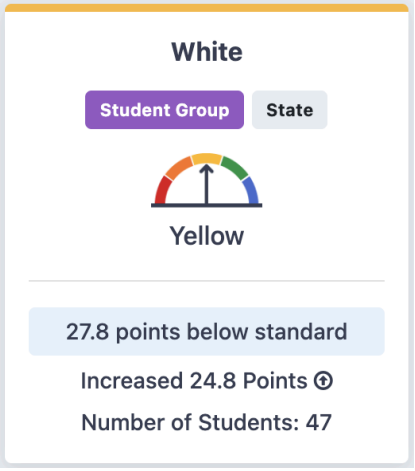


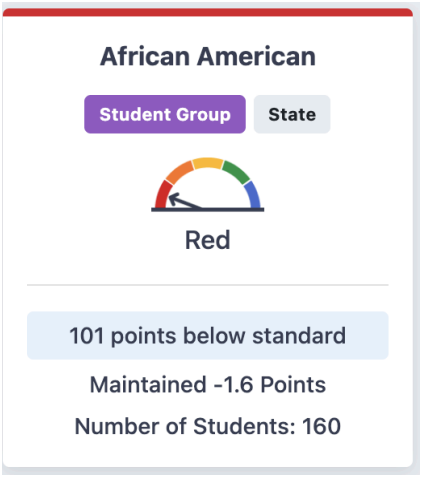
State of CA

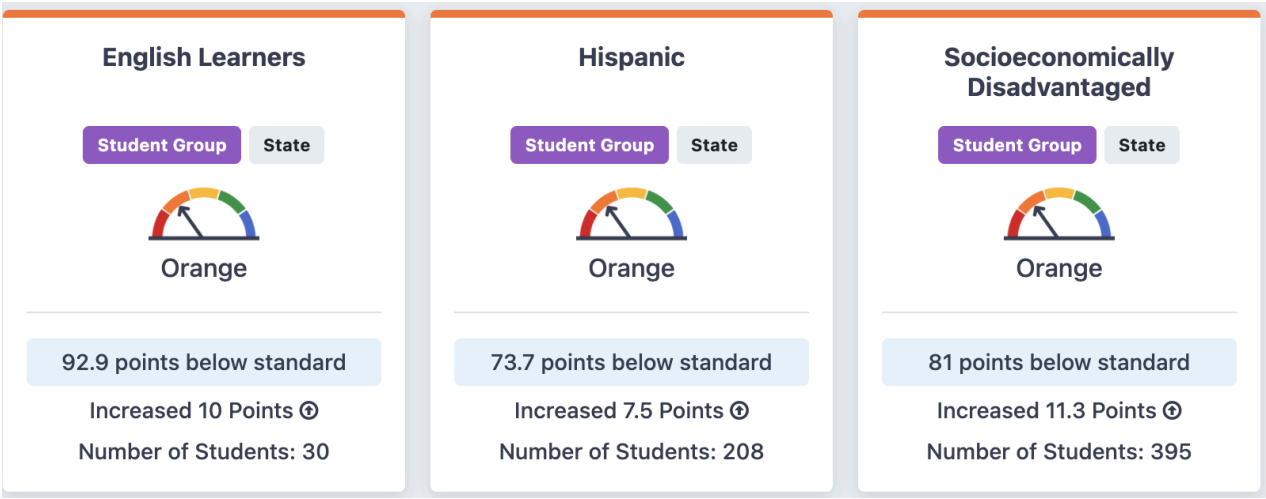


A celebration of iLEAD Lancaster is the growth made in the area of English Language Arts as it relates to its subgroups. Out of the 7 significant subgroups in ELA, the school saw growth in 6 out of the 7 subgroups. Showing increases as high as 24.8 points. The focus on ELA in the last school year shows the proof of growth in the scores shown below.



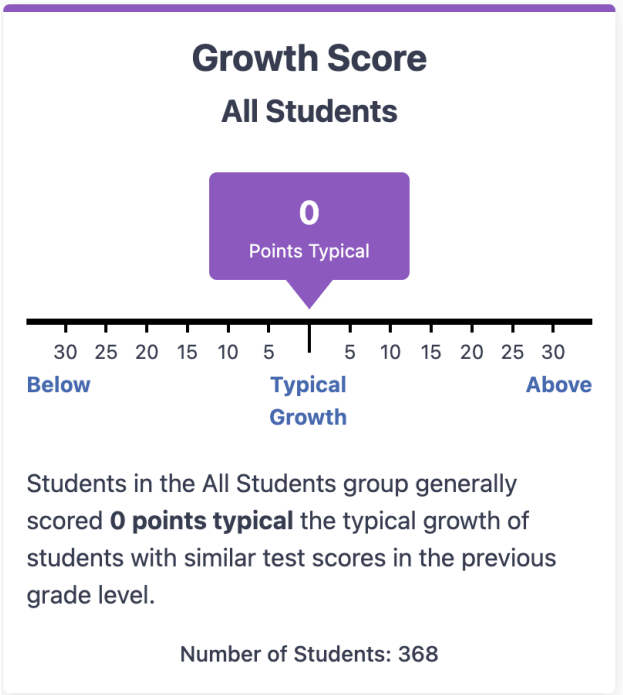


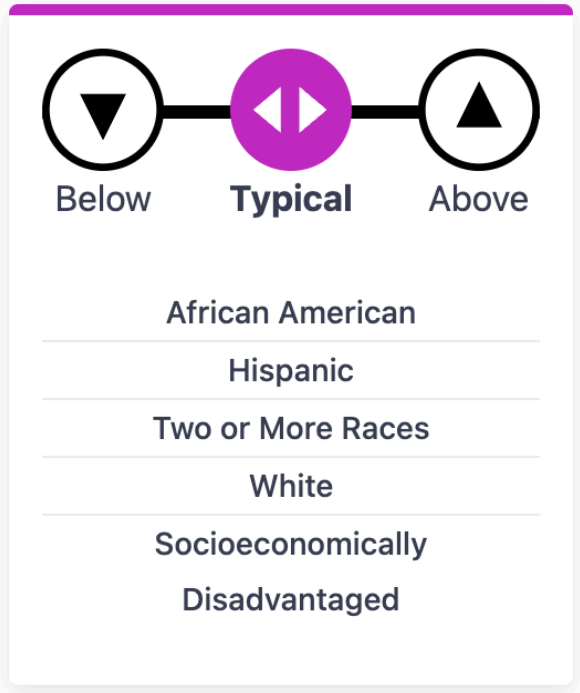




When we look at overall dashboard colors across all indicators, iLEAD Lancaster continues to make gains. With 32 areas for color in both the 2023 and 2024 dashboards, we have seen an increase in the number of yellow and green indicators in the last year. 2023 only shows 3 in yellow or green and 2024 showing a total of 8. The growth and traction that are shown in the last year we anticipate to continue over the coming years.

Lastly, an area to highlight is the newly added Growth Model for California. iLEAD Lancaster, with its focus on ELA, shows typical growth overall and in 5 of the 7 significant subgroup. As compared to surrounding schools and district, this growth model report shows that iLEAD Lancaster's students are making steady progress in the area of English Language Arts.





As summarized above, iLEAD Lancaster's students have achieved measurable increases in academic achievement, falling in the middle track, and iLEAD Lancaster is seeking a five-year renewal. We look forward to continuing to work closely with the District over the next several years to continue to further student outcomes at iLEAD Lancaster.

Deborah Autrey

818-245-2217

deborahautrey@gmail.com

Glendale, CA 91226

SUMMARY

Dedicated and visionary educational leader with over 17 years of experience in fostering academic excellence, student development, and staff empowerment. Proven track record of effective administrative management, enhancing school culture, and driving positive outcomes in student achievement. Skilled in curriculum development, strategic planning, and community engagement to create an inclusive and supportive learning environment. Committed to promoting equity, diversity, and inclusion while cultivating a culture of continuous improvement.

EXPERIENCE

School Director
Lancaster, CA
iLEAD Lancaster Charter School Apr 2025-Present

- Provide visionary, collaborative, and innovative educational leadership
- Operational planning and management

Assistant Principal
Lancaster, CA
iLEAD Lancaster Charter School Aug 2022-Apr 2025

- Assist in the implementation, supervision, and monitoring of educational programs.
- Assists with the overall campus management, student services, extracurricular activities, and community affairs.
- Help recruit, onboard, mentor, support, guide, train, and evaluate staff.

Consultant
Downey, CA

Los Angeles Office of Education Oct 2017 to Aug 2022

- Mentor beginning teachers on their path to exemplary practice.
- Assist in developing professional practices of collaboration, inquiry, and reflection while promoting positive and effective habits of mind.

Curriculum Specialist/Blended Learning Specialist
Compton, CA
Compton Unified School District/ Aug 2020 to Feb 2022

- Provides support to strengthen all areas of the instructional program within the school and classroom setting or remotely in Distance Learning platforms.
- Observe, coach and mentor classroom teachers, providing feedback regarding instruction, classroom management and classroom environment.
- Plans and presents staff development and parent workshops in the use of learning resources and technology as they relate to the instructional program

Curriculum Specialist
Compton, CA

Compton Unified School District Aug 2019 to Jun 2020

- Observe, coach, and mentor classroom teachers providing feedback regarding instruction, classroom management and classroom environment.
- Assists teachers in learning methods for analyzing curriculum -embedded and diagnostic assessments for use in diagnosing needs and determining prevention/intervention activities.

Inclusion Specialist
San Gabriel, CA
San Gabriel Unified School District Aug 2018 to Jun 2019

- Provide instructional coaching to middle school teachers to provide equitable instructional opportunities for all students.
- Support teachers with lesson planning and assessment review.

4th Grade Teacher
Inglewood, CA
Inglewood Unified School District, IUSD Sep 2014 to Jun 2018

- Provide standard based instruction for proficiency in all subject matters.
- Provide rigorous instruction of the Common Core State Standards using curriculum frameworks, instructional materials, and assessments.
- Instruction is supported using student achievement data.

1st and 4th Grade Teacher
Los Angeles, CA
Wisdom Academy for Young Scientists, WAYS Aug 2011 to Jun 2014

- Supervise, evaluate, and plan assignments for teacher assistants and volunteers.
- Administer standardized ability and achievement tests and interpret results to determine student strengths and areas of need.
- Collaborate with other teachers and administrators in the development, evaluation, and revision of elementary school programs.

EDUCATION

EdD in Curriculum, Instruction, and Assessment
Walden University
Minneapolis, MN
Expected Date – December 2026

Education Specialist Degree (EdS) in Curriculum, Instruction, and Assessment
Walden University
Minneapolis, MN
November 2020

Master of Science in Educational Administration; Administrative Credential
National University
Los Angeles, CA
2014

Bachelor of Arts in Sociology and Multiple Subject Credential
California State University - Dominguez Hills
Carson, CA

R. Bridget Howitt

43471 30th St W. #4

Lancaster, CA 93536

(661) 943-9189 H

(661) 609-5614 C

CREDENTIALS: **California Clear Credential/Single Subject-English**

SDAIE Certification

AP/Collegeboard Certification

EXPERIENCE: **Knight Preparatory Academy (AVUHSD)**

August 2019-2022

Duties: 8th grade Language Arts, Curriculum Coordinator, Mentor, Advisor, Chaperone

William J. "Pete" Knight High School (AVUHSD)

Palmdale, CA 93552

August 2005-2019

Duties: AP English Language and Composition, Freshman English, Sophomore English, CAHSEE Prep., Literacy Support, Credit Retrieval, WASC Committee Chair, Senior Project Mentor, Peer Helping Coordinator/Teacher, At-Risk Mentor, Digital Design and Engineering Co-Coordinator, Community Service Coordinator, Site Leadership Team, School Site Council.

Mesa Intermediate School (Palmdale SD)

Palmdale, CA 93551

August 1989-August 2005

Duties: 7th/8th Grade Language Arts, Department Chair, Peer Counseling Coordinator/Trainer, Club Live Advisor, Basketball and Volleyball Coach, Pregnant Minors' Curriculum Coordinator, Home Teacher for Terminally/Chronically Ill, Environmental Education Coordinator, Fundraiser, Chaperone

Tehachapi High School

Tehachapi, CA 93561

August 1986-August 1989

DUTIES: American Literature, Drama, Varsity Volleyball Coach, JV Basketball Coach, Class Advisor, SADD Advisor, "Safe Rides" Coordinator, Spirit Club Advisor, Fund Raising Coordinator, Chaperone

EDUCATION: **Central Michigan University, Mt. Pleasant MI 48858**

BS in Education, Major: English Literature, Minor: Psychology

Chapman University, Lancaster, CA 93534

Curriculum Development-30 Graduate hours

REFERENCES: Ms. Tammie Nichols, Principal-Knight High School

(616) 533-9000, ext 184

Ms. Kelly Orr-Dunn, English Dept. Chair-Knight High School

(661) 533-9000, ext. 107

Mr. James Stockdale, DDEA Co-Coordinator-Knight High School

(661) 916-8841

Beth A. Carr-Knudson

3753 W Ave M10

Lancaster, CA 93536

Carrbeth86@yahoo.com

661)430-1172

Objective-Obtain an active seat of the iLEAD Lancaster School Board of Trusties

Professional Experience-

- 2001-Current-Hughes Elizabeth Lakes Union School District: Title; Teacher grades 2-8
- 1995-2000-Los Nietos School District: Title; Teacher 2nd, 3rd, and 5th grades
- 1992-1996-At Work Medical Physical Therapy Dept.: Title; Exercise Specialist
- 1992-Track Season: Title; Assistant Track and Field Coach
- 1989-1991-South Pasadena Unified School District: Title; Physical Education Assistant, Assistant Track and Field Coach

Education-

- 1996-2000- California State Los Angeles- CLAD Multiple Subject Teaching Credential
- 1989-1992- California State Los Angeles- B.S. Exercise Science
- 1986-1989- Long Beach City College- A.A. Liberal Arts
- 1984-1986- Whittier Union High School (CA)
- 1982-1984- Hibbing High School (MN)

Achievements-

Currently I am the LTA Secretary, and I sit on the curriculum committee for science adoption. I am a member of many committees at HELUS. I am co-coach for HELUS Cross Country team.

I have assisted training in THINKING MAPS and Write from the Beginning. Two excellent resources for the educator.

I formulated a District Wide Physical Education Program for all 4th and 5th grades. I have done school-wide physical education presentations to ensure a well-formed program for all students.

I have attended many excellent teaching conferences such as ELIC, California Reading Association, Gentry Spelling, Rick Morris and one of my favorites Descanso Gardens, where a select few teachers from the San Gabriel Valley were invited to design a Docent Guided Program for students visiting the gardens.

Constance Edwards

♦ Phone: (213) 804-0015 ♦ csray2002@gmail.com

OBJECTIVE

A position in a company that seeks an ambitious and career conscious person, where my professional experience and education will be utilized toward continued growth and advancement. I am a highly skilled and detail oriented professional experienced in budgeting/forecasting, cost accounting, financial analysis and reporting. Strategic thinker with the organizational, analytical and result oriented focus to ensure compliance of financial practices and procedures. Consistently promoted and entrusted with more responsibility due to consistent display of strong work ethic, commitment, productivity and initiative. Possess the versatility to contribute as a lead or team member through enthusiastic and comprehensive engagement.

AREAS OF EXPERTISE

Financial Reporting & Analysis♦ General & Cost Accounting♦Profit and Loss Management♦Forecasting & Projections♦ Budgeting♦Program Management♦Continuous Process Improvement

Technical Proficiency: Microsoft Excel, Word, Access, PowerPoint, SAP, IVIS, Infinium, Oracle, MFGPRO, Cognos, SAP Business Objects Financial Consolidation/Cartesis, Hyperion, HFM, Navision, Great Plains, JD Edwards and QuickBooks

EDUCATION

Master of Business Administration, Finance & Management
University of La Verne, La Verne, CA

Bachelor of Science, Accounting
San Diego State University, San Diego, CA

PROFESSIONAL EXPERIENCE

FINANCE MANAGER- SUPPLY CHAIN 09/2022-PRESENT
FINANCE MANAGER-MANUFACTURING 07/2019-09/2022
NISSIN FOODS USA, LOS ANGELES,CA

- Led $300+ million budget plan and analysis processes, including forecasting, variance analysis, and cost savings initiatives to support strategic decision-making and achieve financial targets
- Collaborate with Procurement and Logistics, to optimize the financial performance of our supply chain operations.
- Continuously evaluate and streamlined financial processes within supply chain to enhance efficiency and effectiveness
- Implement strategies to reduce cost without compromising quality or effectiveness.
- Collaborate with inventory management teams to optimize inventory levels and reduce carrying costs while ensuring sufficient safety stock availability to meet demand.
- Collaborate with cross-functional teams to develop and implement procurement strategies that optimize costs and enhance efficiency.
- Monitor and analyze market trends, supplier performance, and economic indicators to make informed procurement decisions
- Spearhead the manufacturing labor plan to align with our overall business strategies

SENIOR GLOBAL FINANCIAL ANALYST/ACTING FINANCE MANAGER
RAPISCAN SYSTEMS, AN OSI COMPANY, LOS ANGELES, CA, 04/2015-07/2019

- Led $105+ revenue million global budget process by defining budget guidelines, analyzing budget spending and helping to align business driven assumptions across service groups and departments
- Reviewed contractual agreements valued at $200+ million with program management team to ensure revenue and expenses are properly forecasted in the proper accounting period and assess new business opportunities with the bid & proposal team
- Performed P&L actual to forecast to budget analysis for our global business segments- UK, Asia, & US and investigated variances and provide explanations to senior management, and monitor expenses to assist managers in achieving their project objectives
- Managed and coordinated the monthly/quarterly forecasting process and report potential risk and/or opportunities
- Led cost process improvement initiatives for efficiency within warranty and other operating cost resulting in a 2% cost reduction while maintaining high quality budgeting and forecasting in a fiscal year
- Participated in the weekly revenue update meetings and serve as the focal in providing global forecasted revenue status completion of installs, contracts, spares, time & materials, etc.
- Responsible for reviewing P&L actual and making appropriate accounting adjustments
- Responsible for preparing consolidated financial analysis and KPI reporting presentations for the biannual senior management offsite meetings
- Provided ad-hoc financial analysis and P&L flash reporting to senior management

LEAD SENIOR COST ACCOUNTING ANALYST
EATON AEROSPACE, LOS ANGELES, CA, 04/2014-04/2015

- Responsible for finalizing $180+million in annual revenue to senior management and created processes to ensure the accuracy of financial results
- Managed and coordinated the annual physical inventory along with supply chain management ensuring compliance with corporate procedures and accuracy of the physical count and report results to senior management

- Responsible for all the cost accounting functions at the plant- perform annual standard cost roll, LIFO analysis, annual physical inventory lead, material and purchase price variance analysis, revenue and cost analysis, bill of material analysis (BOM), excess & obsolete analysis, warranty analysis, and maintaining integrity of standard cost
- Performed monthly, quarterly and annual closing procedures, account analysis and account reconciliations
- Performed periodic cycle count audits to ensure accuracy is maintain at the highest standard
- Identified and implemented process improvements that increase productivity and accuracy, and eliminate redundancy in cost accounting processes.
- Worked extensively with engineering, operations and supply chain management on ad-hoc projects to improve cost related issues and provided training when necessary.

ACCOUNTING SUPERVISOR
KENWORTH TRUCK CO, A PACCAR COMPANY, KIRKLAND, WA, 07/2013-04/2014

- Prepared financial statements in accordance with GAAP and prepared quarterly and annual RFI reporting
- Supported periodic processes including quarterly forecasting, annual budgeting etc.
- Performed surcharge reserve analysis and report to senior management of potential margin risk and/or opportunities
- Coordinated and assisted with special projects as assigned, including system implementations and various process improvements utilizing Six Sigma tools. Consolidated, reviewed and analyzed all business units Six Sigma analysis and report savings to senior management.
- Supervised, mentored and motivated staff as well as performance appraisals
- Reviewed and approved journal entries and general ledger account reconciliations
- Responsible for full cycle accounts payable process, including vendor and employee payables, travel and vendor maintenance, and weekly check runs. Reconciled vendor statements, respond to vendor inquiries, and researched and resolved discrepancies.
- Participated in internal control reviews, including Sarbanes Oxley documentation and testing, also ensuring procedures and controls are effective and operating in all areas.
- Responsible for balancing inter-company transactions and making appropriate adjustments as needed
- Identified and implemented process improvements that increase productivity and accuracy, and eliminate redundancy, manual processing and records processing. Led effort to continuously improve productivity and accuracy in general accounting processes from 3 to 5 days late on reporting to being on time.
- Assisted in the development, implementation, and documentation of new policies and procedures to enhance the workflow of the department and the company.
- Prepared, monitored and verified accounting records and transactions for accuracy, timeliness and adequacy of supporting documentation.
- Coordinated annual and mid-year corporate allocation and made adjustments as needed.

SENIOR ENGINEERING ACCOUNTANT
KENWORTH TRUCK CO, A PACCAR COMPANY, KIRKLAND, WA, 03/2012-07/2013

- Led the $100+million operating budget process by defining budget guidelines, analyzing budget spending and helping to align business driven assumptions across engineering groups and departments as well as prioritized and led cost reduction efforts
- Monthly cost tracking chassis to provide a cost comparison analysis of our new products and our competitor products and provided suggestions for optimal cost savings of $24+ million annually.
- Budget management for multiple engineering projects valued at $500+million and prioritized as necessary to align with business needs and ensure the accuracy and timeliness of all financial data
- Provided engineering projects explanation for cost movement and schedule differences to financial and non-financial senior management.
- Assisted managers in achieving their project objectives while staying within approved budgets.
- Provided financial data needed to management to obtain approval for additional capital funding
- Responsible for extracting salient information and communicating it to business and finance executives such as projects performance (capital and expense) as well as provided pertinent financial/accounting and statistical data of our new products.
- Provided input and implemented accounting and compliance policies and procedures to ensure that business controls are being followed.
- Supported periodic processes including quarterly forecasting, annual operating budget etc.
- Worked extensively with inter-organizational and outside contractors to ensure cross charge accuracy
- Provided guidance to Engineering of tracking chassis specifications to best align with our typical chassis analysis
- Provided consolidated financial analysis for financial reporting and flash reports to senior management

SENIOR INTERNATIONAL ACCOUNTING ANALYST,
KENWORTH TRUCK CO, A PACCAR COMPANY, KIRKLAND, WA, 03/2011-03/2012

- Prepared senior management reporting and statutory reporting of international financial results, P&L flash, budgets and forecasts on a monthly, quarterly, and ad hoc basis
- Reviewed and audited International's cash receipts valued at $6+million daily
- Performed general ledger account analysis and researched/solved any account discrepancies.
- Performed International margin & cost analysis and effectively communicated any discrepancies
- Responsible for finalizing International Sales-confirmed with Traffic Department that all chassis are invoiced/sold and informed cost once sales are finalized.
- Monitored International units in Sales systems (POPS) to ensure chassis are properly classified as sold, inventory, etc.
- Monitored and maintained International specific accounts such as Service Fees Reserve, Marketing Incentive Program, etc.
- Worked extensively with other PACCAR companies such DAF of Europe, KenMex in Mexico and Peterbilt in Texas

SENIOR ACCOUNTANT
DR. PEPPER SNAPPLE GROUP, LOS ANGELES, CA, 03/2005-03/2011

- Prepared monthly reporting package for management review including overheads, P&L, A/R, and inventory with insightful commentary & presentation in highlighting business issues.
- Responsible for many special projects such as unclaimed property, SOX controls, SAP conversion, monthly/quarterly STAT reporting, Tax reporting and financial overview
- Provided consolidated financial analysis for financial reporting and P&L flash reports to senior management
- Researched and prepared monthly balance sheet reconciliations, commission statements, journal entries
- Performed general ledger account analysis and researched/ solved any account discrepancies
- Responsible for inter-company transactions
- Performed month end closing procedures and made any appropriate accruals or adjustments
- Supervised during Inventory audits of our thirteen locations
- Cash Management for payroll, vendors, and customers
- Analyzed actual to plan reports, prepared "cause of change" explanations, and provided directions in identifying value creating opportunities
- Prepared labor reporting to managers -payroll, union pension and sick pay reserves, and workers compensation
- Calculated California Redemption Value (CRV), Franchise Rebates, and Held Finance training sessions

AFFILIATIONS

TREASURER
CULVER CITY CHAPTER OF ALPHA KAPPA ALPHA SORORITY INC., CULVER CITY, CA, 01/2017-01/2019
(Previously served as the **Assist Treasurer**, 01/2016-12/2016)

- An organization dedicated to providing enriching educational programs, scholarships and advocacy for youth, family empowerment, health and environmental services.

BOARD MEMBER
IVY CENTENNIAL FOUNDATION, CULVER CITY, CA, 01/2017-PRESENT

- An organization dedicated to providing scholarships, community service programs, an outreach to support the educational achievement of youth and economic growth in Southern California.

Eric Becker

Phone: 661-276-5868 Email: eric.n.becker@nasa.gov

Experience

NASA Armstrong Flight Research Center, Edwards AFB, CA 8/2018 – Present

Systems Engineering and Integration Branch Chief 3/20 – Present

- Supervise Project Chief Engineers and Systems Engineers across the Center
- Act as Chief Engineer for AFRC Research and Engineering Directorate
- Assist Director of Research and Engineering with the management of the NASA and AFRC Systems Engineering Process

Detailee – Office of the Chief Engineer 1/20 – 6/20

- Assist AFRC Chief Engineer in managing the NASA test airworthiness process
- Chair Technical Briefings which result in approval or denial of Flight Requests
- Review and approve airborne science campaigns integrated on Commercial Aviation operators for AFRC and NASA JPL Airborne Science projects
- Assist AFRC Chief Engineer in continuous review of NASA and Center Airworthiness Processes
- Advise Project Managers, Chief Engineers, and Operations Engineers on proper application of Airworthiness Process
- Advise AFRC Center Director on risk posture for projects from formulation through execution

Aerospace Engineer – Systems Engineering and Integration Branch 8/18 – 1/20

- Coordinate airworthiness requirements for cooperative agreement between NASA, FAA and three industry partners for the UAS-NAS SIO project
- Work as Airworthiness lead for Urban Air Mobility Grand Challenge, helping to determine airworthiness requirements and processes to test new vehicle configurations under a shared risk environment

US Naval Air Systems Command, NAS Patuxent River, MD 11/2015 – 8/2018

Aircraft Test Director – CH-53K 10/17 – 8/18

- Execute test schedule for an Engineering Development Model (EDM) CH-53K as part of a developmental flight test program
- Manage test configuration in order to be in compliance with several different test plans each week
- Help plan long-term testing schedule to maintain schedule to Operational Evaluation, including shipboard testing
- Act as test conductor in telemetry room during flight tests

Aeromechanical Flight Test Engineer – H-60 Test Team 11/15 – 10/17

- Generate test plans for ground and flight tests
- Evaluate operational training simulators
- Execute ground and flight tests
- Perform data reviews and analysis of test data

NASA Armstrong Flight Research Center, Edwards AFB, CA 7/2003 – 11/2015

Deputy Director for Flight Operations 11/12 –11/15

- Directorate consists of approximately 250 civil service and contractor employees at two facilities in Southern California
- Maintain awareness of multiple missions, often including teams and aircraft deployed to foreign countries

- Authored extensive rewrite of environmental acceptance process for electromechanical components to be installed on aircraft
- Manage Public Aircraft self-certification process for fleet of 22 unique aircraft
- Supervise managers in aircraft maintenance, inspection, engineering and aircrew branches
- Conduct “Lessons Learned” activities for projects as they are completed
- Perform Risk-Based decision analyses
- Conduct Flight Safety Analyses
- Created and continuously refine internal directorate improvement plan
    - Metrics to track and improve organizational performance
    - Periodic process review and improvement
    - Regular meetings with supervisors and team leads
    - Weekly “walk around” to stay familiar with the operations
    - Manage changeover of all aircraft maintenance records to agency-wide electronic workbook system
- Board Membership
    - NASA agency-level Technical Capabilities and Assessment Team
    - Armstrong Program Management Board
    - Executive Leadership Team
    - Armstrong Strategic Planning Committee
    - Airworthiness and Flight Safety Review Board

Senior Operations Engineer **8/08 – 11/12**

- Operations Manager for Boeing 747 modified as airborne astronomical observatory
- Acted as focal point for coordination and integration of test activities on high visibility, international project
- Planned and led the execution of aircraft's first overseas deployment
- Led operations planning and activities of a diverse project team including other NASA Centers, Research Organizations, and Industry
- Performed long-term planning, prepared and tracked schedule, cost & manpower estimates, and identified support elements required
- Conducted Flight Safety Analyses
- Utilized extensive technical knowledge and leadership expertise in the development and integration of complex, mission critical systems

Operations Engineer **9/05 – 8/08**

- Led a small maintenance and engineering team offsite in Waco, Texas. Brought a ten year overdue project to flight in eight months.
- Scheduled all engineering, maintenance and integration on assigned aircraft
- Ensured compliance with airworthiness processes for all experimental equipment integrated on aircraft
- Participated in flight tests as mission controller on ground and on-board aircraft as test conductor
- Prepared , wrote and executed component qualification and acceptance tests
- Integrated research control system components on NASA F-18 aircraft for world’s first autonomous airborne refueling demonstration test project
- Flight Test Engineering responsibilities
    - Wrote Flight Test Plans

- Prepared flight test cards
- Conducted preflight and post-flight briefing
- Wrote test reports

Flight Systems Engineer **7/03 – 9/05**

- Defined and validated system and subsystem requirements for research aircraft
- Developed and refined Simulink model of electro-mechanical flight control actuator in support of branch research
- Conducted unit-level tests on software modifications to production flight control computers on C-17 aircraft
- Conducted Flight Safety Analyses

US Naval Air Systems Command, NAS Patuxent River, MD
Flight Test Engineer **9/02 – 7/03**

- Responsible for execution of flight test schedule.
- Ensured test aircraft was in proper configuration prior to each test
- Prepared and conducted pre and post-flight briefs for air-crew and test engineers
- Monitored and directed flight operations from telemetry room
- Coordinated aircraft maintenance with maintenance and instrumentation personnel
- Consulted with project management concerning upcoming test and aircraft modification periods
- Received "On the Spot Monetary/Time Off" award for outstanding work as junior Flight Test Engineer

Additional Experience

AART Saw and Tool Sharpening and Repair, San Jose, CA
Delivery Driver/Saw Sharpener 6/96 – 9/02
(Maintained full employment while earning BS in Aerospace Engineering)
United States Marine Corps, Camp Pendleton, CA
Small Arms Marksmanship Instructor 8/94 – 6/96

- Top graduate of Marksmanship Instructor Course
- Trained approximately 400 Marine recruits in marksmanship

Rifleman 6/90 – 8/94

- Participated in two overseas deployments
- Led both fire team and rifle squad

Education and Training

BS Aerospace Engineering, San Jose State University, May 2002

Continuing Education

- **Federal Executive Institute – Leadership for a Democratic Society** (May 2014)
- University of Kansas Short Course - Fundamental Avionics
- University of Kansas Short Course - Flight Control and Hydraulic Systems
- Introduction to Flight Test, National Test Pilot School (Short Course)
- Rotary Wing Performance and Flying Qualities Short Course, US Navy Test Pilot School
- Introduction to Software Engineering
- Software Testing and Inspection Methods
- Robust Adaptive Control Systems

- Requirements Definition

Honors and Awards

5/2007 - NASA Honor Award
5/2008 - NASA Honor Award
6/2009 - NASA Exceptional Achievement Medal
2/2012 - NASA Systems Engineering Excellence Award

Additional Skills and Abilities

Secret Security Clearance
Experienced manager with strong technical and interpersonal skills
Excellent verbal and written communication
Proficient with MS Office suite of software products
Familiar with multiple technical software packages and programming languages
MATLAB, C++ and Python Programming Languages

Lancaster School District
Department of Special Programs

Directions: Submit all documents simultaneously in a loose-leaf (3-ring) binder with numbered dividers inserted between sections. Continuously page number (paginate) the entire document (excluding dividers). Copies are to be single-sided. Also submit an electronic copy of items 1 – 2, Table of Contents, and Sections I – IV via CD or Flash Drive. Items 1 – 2 may be combined as one file; Table of Contents and each section shall be submitted as separate files. Section II (Budgets) shall be submitted as unlocked spreadsheets. Section III must be submitted as two (2) separate files (III.1, III.2).

Once Lancaster School District verifies that all required documents have been submitted, it will notify the petitioner in writing. The petitioner shall have no less than five (5) working days to submit 20 collated, two-sided (back-to-back), three-hole punched, spiral bound copies of all sections, including all elements and appendices.

Lancaster School District reserves the right to request additional documents and information as necessary to provide the Board of Trustees with a complete understanding of the proposed charter.

Lancaster School District may conduct a facilities inspection as part of the petition review process and will conduct an inspection of any new sites.

Required Certification

Submission of a petition and this signed document certifies that:

1. The governing board has taken action to approve the submitted petition and budget.

2. The governing board and lead petitioner(s) have read, understand, and intend to adhere to the requirements outlined in this document, the *Overview of the Process for Considering a Petition to Renew a Charter Authorized by the Governing Board*;* Lancaster School District Board Policies and Administrative Regulations regarding Charter Schools**; and the *Charter School Monitoring and Oversight Memorandum of Understanding* (MOU)***.

Printed name of board signatory: Bridget Howitt

Signature of board signatory: _____ Date: _____

Printed name of lead petitioner(s): Deborah Autrey

Signature of lead petitioner(s): _____ Date: _____

*Please review the document, *Overview of the Process for Considering a Petition to Renew a Charter Authorized by the Board of Trustees* or contact the Departments of Special Programs for additional information.

***Lancaster School District Board Policies and Regulations are available at* http://www.gamutonline.net/district/lancaster/Search?vlDistKey=2258&sSearchOne=charter&sdoc=1

Section II

Enrollment and Average Daily Attendance (ADA) Assumptions

	FY26/27	FY27/28	FY28/29	FY29/30	FY30/31
TK/Kindergarten	82	82	82	82	82
Grade 1	82	82	82	82	82
Grade 2	82	82	82	82	82
Grade 3	82	82	82	82	82
Grade 4	87	87	87	87	87
Grade 5	87	87	87	87	87
Grade 6	87	87	87	87	87
Grade 7	90	90	90	90	90
Grade 8	90	90	90	90	90
Total Enrollment	**771**	**771**	**771**	**771**	**771**
Target ADA Rate (%)	89%	89%	89%	89%	89%
ADA Grades K-3	292	292	292	292	292
ADA Grades 4-6	232	232	232	232	232
ADA Grades 7-8	159	159	159	159	159
Average Overall Daily Attendance	**683**	**683**	**683**	**683**	**683**

iLEAD Lancaster - 5 Year Budget Multi Year Projection (MYP)					
	FY26/27	FY27/28	FY28/29	FY29/30	FY30/31
Enrollment/ADA	771/683	771/683	771/683	771/683	771/683
REVENUE					
Principal Apportionment					
8011 - State Funding - Current Year LCFF	7,742,879	8,040,510	8,338,861	8,640,280	8,922,817
8012 - State Funding - EPA	1,405,520	1,453,588	1,501,702	1,550,357	1,601,054
8019 - State Funding - Prior Years	0	0	0	0	0
8096 - State Funding - Property Taxes	966,449	966,449	966,449	966,449	966,449
Total Principal Apportionment	10,114,848	10,460,547	10,807,012	11,157,086	11,490,320
Federal Revenue					
8181 - Federal Special Education - Entitlement	99,006	99,906	99,906	99,906	99,906
8182 - MHADA IDEA	0	0	0	0	0
8220 - Federal Child Nutrition Programs	729,779	754,737	779,040	804,904	831,224
8290 - Federal Revenue - All Other Federal Revenue	328,524	339,020	349,289	360,171	371,247
8291 - Federal Revenue - Other Revenue	0	0	0	0	0
Total Federal Revenue	1,157,309	1,193,664	1,228,235	1,264,981	1,302,377
Other State Revenue					
8311 - Other State Apportionments - Special Education	645,409	667,485	688,978	711,852	735,129
8312 - Other State Apportionments - Special Education Mental Health	0	0	0	0	0
8313 - Other State Apportionments - Facilities Reimbursement	532,536	537,861	555,180	573,612	592,369
8319 - Other State Apportionments - Prior Year	0	0	0	0	0
8520 - State Child Nutrition	443,172	465,331	480,315	496,261	512,489
8530 - State Child Development Program	0	0	0	0	0
8550 - State Mandated Costs	14,434	14,926	15,407	15,918	16,439
8560 - State Lottery	186,404	186,404	186,404	186,404	186,404
8590 - All Other State Revenues	1,046,985	977,662	817,794	844,945	872,574
Total Other State Revenue	2,868,941	2,849,669	2,744,078	2,828,992	2,915,405
Other Revenue					
8631 - Sale of Equipment and Supplies	0	0	0	0	0
8632 - Sale of Publications	0	0	0	0	0
8634 - Food Service Sales	16,500	16,830	17,167	17,510	17,860
8639 - All Other Sales	0	0	0	0	0
8640 - After School Care	0	0	0	0	0
8645 - Student Activities	11,500	11,730	11,965	12,204	12,448
8650 - Leases and Rentals	0	0	0	0	0
8655 - Facilities Use	300	306	312	318	325
8660 - Interest	25	26	26	27	27
8672 - Nonresident Student (Exchange, etc)	0	0	0	0	0
8680 - Service Fees	0	0	0	0	0
8682 - Start-Up Reimbursements	0	0	0	0	0
8689 - Fees & Contracts - Coaching/Training/Devl	0	0	0	0	0
8690 - Misc Local Income	145,725	148,640	151,612	154,645	157,737
8699 - All Other Local Revenue	18,500	18,870	19,247	19,632	20,025
8705 - Camp Income	0	0	0	0	0
8710 - Vendor Program & Online Classes	0	0	0	0	0
8715 - PreSchool Tuition	0	0	0	0	0
8721 - Special Education SELPA Transfers	0	0	0	0	0
8810 - Family Giving Donations	0	0	0	0	0
8820 - Private & Corporate Donations	4,500	4,590	4,682	4,775	4,871
8830 - Fundraising	9,000	9,180	9,364	9,551	9,742
8840 - Grants	0	0	0	0	0
8999 - Unallocated Income	0	0	0	0	0
Total Other Revenue	206,050	210,171	214,374	218,662	223,035
Total Revenue	**14,347,148**	**14,714,051**	**14,993,699**	**15,469,721**	**15,931,137**
Expenditures					
Certificated Salaries					
1110 - Credentialed Teacher Salaries	1,804,795	1,822,843	1,841,071	1,877,893	1,915,451
1120 - Credentialed Home Study Teacher Salaries	417,118	421,289	425,502	434,012	442,692
1130 - Credentialed Education Specialist Salaries (SpEd)	314,211	317,353	320,527	326,937	333,476
1140 - Credentialed Elective Teacher Salaries	0	0	0	0	0
1150 - Credentialed Substitute Teacher Salaries	174,559	176,305	178,068	181,629	185,262
1190 - Credentialed After School/Extra Duty Salaries	41,400	41,814	42,232	43,077	43,938
1210 - Credentialed Psychologist & Counseling Services (SpEd)	87,402	88,276	89,159	90,942	92,761
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	0	0	0	0
1230 - Credentialed Academic Counseling Salaries	76,235	76,997	77,767	79,323	80,909
1310 - Credentialed Directors	140,006	141,406	142,820	145,677	148,590
1320 - Credentialed Student Support Coordinators (SpEd)	0	0	0	0	0
1910 - Credentialed Coaching & Curriculum Salaries	0	0	0	0	0
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	0	0	0	0	0
1930 - Credentialed Other Support	114,328	115,471	116,626	118,959	121,338
Total Certificated Salaries	3,170,054	3,201,755	3,233,772	3,298,448	3,364,416

Classified Salaries					
2110 - Classified Elective Salaries	278,657	281,444	284,258	289,944	295,742
2120 - Classified Classroom Aide Salaries	552,115	628,336	634,619	647,312	660,258
2130 - Classified Substitutes	0	0	0	0	0
2140 - Classified Intern Teacher Salaries	0	0	0	0	0
2150 - Classified Online Teacher	0	0	0	0	0
2160 - Classified Learner Services	74,174	74,916	75,665	77,178	78,722
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	825,983	834,243	842,585	859,437	876,626
2220 - Classified Speech Therapy & Other Services (SpEd)	0	0	0	0	0
2230 - Classified Academic Counseling Salaries	0	0	0	0	0
2310 - Classified Directors	0	0	0	0	0
2410 - Classified Clerical, Technical, and Office Staff Salaries	312,938	316,068	319,229	325,613	332,126
2910 - Classified CARE Team Yard Duty Salaries	33,581	33,917	34,256	34,941	35,640
2920 - Classified After School Misc Salaries	0	0	0	0	0
2930 - Classified After School Care Salaries	0	0	0	0	0
2940 - Classified Food Services Salaries	369,771	373,469	377,204	384,748	392,443
2950 - Classified Facilities/Maintenance Salaries	258,969	261,559	264,175	269,458	274,847
2960 - Classified Preschool Aide Floater	0	0	0	0	0
2985 - Classified Educational Coaches	0	0	0	0	0
2990 - Classified Health Office Support (Nurse)	47,472	47,947	48,426	49,395	50,383
Total Classified Salaries	2,753,660	2,851,899	2,880,418	2,938,026	2,996,787
Employee Benefits					
3101 - State Teachers' Retirement System - Credentialed positions	605,480	611,535	617,650	630,003	642,604
3102 - State Teachers' Retirement System - Classified positions	0	0	0	0	0
3201 - Public Employees' Retirement System - Credentialed positions	0	0	0	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0	0	0	0
3301 - OASDI (Social Security) - Credentialed positions	0	0	0	0	0
3302 - OASDI (Social Security) - Classified positions	170,727	176,818	178,586	182,158	185,801
3311 - Medicare - Credentialed	45,966	46,425	46,890	47,827	48,784
3312 - Medicare - Classified	39,928	41,353	41,766	42,601	43,453
3401 - Health & Welfare Benefits - Credentialed positions	287,889	305,162	323,472	342,880	363,453
3402 - Health & Welfare Benefits - Classified positions	299,976	317,975	337,053	357,276	378,713
3501 - State Unemployment Insurance - Credentialed positions	15,053	15,204	15,356	15,509	15,664
3502 - State Unemployment Insurance - Classified positions	42,430	42,854	43,283	43,716	44,153
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	0	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0	0	0	0
3601 - Worker Compensation Insurance - Credentialed positions	34,871	35,219	35,571	36,283	37,009
3602 - Worker Compensation Insurance - Classified positions	30,290	31,371	31,685	32,318	32,965
3701 - Retiree Benefits - Credentialed positions	0	0	0	0	0
3702 - Retiree Benefits - Classified positions	4,620	4,666	4,713	4,760	4,808
3801 - PERS Reduction - Credentialed positions	0	0	0	0	0
3802 - PERS Reduction - Classified positions	0	0	0	0	0
3901 - Other Benefits - Credentialed positions	0	0	0	0	0
3902 - Other Benefits - Classified positions	0	0	0	0	0
Total Employee Benefits	1,577,230	1,628,582	1,676,025	1,735,333	1,797,406
Books and Supplies					
4110 - Core Curriculum - Texts, Workbooks, etc	66,646	67,979	69,338	70,725	72,140
4120 - Core Curriculum - Software & Programs	35,035	35,736	36,450	37,179	37,923
4130 - Other Curriculum	79,025	80,606	82,218	83,862	85,539
4210 - Professional Development References	1,515	1,545	1,576	1,608	1,640
4220 - Other Books & References	2,045	2,086	2,128	2,170	2,214
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	39,814	40,610	41,422	42,251	43,096
4310 - Science Supplies	24,745	25,240	25,745	26,260	26,785
4315 - Art Supplies	7,070	7,211	7,356	7,503	7,653
4317 - Assessment Supplies	9,351	9,538	9,729	9,923	10,122
4320 - PE Supplies	0	0	0	0	0
4325 - Custodial Supplies	36,360	37,087	37,829	38,586	39,357
4330 - Health & Safety	12,120	12,362	12,610	12,862	13,119
4335 - Home Study Stipend	313,694	319,968	326,367	332,895	339,552
4340 - Office Supplies	14,544	14,835	15,132	15,434	15,743
4345 - Printing & Reproduction Supplies	20,200	20,604	21,016	21,436	21,865
4350 - Spiritwear	6,060	6,181	6,305	6,431	6,560
4355 - Facilities Supplies	70,700	72,114	73,556	75,027	76,528
4410 - Classroom Furniture & Equipment	53,530	54,601	55,693	56,806	57,943
4420 - NonClassroom Furniture & Equipment	15,150	15,453	15,762	16,077	16,399
4430 - IT Equipment & Supplies	126,381	128,909	131,487	134,117	136,799
4710 - Vended Food Service	757,500	772,650	788,103	803,865	819,942
4720 - Food Supplies	20,200	20,604	21,016	21,436	21,865
4730 - Catering Supplies	0	0	0	0	0
4740 - Cafe Other Supplies	20,200	20,604	21,016	21,436	21,865
Total Books and Supplies	1,731,885	1,766,523	1,801,853	1,837,890	1,874,648
Services and Operating Expenditures					

5210 - Travel for PD, Conferences, & School Development	29,088	29,670	30,263	30,868	31,486
5220 - Travel for Intersite Business - Mileage*	4,343	4,430	4,518	4,609	4,701
5230 - Conference & Workshop Registration Fees	13,585	13,857	14,134	14,417	14,705
5240 - Professional Development - Meetings & Collaborations	17,574	17,925	18,284	18,650	19,023
5310 - Professional Dues, Memberships, and Subscriptions	24,777	25,273	25,778	26,294	26,819
5410 - Liability Insurance	120,036	132,040	145,244	159,768	175,745
5420 - Other Insurance	242	247	252	257	262
5510 - Utilities - Electricity	138,674	145,608	152,888	160,532	168,559
5520 - Utilities - Gas	14,925	15,671	16,455	17,278	18,141
5530 - Utilities - Water	4,453	4,542	4,633	4,726	4,820
5540 - Utilities - Trash	25,445	25,954	26,473	27,002	27,542
5550 - Operations - Janitorial Services	0	0	0	0	0
5560 - Operations - Security	27,191	27,735	28,290	28,855	29,432
5570 - Utilities - Other	0	0	0	0	0
5610 - Rent - Facilities Rent and CAM Charges	0	0	0	0	0
5620 - Leases	0	0	0	0	0
5630 - Repairs & Maintenance - Facilities	135,340	138,047	140,808	143,624	146,496
5640 - Repairs & Maintenance - Elevator Service	8,080	8,242	8,406	8,575	8,746
5650 - Repairs & Maintenance - Auto	5,252	5,357	5,464	5,573	5,685
5660 - Repairs & Maintenance - Other Equipment	13,130	13,393	13,660	13,934	14,212
5710 - Transfers of Direct Costs	0	0	0	0	0
5750 - Transfers of Direct Costs - Interfund	0	0	0	0	0
5801 - Professional Services - Service Fees	1,264,356	1,307,568	1,350,877	1,394,636	1,436,290
5802 - Professional Services - District Oversite Fees	101,148	104,605	108,070	111,571	114,903
5803 - Professional Services - Business Services	175,839	179,356	182,943	186,602	190,334
5804 - Professional Services - Auditing & Tax Preparation	22,516	22,966	23,426	23,894	24,372
5805 - Professional Services - Payroll Fees	49,692	50,686	51,700	52,734	53,788
5806 - Professional Services - Consultant Fees	44,215	45,099	46,001	46,921	47,860
5807 - Professional Services - BTSA	10,100	10,302	10,508	10,718	10,933
5808 - Professional Services - Legal Fees	30,300	30,906	31,524	32,155	32,798
5809 - Professional Services - Shared/Leased Employees	18,180	18,544	18,914	19,293	19,679
5810 - Contra Account - Shared Employees Reimbursement	-20,231	-20,636	-21,048	-21,469	-21,899
5811 - Professional Services - Course Development	0	0	0	0	0
5820 - Professional Services - Contributions/Donations	0	0	0	0	0
5822 - Operating Expenditures - Licenses & Other Fees	3,535	3,606	3,678	3,751	3,826
5823 - Operating Expenditures - Fingerprinting Fees	101	103	105	107	109
5824 - Operating Expenditures - Fundraising & Grantwriting	0	0	0	0	0
5825 - Operating Expenditures - Banking Charges & Fees	2,890	2,948	3,007	3,067	3,128
5826 - Operating Expenditures - Interest	536,997	547,737	558,692	569,866	581,263
5827 - Operating Expenditures - Other Benefit Fees	52,300	53,346	54,413	55,501	56,611
5828 - Operating Expenditures - Staff Recruitment	10,100	10,302	10,508	10,718	10,933
5829 - Operating Expenditures - Events	15,150	15,453	15,762	16,077	16,399
5830 - Operating Expenditures - Marketing & Advertising	64,281	65,567	66,878	68,216	69,580
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	0	0	0	0	0
5840 - Operating Expenditures - Software Licenses	47,414	48,362	49,330	50,316	51,322
5850 - Student Services Expenditures - Student Information System	15,150	15,453	15,762	16,077	16,399
5851 - Student Services Expenditures - Student Assessment Services	4,040	4,121	4,203	4,287	4,373
5852 - Student Services Expenditures - Special Education Contracted Services	610,848	623,065	635,526	648,237	661,202
5853 - Student Services Expenditures - Student & Group Activities	59,590	60,782	61,997	63,237	64,502
5854 - Student Services Expenditures - Electives & Enrichment	339,663	346,456	353,385	360,453	367,662
5855 - Student Services Expenditures - Substitutes	104,636	106,729	108,863	111,041	113,261
5856-Student Services Expenditures - Student Transportation	22,220	22,664	23,118	23,580	24,052
5910 - Telephone & Fax	0	0	0	0	0
5915 - Cell Phones	0	0	0	0	0
5920 - Internet Services	3,362	3,429	3,498	3,568	3,639
5925 - Website/Communication Fees	1,010	1,030	1,051	1,072	1,093
5930 - Freight Expense	1,184	1,208	1,232	1,256	1,282
5940 - Postage Expense	2,060	2,101	2,143	2,186	2,230
Total Services and Operating Expenditures	4,174,781	4,291,847	4,411,615	4,534,628	4,658,299
Depreciation	231,628	231,628	231,628	231,628	231,628
ROU	348,778	348,778	348,778	348,778	348,778
Total Expenditures	**13,988,016**	**14,321,011**	**14,584,089**	**14,924,731**	**15,271,962**
NET INCOME	**359,132**	**393,040**	**409,610**	**544,990**	**659,175**
Year End Reserve (%)	2.6%	2.7%	2.8%	3.7%	4.3%
Fund Balance	**7,722,895**	**8,115,935**	**8,525,545**	**9,070,535**	**9,729,711**

iLEAD LANCASTER CASH FLOW																
YEAR 1																
	FY26/27	**BEGINNING CASH**	6,395,311	7,268,655	6,506,321	6,623,119	6,786,541	6,684,025	7,105,096	7,417,041	7,217,324	7,455,864	7,742,988	7,570,712		
	RECEIPTS	**FY25/26**	***July***	***August***	***September***	***October***	***November***	***December***	***January***	***February***	***March***	***April***	***May***	***June***	***AP/AR Received After FY (AR)***	***Total FY26/27 Revenue***
8010-8019	Principal Apportionment	9,148,399	387,144	387,144	696,859	1,048,239	696,859	696,859	1,048,239	696,859	696,859	1,048,239	696,859	351,380	696,859	9,148,399
8099	In Lieu Property Taxes	966,449	0	57,987	115,974	77,316	77,316	77,316	77,316	77,316	135,303	67,651	67,651	135,303	0	966,449
8100-8299	Federal Revenue	1,157,309	60,791	60,791	60,791	142,922	60,791	110,294	142,922	60,791	60,791	142,922	60,791	142,922	49,795	1,157,309
8300-8599	Other State Revenue	2,868,941	90,679	90,679	352,425	137,280	105,113	618,693	137,280	90,679	485,559	137,280	90,679	352,425	180,170	2,868,941
8600-8799	Other Local Revenue	206,050	10,303	10,303	10,303	14,424	10,303	14,424	10,303	6,182	10,303	18,545	30,908	39,150	20,605	206,050
	TOTAL RECEIPTS	**14,347,148**	**548,916**	**606,903**	**1,236,351**	**1,420,180**	**950,381**	**1,517,585**	**1,416,059**	**931,826**	**1,388,814**	**1,414,637**	**946,887**	**1,021,179**	**947,429**	**14,347,148**
	DISBURSEMENTS															
1000-1999	Certificated Salaries	3,170,054	216,832	240,607	261,529	261,212	269,138	262,797	271,674	281,501	272,308	270,089	281,184	281,184		3,170,054
2000-2999	Classified Salaries	2,753,660	161,915	218,090	220,017	199,916	210,380	204,597	217,264	232,409	280,323	259,670	274,540	274,540		2,753,660
3000-3999	Employee Benefits	1,577,230	107,883	119,712	130,121	129,964	133,907	130,752	135,169	140,058	135,484	134,380	139,900	139,900		1,577,230
4000-4999	Books and Supplies	1,731,885	114,651	69,795	374,953	283,336	98,891	116,036	97,678	136,992	121,578	122,791	82,957	112,226		1,731,885
5000-5999	Services	4,174,781	292,235	333,983	292,235	333,983	292,235	333,983	333,983	292,235	292,235	292,235	292,235	333,983	459,226	4,174,781
6000-6599	Capital Outlay	580,406	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,580		580,406
566,500	**TOTAL DISBURSEMENTS**	**13,988,016**	**941,863**	**1,030,534**	**1,327,204**	**1,256,759**	**1,052,897**	**1,096,513**	**1,104,115**	**1,131,542**	**1,150,275**	**1,127,512**	**1,119,164**	**1,190,413**	**459,226**	**13,988,017**
		Beginning Balance														
9100	Cash and Cash Equivalents	6,395,311													7,401,478	
9200	Accounts Receivable	873,312	696,859	20,605	155,848										947,429	
9300	Other Current Assets & Deposits	(43,309)	(18,903)	(13,456)	75,668										(166,786)	
9400	Accumulated Depreciation	231,628	231,628													
9500	Accounts Payable & Accrued Liabilities	(998,806)	(548,921)	(345,852)	(23,865)										(459,226)	
9640	Line of Credit - In	0														
9640	Line of Credit - Out	0														
9650	Deferred Revenue	905,628	905,628													
	TOTAL BALANCE SHEET ITEMS	7,363,764	**1,266,291**	**(338,703)**	**207,651**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**7,722,895**	**359,131**
	MONTHLY NET INCREASE/DECREASE		**873,344**	**(762,334)**	**116,798**	**163,421**	**(102,516)**	**421,072**	**311,944**	**(199,716)**	**238,539**	**287,125**	**(172,276)**	**(169,234)**	Annual Net Income	
	ENDING CASH		7,268,655	6,506,321	6,623,119	6,786,541	6,684,025	7,105,096	7,417,041	7,217,324	7,455,864	7,742,988	7,570,712	7,401,478	Ending Cash/Cash Equivalents	
															Fund Balance	7,722,895

iLEAD LANCASTER CASH FLOW																
YEAR 2																
	FY27/28	**BEGINNING CASH**	7,401,478	7,304,951	6,899,486	6,758,530	6,938,759	6,846,202	7,229,677	7,561,167	7,368,483	7,561,340	7,867,372	7,702,209		
	RECEIPTS	**FY27/28**	***July***	***August***	***September***	***October***	***November***	***December***	***January***	***February***	***March***	***April***	***May***	***June***	***AP/AR Received After FY (AR)***	***Total FY27/28 Revenue***
8010-8019	Principal Apportionment	9,494,098	402,026	402,026	723,646	1,087,043	723,646	723,646	1,087,043	723,646	723,646	1,087,043	723,646	363,397	723,646	9,494,098
8099	In Lieu Property Taxes	966,449	0	57,987	115,974	77,316	77,316	77,316	77,316	77,316	135,303	67,651	67,651	135,303	0	966,449
8100-8299	Federal Revenue	1,193,664	60,791	60,791	60,791	142,922	60,791	110,744	142,922	60,791	60,791	142,922	60,791	142,922	85,700	1,193,664
8300-8599	Other State Revenue	2,849,669	97,402	97,402	301,851	144,003	112,809	579,441	144,003	97,402	440,646	144,003	97,402	301,851	291,455	2,849,669
8600-8799	Other Local Revenue	210,171	10,719	10,509	10,509	14,712	10,509	14,712	10,509	6,305	10,509	18,915	31,526	39,932	20,807	210,171
	TOTAL RECEIPTS	**14,714,051**	**570,937**	**628,714**	**1,212,769**	**1,465,996**	**985,070**	**1,505,858**	**1,461,792**	**965,460**	**1,370,894**	**1,460,534**	**981,016**	**983,405**	**1,121,608**	**14,714,051**
		7868														14,714,051
	DISBURSEMENTS															
1000-1999	Certificated Salaries	3,201,755	219,000	243,013	264,145	263,825	271,829	265,425	274,390	284,316	275,031	272,789	283,996	283,996		3,201,755
2000-2999	Classified Salaries	2,851,899	167,692	225,870	227,867	207,048	217,885	211,896	225,015	240,700	290,323	268,934	284,334	284,334		2,851,899
3000-3999	Employee Benefits	1,628,582	111,395	123,609	134,358	134,195	138,267	135,009	139,569	144,618	139,895	138,755	144,455	144,455		1,628,582
4000-4999	Books and Supplies	1,766,523	116,944	71,191	382,452	289,003	100,868	118,357	99,632	139,732	124,010	125,246	84,616	114,471		1,766,523
5000-5999	Services	4,291,847	300,429	343,348	300,429	343,348	300,429	343,348	343,348	300,429	300,429	300,429	300,429	343,348	472,102	4,291,846
6000-6599	Capital Outlay	580,406	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,580		580,406
566,500	**TOTAL DISBURSEMENTS**	**14,321,011**	**963,808**	**1,055,379**	**1,357,599**	**1,285,766**	**1,077,626**	**1,122,384**	**1,130,302**	**1,158,143**	**1,178,036**	**1,154,502**	**1,146,179**	**1,219,184**	**472,102**	**14,321,011**
		7868														14,321,011
		Beginning Balance														
9100	Cash and Cash Equivalents	7,401,478													7,466,430	
9200	Accounts Receivable	947,429	807,549	90,085	49,795										1,121,608	
9300	Other Current Assets & Deposits	(166,786)	(166,786)													
9400	Accumulated Depreciation															
9500	Accounts Payable & Accrued Liabilities	(459,226)	(344,420)	(68,884)	(45,923)										(472,102)	
9640	Line of Credit - In														0	
9640	Line of Credit - Out														0	
9650	Deferred Revenue															
	TOTAL BALANCE SHEET ITEMS	7,722,895	**296,344**	**21,201**	**3,872**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**8,115,936**	**393,040**
																393,040
	MONTHLY NET INCREASE/DECREASE		**(96,527)**	**(405,465)**	**(140,957)**	**180,229**	**(92,557)**	**383,474**	**331,490**	**(192,684)**	**192,857**	**306,032**	**(165,163)**	**(235,779)**	Annual Net Income	
	ENDING CASH		7,304,951	6,899,486	6,758,530	6,938,759	6,846,202	7,229,677	7,561,167	7,368,483	7,561,340	7,867,372	7,702,209	7,466,430	Ending Cash/Cash Equivalents	
															Fund Balance	8,115,936

iLEAD LANCASTER CASH FLOW																
YEAR 3																
	FY28/29	**BEGINNING CASH**	7,466,430	7,598,106	7,244,265	6,937,750	7,091,277	6,993,128	7,180,724	7,488,772	7,304,504	7,301,461	7,584,505	7,428,936		
	RECEIPTS	**FY28/29**	***July***	***August***	***September***	***October***	***November***	***December***	***January***	***February***	***March***	***April***	***May***	***June***	***AP/AR Received After FY (AR)***	***Total FY28/29 Revenue***
8010-8019	Principal Apportionment	9,840,563	416,943	416,943	750,497	1,125,923	750,497	750,497	1,125,923	750,497	750,497	1,125,923	750,497	375,426	750,497	9,840,563
8099	In Lieu Property Taxes	966,449	0	57,987	115,974	77,316	77,316	77,316	77,316	77,316	135,303	67,651	67,651	135,303	0	966,449
8100-8299	Federal Revenue	1,228,235	62,870	62,870	62,870	147,625	62,870	112,823	147,625	62,870	62,870	147,625	62,870	147,625	84,826	1,228,235
8300-8599	Other State Revenue	2,744,078	97,402	97,402	97,402	97,402	97,402	374,992	97,402	97,402	236,197	97,402	97,402	97,402	1,158,868	2,744,078
8600-8799	Other Local Revenue	214,374	0	10,719	10,719	15,006	10,719	15,006	10,719	6,431	10,719	19,294	32,156	40,731	32,156	214,374
	TOTAL RECEIPTS	**14,993,699**	**577,215**	**645,920**	**1,037,462**	**1,463,272**	**998,804**	**1,330,634**	**1,458,984**	**994,516**	**1,195,586**	**1,457,895**	**1,010,577**	**796,486**	**2,026,348**	**14,993,699**
		True														True
	DISBURSEMENTS															
1000-1999	Certificated Salaries	3,233,772	221,190	245,443	266,786	266,463	274,547	268,080	277,134	287,159	277,781	275,517	286,836	286,836		3,233,772
2000-2999	Classified Salaries	2,880,418	169,369	228,129	230,145	209,118	220,064	214,015	227,265	243,107	293,227	271,623	287,178	287,178		2,880,418
3000-3999	Employee Benefits	1,676,025	114,640	127,210	138,272	138,104	142,294	138,942	143,635	148,831	143,971	142,797	148,663	148,663		1,676,025
4000-4999	Books and Supplies	1,801,853	119,283	72,615	390,101	294,783	102,886	120,724	101,625	142,527	126,490	127,751	86,309	116,760		1,801,853
5000-5999	Services	4,411,615	308,813	352,929	308,813	352,929	308,813	352,929	352,929	308,813	308,813	308,813	308,813	352,929	485,277	4,411,614
6000-6599	Capital Outlay	580,406	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,348	48,580		580,406
566,500	**TOTAL DISBURSEMENTS**	**14,584,089**	**981,642**	**1,074,674**	**1,382,466**	**1,309,746**	**1,096,952**	**1,143,038**	**1,150,936**	**1,178,785**	**1,198,629**	**1,174,850**	**1,166,146**	**1,240,946**	**485,277**	**14,584,088**
		True														
		Beginning Balance														
9100	Cash and Cash Equivalents	7,466,430													6,984,476	
9200	Accounts Receivable	1,121,608	890,180	145,728	85,700										2,026,348	
9300	Other Current Assets & Deposits															
9400	Accumulated Depreciation															
9500	Accounts Payable & Accrued Liabilities	(472,102)	(354,077)	(70,815)	(47,210)										(485,277)	
9640	Line of Credit - In														0	
9640	Line of Credit - Out														0	
9650	Deferred Revenue														0	
	TOTAL BALANCE SHEET ITEMS	8,115,936	**536,104**	**74,912**	**38,490**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**8,525,547**	**409,611**
	MONTHLY NET INCREASE/DECREASE		**131,676**	**(353,842)**	**(306,514)**	**153,526**	**(98,149)**	**187,596**	**308,048**	**(184,268)**	**(3,043)**	**283,045**	**(155,570)**	**(444,460)**	Annual Net Income	
	ENDING CASH		7,598,106	7,244,265	6,937,750	7,091,277	6,993,128	7,180,724	7,488,772	7,304,504	7,301,461	7,584,505	7,428,936	6,984,476	Ending Cash/Cash Equivalents	
															Fund Balance	8,525,547

Section III

FIRST AMENDED BYLAWS

OF

iLEAD LANCASTER

a California Nonprofit Public Benefit Corporation

ARTICLE I

OFFICES

Section 1. PRINCIPAL OFFICE. The board of directors shall fix the location of the principal executive office of the corporation at any place within or outside the State of California. If the principal executive office is located outside the State of California, and the corporation has one or more offices in the State of California, the board of directors shall likewise fix and designate a principal office in the State of California.

Section 2. OTHER OFFICES. The corporation may also establish offices at such other places, both within and outside the State of California, as the board of directors may from time to time determine or the activities of the corporation may require.

ARTICLE II

OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation shall be to operate a public charter school.

ARTICLE III

NONPARTISAN ACTIVITIES

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

ARTICLE IV

DEDICATION OF ASSETS

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Articles II and III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on

dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed and paid over to an organization dedicated to charitable purposes that is exempt from federal income tax under IRC Section 501(c)(3) and that is exempt from California income tax under Section 23701d of the California Revenue and Taxation Code.

ARTICLE V

MEMBERS

Section 1. The corporation shall have no members.

Section 2. ASSOCIATES. Nothing in this Article V shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Corporations Code Section 5056, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the board of directors, but may not vote. The board of directors may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. AUTHORITY VESTED IN BOARD OF DIRECTORS. Any action that would otherwise require approval by the members or a majority of the members, shall only require approval by the board of directors. All rights that would otherwise vest in the members shall vest in the board.

ARTICLE VI

DIRECTORS

Section 1. POWERS. Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be at the

direction of the board of directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the board of directors shall have the following powers in addition to the other powers enumerated in these bylaws:

(a) To select and remove all of the other officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; fix their compensation; and require from them security for faithful service.

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.

(c) To adopt, make, and use a corporate seal; and to alter the form of such seal.

(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the State of California from one location to another; to cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct its activities within or outside the State of California; and to designate any place within or outside the State of California for the holding of any board of directors meeting or meetings.

(f) To make donations for the public welfare or for community funds, hospital, charitable, educational, scientific, civic, religious, or similar purposes.

(g) To act as a trustee under any trust incidental to the principal objects of the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and property subject to such trust.

(h) To receive endowments, devises, bequests, gifts, and donations of all kinds of property for its own use, or in trust, in order to carry out or to assist in carrying out, the objects and purposes of the corporation and to do all things and acts necessary or proper to carry out each and all of the purposes and provisions of such endowments, devises, bequests, gifts, and donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same in accordance with the terms thereof.

(i) To sell any property, real, personal, or mixed, owned by the corporation at any time, and from time to time upon such terms as the board of directors may deem advisable, at public or private sale, for cash or upon credit.

(j) To retain sums received by the corporation uninvested, if, in the discretion of the board of trustees, such sums cannot be invested advantageously.

(k) To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the

corporation, according to the judgment of the board of directors without being restricted to the class of investments that the board of directors is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.

(l) To invest funds received by the corporation in stocks, bonds, mortgages, loans, whether secured or unsecured, or other investments as the board of directors shall deem advisable.

Section 2. NUMBER AND QUALIFICATION; ELECTION. The authorized number of directors shall be no less than three (3) and no more than five (5), unless changed by amendments to these bylaws. All directors shall be nominated and elected by a majority vote of the directors then in office.

Section 3. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the board of directors may be interested persons (as defined in this Section 3). An "interested person" is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation, if any, paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD. Directors shall hold office for three (3) years in staggered terms. A director may serve multiple terms of service. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 5. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or the secretary, or to the board of directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the board of directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 6. REMOVAL OF DIRECTORS. A director may be removed with or without cause, by the vote of the majority of the members of the entire board of directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of the meeting and of the removal is given in compliance with the Ralph M. Brown Act, Government Code Sections 54950 *et seq.*, as said chapter may be modified by subsequent legislation ("Brown Act"). Any vacancy caused by the removal of a director shall be filled as provided in Section 7.

Section 7. VACANCIES FILLED BY BOARD. Vacancies on the board of directors shall be filled by approval of the board of directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 8. PLACE OF MEETINGS. Any meeting of the board of directors may be held at any place within or outside the State of California that has been designated from time to time by resolution of the board or in the notice of the meeting. However, all meetings related to the iLEAD Lancaster Charter School shall be held at the school site, or another suitable location within the jurisdictional boundaries of the Lancaster Elementary School District. All meetings of the board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 9. ANNUAL AND REGULAR MEETINGS. The annual meeting of the board of directors shall be held each year on the date and time as may be fixed by the board of directors. At such annual meeting, board members and officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors.

Agendas for regular meetings shall be published and distributed to each member of the board of directors at least 72 hours in advance of scheduled meetings in accordance with the Brown Act.

Section 10. SPECIAL MEETINGS. Special meetings of the board of directors for any purpose or purposes may be called at any time by the chairman of the board, the president, any vice president, the secretary, or any two directors.

In accordance with the Brown Act, special meetings of the board of directors may be held only after 24 hours' notice is given to each director and to the public through the posting of the agenda in a location that is freely accessible to members of the public and on the school website, and the agenda may also be posted in hard copy on the community bulletin board at the school site. Notice of the time and place of special meetings shall be delivered to each

director personally, by email, by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, addressed to each director at his or her address as it is shown on the records of the corporation, or as may have been given to the corporation by the director for purposes of notice, or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the board of directors are regularly held. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 11 QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 14 below. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the board of directors, subject to the provisions of Corporations Code Section 5212 (appointment of committees), Section 5233 (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) (indemnification of directors).

Section 12. WAIVER OF NOTICE; CONSENT. Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director.

Section 13. ADJOURNMENT. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such time and place shall be given prior to the time of the adjourned meeting, in the manner specified in Section 10 of this Article VI, to the directors who were not present at the time of the adjournment and to the public.

Section 14. FEES AND COMPENSATION. Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the board of directors.

Section 15. SCHOOL DISTRICT REPRESENTATIVES. Pursuant to Section 47604(b) of the California Education Code, each school district that has granted a charter for the establishment of a charter school operated by the corporation shall be entitled to designate a single representative to serve on the board of directors as a director. Unless the director dies, resigns or is removed from office, each director designated by a school district shall hold office for a term of three years. The authorized number of directors shall be deemed increased by the number of directors serving that have been designated by a school district. A director designated by a school district may be removed at any time with or without cause by the school district or by a majority vote of the directors then in office with the written consent of the school district. In the event of a vacancy on the board of directors of a director that may be designated by a school district, the vacancy may be filled by the school district pursuant to this Section 15.

ARTICLE VII

COMMITTEES

directors;

Section 1. COMMITTEES OF DIRECTORS. The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the board, may have all the authority of the board, except with respect to:

(a) undertaking any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the board of

(b) the filling of vacancies on the board of directors or in any committee;

(c) the amendment or repeal of bylaws or the adoption of new bylaws;

(d) the amendment or repeal of any resolution of the board of directors that by its express terms is not so amendable or repealable;

(e) the creation or appointment of any other committees of the board of directors or the members thereof;

(f) the expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or

(g) the approval of any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code Section 5233(d)(3).

Section 2. MEETINGS AND ACTION. Meetings and action of committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), and 13 (adjournment), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) and notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws and the California Nonprofit Public Benefit Corporation Law.

ARTICLE VIII

OFFICERS

Section 1. OFFICERS. The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president or the chairman of the board.

Section 2. ELECTION. The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. OTHER OFFICERS. The board of directors may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the board of directors may from time to time determine.

Section 4. REMOVAL AND RESIGNATION. Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the board of directors or, except in case of an officer chosen by the board of directors, by any officer upon whom such power of removal may be conferred by the board of directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

Section 5. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

Section 6. CHAIRMAN OF THE BOARD. The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

Section 7. PRESIDENT. Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

Section 8. VICE PRESIDENTS. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors or the bylaws and the president or the chairman of the board.

Section 9. SECRETARY. The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, and the proceedings thereof.

The secretary shall give, or cause to be given, notice of all meetings of the board of directors required by the bylaws or by law to be given, and he or she shall keep the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or by the bylaws.

Section 10. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall at all reasonable times be open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the board of directors. He or she shall distribute, or cause to be disbursed,

the funds of the corporation as may be ordered by the board of directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

If required by the board of directors, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the board for faithful performance of the duties of his or her office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on the death, resignation, retirement, or removal from office of the chief financial officer.

ARTICLE IX

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

Section 1. DEFINITIONS. For the purposes of this Article IX, the definition of the terms "agent", "proceeding", and "expenses" shall be governed by Corporations Code Section 5238.

Section 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Corporations Code Section 5233 ~~of the Code~~, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Corporations Code Section 5233 ~~of the Code~~, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

(a) Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such action was brought shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(c) Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

Section 4. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article IX or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. REQUIRED DETERMINATIONS. Except as provided in Section 4 of this Article IX, any indemnification under this Article shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article IX by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

Section 6. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

Section 7. OTHER INDEMNIFICATION. No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 8. FORMS OF INDEMNIFICATION NOT PERMITTED. No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:

(a) It would be inconsistent with a provision of the articles of incorporation, bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. INSURANCE. The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article IX; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Corporations Code Section 5233 ~~of the Code~~.

ARTICLE X

RECORDS AND REPORTS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form, ~~and~~ (b) minutes, in written form, of the proceedings of the board of directors and committees of the board, and (c) such reports and records as required by law. ~~All~~ such records shall be kept ~~at~~ the corporation's principal ~~executive~~ office, or if its principal executive office is outside the State of California, at its principal office in this state.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.

Section 3. INSPECTION. Every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 4. ANNUAL REPORTS. The board of directors shall cause an annual report to be sent to the directors within 120 days of the corporation's fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;

(d) The expenses or disbursements of the corporation for both general and restricted purposes; and

(e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, the corporation shall annually prepare and mail or deliver to each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an "interested person" had a direct or indirect material financial interest. For this purpose, an "interested person" is any director or officer of the corporation.

The statement shall include the following information:

(a) A brief description of any transaction during the previous fiscal year that involved more than $50,000, or was one of a number of transactions in which the same interested person had a direct or indirect material financial interest involving, in the aggregate, more than $50,000;

(b) The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and

(c) A brief description of the amount and circumstances of any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Corporations Code Section 5238(e)(2).

ARTICLE XI

GENERAL MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the board of directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. REPRESENTATION OF SHARES OF OTHER CORPORATIONS. The chairman of the board, the president, or any vice president, or any other person authorized by resolution of the board of directors or by any of the foregoing designated officers, is authorized to vote on behalf of the corporation any and all shares of any other corporation or corporations, foreign or domestic, standing in the name of the corporation. The authority granted to said officers to vote or represent on behalf of the corporation any and all shares held by the corporation in any other corporation or corporations may be exercised by any such officer in person or by any person authorized to do so by a proxy duly executed by said officer.

Section 4. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the law, any code shall be deemed to be those in effect from time to time.

ARTICLE XII

AMENDMENTS

New bylaws may be adopted or these bylaws may be amended or repealed by the board of directors by a majority of the directors present at a meeting duly held at which a quorum is present; provided, however, that no amendment shall make any provisions of these bylaws inconsistent with the articles of incorporation of the corporation or any laws.

CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of iLEAD Lancaster, a California nonprofit public benefit corporation, does hereby certify that the foregoing First Amended Bylaws constitute the Bylaws of this corporation as duly adopted by Board of Directors on December 6, 2018.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this 6th day of December, 2018.

Lee Smith

Secretary, iLEAD Lancaster

RESOLUTION NO. 2018.01

RESOLUTION OF THE BOARD OF DIRECTORS OF iLEAD LANCASTER ACCEPTING THE RESIGNATION OF iLEAD EDUCATION AS SOLE STATUTORY MEMBER CONSISTENT WITH APPROVED MATERIAL REVISION TO iLEAD LANCASTER CHARTER, APPROVING THE FIRST AMENDED BYLAWS TO REMOVE iLEAD EDUCATION'S RIGHTS, AND OTHER ACTIONS RELATED THERETO

WHEREAS, iLEAD Lancaster is a California nonprofit public benefit corporation that is tax exempt under section 501(c)(3) of the Internal Revenue Code and whose charitable purposes include to operate a public charter school;

WHEREAS, consistent with those purposes, iLEAD Lancaster operates iLEAD Lancaster Charter School ("Lancaster School") authorized by the Lancaster Elementary School District ("District");

WHEREAS, iLEAD Education is a California nonprofit public benefit corporation that is tax exempt under section 501(c)(3) of the Internal Revenue Code and whose charitable purposes include to support public school students;

WHEREAS, on or around 4-5-17, the Board of Directors ("Board") of iLEAD Lancaster approved Bylaws making iLEAD Education the sole statutory member of iLEAD Lancaster as the term "member" is defined in California Corporations Code Section 5056 and giving iLEAD Education certain rights pursuant to Section 5056;

WHEREAS, on May 15, 2018, the District Board of Trustees approved a material revision of the governance section of the Lancaster School charter;

WHEREAS, as discussed in detail by the District Board of Trustees at its meeting on May 15, 2018, the District's approval of the material revision included approval of the removal of iLEAD Education as sole statutory member of iLEAD Lancaster;

WHEREAS, following the District Board's approval, iLEAD Education's Board of Directors adopted a resolution resigning as the sole statutory member of iLEAD Lancaster pursuant to Section 5340(a) of the California Corporations Code;

WHEREAS, in resigning from membership in iLEAD Lancaster, iLEAD Education relinquished all of its rights as a member of iLEAD Lancaster, including rights that it had pursuant to Corporations Code section 5056 and reflected in iLEAD Lancaster's Bylaws; and

WHEREAS, iLEAD Lancaster now desires to amend its Bylaws to reflect iLEAD Education's resignation as sole statutory member of iLEAD Lancaster, to remove from the Bylaws any and all rights of iLEAD Education in iLEAD Lancaster, and to reflect that iLEAD Lancaster shall have no members.

NOW, THEREFORE, this Board hereby finds, resolves, and orders as follows:

Section 1. The foregoing recitals are true and correct.

Section 2. The First Amended Bylaws of iLEAD Lancaster attached hereto as Exhibit A, which reflect removal of iLEAD Education as sole statutory member of iLEAD Lancaster pursuant to Section 5340(a) of the California Corporations Code, including removal of any of iLEAD Education's rights as a member of iLEAD Lancaster pursuant to Corporations Code section 5056 and the iLEAD Lancaster Bylaws, and which reflect that iLEAD Lancaster shall have no members, are hereby adopted, authorized, and approved in all respects.

Section 3. The Secretary of this Board, or the Chief Executive Officer/President or Chief Financial Officer of iLEAD Lancaster, or the duly delegated representatives of any of the foregoing (each an "Authorized Officer"), acting alone or together, is(are) hereby authorized and directed to take or a cause to be taken all such other actions as may be required to fulfill the purposes of the foregoing resolutions.

Section 4. This resolution shall take effect immediately upon its adoption.

SECRETARY'S CERTIFICATE

I, Lee Smith, Secretary of the Board of Directors of iLEAD Lancaster, a California nonprofit public benefit corporation, County of Los Angeles, hereby certify as follows:

The attached is a full, true, and correct copy of the resolution duly adopted at a meeting of the Board of Directors of iLEAD Lancaster, which was duly and regularly held on the 6th day of December, 2018, 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: 2

NOES: 0

ABSTAIN: 0

ABSENT: 1

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 6th day of December, 2018.

Lee Smith

Secretary, iLEAD Lancaster

AMENDMENT TO FIRST AMENDED BYLAWS

OF

ILEAD LANCASTER

The First Amended Bylaws of iLEAD Lancaster dated December 6, 2018, are amended by inserting the following immediately after Section 14 of Article VI:

Section 15. SCHOOL DISTRICT REPRESENTATIVES. Pursuant to Section 47604(b) of the California Education Code, each school district that has granted a charter for the establishment of a charter school operated by the corporation shall be entitled to designate a single representative to serve on the board of directors as a director. Unless the director dies, resigns or is removed from office, each director designated by a school district shall hold office for a term of three years. The authorized number of directors shall be deemed increased by the number of directors serving that have been designated by a school district. A director designated by a school district may be removed at any time with or without cause by the school district or by a majority vote of the directors then in office with the written consent of the school district. In the event of a vacancy on the board of directors of a director that may be designated by a school district, the vacancy may be filled by the school district pursuant to this Section 15.

Certificate of Secretary

The undersigned Secretary of iLEAD Lancaster (the "Corporation"), a California nonprofit public benefit corporation, certifies that the foregoing Amendment to First Amended Bylaws was duly adopted by a majority vote of the members of the Board of Directors of the Corporation (the "Board") then in office at a meeting of the Board duly called and held on October 15, 2019, in compliance with the Bylaws of the Corporation and in compliance with the notice, agenda and open meeting requirements of the Ralph M. Brown Act and at which a quorum of the Board was present and acting throughout the meeting.

Date: October 15, 2019

Lee Smith, Secretary

CERTIFICATE
OF
AMENDED AND RESTATED ARTICLES OF INCORPORATION
OF
iLEAD CHARTER SCHOOLS

The undersigned certify that:

1. They are the President and the Secretary of iLEAD Charter Schools, a California nonprofit public benefit corporation.

2. The Articles of Incorporation are hereby amended and restated as follows:

I.

The name of the corporation is iLEAD Lancaster ("Corporation").

II.

A. This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purpose of this Corporation is to operate a public charter school.

III.

A. The Corporation is organized and shall be operated exclusively for charitable, educational, and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 as amended (the "Code").

B. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

C. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

D. Notwithstanding any other provision of these Articles, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation, and the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from taxation under

section 501(a) of the Code as an organization described in section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

E. It is intended that the Corporation shall have the status of a corporation which is exempt from federal income taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code and which is other than a private foundation by reason of being described in section 509(a) of the Code. These Articles shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly. In the event the Corporation is determined to be a private foundation within the meaning of section 509 of the Code, then during such period:

(i) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax or undistributed income imposed by section 4942 of the Code.

(ii) The Corporation shall not engage in any act of self-dealing, as defined in section 4941(d) of the Code.

(iii) The Corporation shall not retain any excess business holdings as defined in section 4943(c) of the Code.

(iv) The Corporation shall not make any investments in such manner as to subject it to tax under section 4944 of the Code.

(v) The Corporation shall not make any taxable expenditures as defined in section 4945(d) of the Code.

IV.

Upon the dissolution of the Corporation, the board of directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or shall distribute such assets to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the applicable court in the county which the principal office of the Corporation is then located, exclusively for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

V.

Subject to the provisions of the Nonprofit Public Benefit Corporation Law of the State of California, and any limitations in these Articles or the Bylaws of the Corporation relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all powers shall be exercised by or under the direction of the board of directors.

Except as otherwise provided herein, all conditions, qualifications, requirements, privileges and regulations regarding the board of directors of this Corporation, including voting rights if any, shall be fixed and governed by or pursuant to the Bylaws of the Corporation.

VI.

The authorized number and qualifications of members of the Corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof shall be set forth in the Bylaws of the Corporation.

VII.

The Corporation is authorized to indemnify its agents (as defined in section 5238 of the California Nonprofit Corporation Law) to the fullest extent permissible under California law.

3. The foregoing amendment and restatement of the Articles of Incorporation has been duly approved by the board of directors.

4. The foregoing amendment and restatement of Articles of Incorporation has been duly approved by the required vote of the members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: December 6, 2017

President

Secretary

Section IV

LEASE AGREEMENT

by and between

ILEAD LANCASTER HOLDINGS LLC
as Lessor

and

ILEAD LANCASTER
as Lessee

Dated as of April 1, 2021

Pursuant to the Loan Agreement (as defined herein), the Lessor has granted, bargained, sold, alienated, pledged, set over and confirmed to the Authority (as defined herein) all rights and interests of the Lessor in this Lease Agreement, except for the Lessor's Unassigned Rights (as defined herein).

TABLE OF CONTENTS

Page

ARTICLE I

DEFINITIONS 2

ARTICLE II
REPRESENTATIONS

Section 2.01. Representations by Lessor 12
Section 2.02. Representations by Lessee 15
Section 2.03. Lessee's Tax Covenants 18
Section 2.04. Lessee's Covenant to Comply With Charter School Act 19

ARTICLE III

TERM OF AGREEMENT 19

ARTICLE IV

EXTENSION OPTIONS 20

ARTICLE V
PAYMENT PROVISIONS

Section 5.01. Lease Payments; Limited Obligation 20
Section 5.02. Base Lease Payments, Additional Lease Payments and Other Amounts Payable 20
Section 5.03. Manner of Payment 21
Section 5.04. Pledge by Lessee 21
Section 5.05. Intercept Notice 22

ARTICLE VI
MAINTENANCE, TAXES AND INSURANCE

Section 6.01. Maintenance and Modifications of Facilities By Lessee 22
Section 6.02. Taxes, Other Governmental Charges and Utility Charges 23
Section 6.03. Insurance Required 23
Section 6.04. Application of Net Proceeds of Insurance 25
Section 6.05. Advances by Trustee 26
Section 6.06. Environmental Indemnity 26
Section 6.07. Environmental Covenants 27
Section 6.08. Additional Environmental Provisions 29

ARTICLE VII
DAMAGE, DESTRUCTION AND CONDEMNATION

Section 7.01. Damage, Destruction and Condemnation 31

Section 7.02. Treatment of Net Proceeds 31
Section 7.03. Continuation of Operations in Event of Casualty 31

ARTICLE VIII
SPECIAL COVENANTS

Section 8.01. Annual Budget 32
Section 8.02. Consolidation, Merger, Sale or Conveyance 32
Section 8.03. Further Assurances 33
Section 8.04. Audits 33
Section 8.05. Books and Records; Compliance with Continuing Disclosure Agreement 33
Section 8.06. Indemnification 33
Section 8.07. Authority of Authorized Representative of Lessee 35
Section 8.08. Authority of Authorized Representative of Lessor 35
Section 8.09. Licenses and Qualifications 36
Section 8.10. Right to Inspect 36
Section 8.11. Assignment and Subleasing 36
Section 8.12. Prohibited Use 36
Section 8.13. Limitations on Incurrence of Additional Indebtedness 37
Section 8.14. Operating Leases 39
Section 8.15. Covenant to Comply with Indenture and Loan Agreement 40
Section 8.16. Liens 40
Section 8.17. Reserved 40
Section 8.18. Days Cash on Hand 40
Section 8.19. Coverage Ratio 41
Section 8.20. Subordination 41
Section 8.21. Quarterly Reports; Annual Conference Calls 42
Section 8.22. Subordination of Support Office Service Fees 43

ARTICLE IX

ASSIGNMENT AND PLEDGE BY LESSOR 44

ARTICLE X
EVENTS OF DEFAULT AND REMEDIES

Section 10.01. Events of Default 44
Section 10.02. Remedies On Default 46
Section 10.03. No Remedy Exclusive 48
Section 10.04. Agreement to Pay Attorneys' Fees and Expenses 48
Section 10.05. Waiver 48
Section 10.06. Treatment of Funds in Bankruptcy 49

ARTICLE XI

[RESERVED] 49

ARTICLE XII
MISCELLANEOUS

Section 12.01. Notices 49
Section 12.02. Binding Effect 50
Section 12.03. Severability 50
Section 12.04. Third Party Beneficiaries 50
Section 12.05. Net Lease 50
Section 12.06. Amendments, Changes And Modifications 50
Section 12.07. Execution in Counterparts 50
Section 12.08. Binding Effect; Choice of Law 51
Section 12.09. Filing 51
Section 12.10. Cancellation at Expiration of Lease Term 51
Section 12.11. No Pecuniary Liability of Authority 51
Section 12.12. No Personal Liability of Officials of Lessee, Lessor, Authority or Trustee 51
Section 12.13. No Warranty by Lessor 51
Section 12.14. Prior Agreements Superseded 52
Section 12.15. Covenant by Lessee With Respect to Statements, Representations and Warranties 52
Section 12.16. Captions 52
Section 12.17. Lease Payments Due on Holidays 52
Section 12.18. Provision of General Application 52
Section 12.19. Survival 52
Section 12.20. Notice of Change in Fact 53
Section 12.21. CASp Disclosure 53
Section 12.22. Energy Use Disclosure Program 53
Section 12.23. Waiver of Sections 1932(2) and 1933(4) of the California Civil Code 54
Section 12.24. Use of Public Moneys 54
Section 12.25. Rating Solicitation & Maintenance 54

EXHIBIT A Lease Payment Schedule
EXHIBIT B Real Property Description
EXHIBIT C Form of No Default Certificate
EXHIBIT D Form of Coverage Ratio Certificate
EXHIBIT E Form Of Intercept Notice

LEASE AGREEMENT

THIS LEASE AGREEMENT, dated as of April 1, 2021 (this "Lease Agreement"), is by and between **ILEAD LANCASTER HOLDINGS LLC**, a California limited liability company (the "Lessor"), and **ILEAD LANCASTER** ("Lessee"), a California nonprofit public benefit corporation designated as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code") and authorized to operate charter schools by the State of California (the "State").

W I T N E S S E T H:

WHEREAS, the California School Finance Authority (the "Authority") is a public instrumentality of the State of California, created by the California School Finance Authority Act (constituting Chapter 18 (commencing with Section 17170) of Part 10 of Division 1 of Title 1 of the Education Code of the State of California) (the "Act") and is authorized to issue bonds and loan the proceeds thereof for purposes of financing the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of educational facilities (as defined in the Act) to a participating party (as defined in the Act), including an entity that undertakes the financing of a project (as defined in the Act) pursuant to the Act in conjunction with schools ("charter school") established pursuant to the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the Education Code) (as more particularly defined herein, the "Charter School Law"); and

WHEREAS, the Lessee has requested the assistance of the Authority in financing or refinancing the acquisition, renovation, improvement, furnishing and equipping of land and charter school facilities located at 254 East Avenue K-4, Lancaster, California 93535 and on East Avenue K-4 between Sahuayo Street and Copeland Circle, Lancaster, California 93535, and operated by the Lessee as the charter school known as iLEAD Lancaster; and

WHEREAS, the Authority has determined to assist the Lessee by issuing its $11,275,000 California School Finance Authority Charter School Revenue Bonds (Social Bonds - iLEAD Lancaster Project), Tax-Exempt Series 2021A (the "Series 2021A Bonds"), and its $525,000 California School Finance Authority Charter School Revenue Bonds (Social Bonds - iLEAD Lancaster Project), Taxable Series 2021B (the "Series 2021B Bonds" and, together with the Series 2021A Bonds, the "Series 2021 Bonds"), pursuant to an Indenture of Trust dated as of April 1, 2021 (the "Indenture"), by and between the Authority and UMB Bank, N.A., as trustee (the "Trustee"), in order to make one or more loans to the Lessor pursuant to the Loan Agreement (as defined herein) for purposes of (a) financing, refinancing or reimbursing the Borrower for the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of the charter school educational facilities located at 254 East Avenue K-4, Lancaster, California 93535, consisting of approximately 37,113 square feet that includes 25 classrooms, a maker's lab, a multipurpose space, administrative and staff offices and various ancillary facilities, which can serve up to 810 students (the "Lancaster Facility"), and additional land located on East Avenue K-4 between Sahuayo Street and Copeland Circle, Lancaster, California 93535, consisting of two contiguous parcels of vacant land totaling approximately 4.15 acres in the aggregate to be used for employee parking, recreation areas and future development (the "Additional Land" and, together with the Lancaster Facility, the "Series

2021 Facilities"); (b) funding any reserve fund for the Series 2021 Bonds, (c) paying capitalized interest (if any) on a portion of the Series 2021 Bonds; and (d) paying certain expenses incurred in connection with the issuance of the Series 2021 Bonds (collectively, the "Series 2021 Project"); and

WHEREAS, the Lessee is authorized pursuant to Part 26.8 of Division 4 of Title II of the Education Code of the State of California (the "Charter School Act"), to lease facilities for the purpose of operating its charter schools; and

WHEREAS, the Lessor proposes to lease to the Lessee and the Lessee desires to lease from the Lessor the Leased Property, upon the terms and conditions hereinafter set forth in this Lease Agreement.

NOW, THEREFORE, for and in consideration of the premises and the mutual covenants hereinafter contained, the parties hereto formally covenant, agree and bind themselves as follows:

ARTICLE I

DEFINITIONS

All terms defined in Article I of the Indenture and not otherwise defined herein shall have the same meaning in this Lease Agreement. In addition, the following terms, except where the context indicates otherwise, shall have the respective meanings set forth below:

"*Accountant*" means any independent certified public accounting firm licensed to practice in the State (which may be the firm of accountants that regularly audits the books and accounts of the Lessee) from time to time selected by the Lessee.

"*Actual Annual Debt Service*" means the principal and interest payment requirements with respect to all Indebtedness for the Fiscal Year being tested.

"*Actual Annual Lease Payments*" means the actual amount of Base Lease Payments to be paid hereunder with respect the Fiscal Year being tested.

"*Additional Lease Payments*" means the cost of the (a) reasonable expenses of the Authority related to the performance of the provisions of the Loan Agreement, or otherwise incurred at the request of the Lessee, including but not limited to the fees and expenses described in Section 5.01(f), (g), (i) and (j) of the Loan Agreement, (b) the reasonable expenses and fees of the Trustee, the Dissemination Agent and Rebate Analyst and any amounts required to be deposited and replenished in the Rebate Fund, (c) any amounts required to be deposited and replenished in the Debt Service Reserve Fund to the extent a deficiency therein is caused solely by a decreased value of the Investment Obligations therein and not due to a transfer resulting from a shortfall in the Bond Fund, (d) any amounts required to be deposited to and replenished in the Repair and Replacement Fund, and (e) other charges and costs (together with all interest and penalties that may accrue thereon) in the event that the Lessee shall fail to pay the same, as specifically set forth herein which the Lessee assumes or agrees to pay hereunder. Additional Lease Payments do not include Base Lease Payments.

"*Administrative Services Agreement*" means any agreement between the Lessee and a charter school, including charter schools operated or managed by the Lessee, pursuant to which the Lessee provides administrative or support services.

"*Annual Administration Fees*" means any annual fees of the Trustee related to the Bonds, annual fees of the Dissemination Agent under the Continuing Disclosure Agreement, and the Authority Annual Fee (as defined in the Indenture).

"*Authorized Representative*" means, (a) in the case of the Borrower, the Chief Strategy Officer of its Sole Member, or another officer designated by the board of directors of its Sole Member or any other person designated as such by a statement of the Borrower or its Sole Member signed by one of the foregoing officers and filed with the Trustee, acting on behalf of the Borrower and, when used with reference to the performance of any act, the discharge of any duty or the execution of any certificate or other document, any officer, employee or other person authorized to perform such act, discharge such duty or execute such certificate or other document and (b) in the case of the Lessee, the Chair of the Board, President, or School Director of the Lessee or any other person designated as such by a statement of the Lessee signed by one of the foregoing officers and filed with the Trustee, and, when used with reference to the performance of any act, the discharge of any duty or the execution of any certificate or other document, any officer, employee or other person authorized to perform such act, discharge such duty or execute such certificate or other document.

"*Balloon Amount*" means the largest amount maturing on any Balloon Indebtedness during any twelve consecutive months in which such Balloon Indebtedness is outstanding.

"*Balloon Indebtedness*" means Long-Term Indebtedness 25% or more of the principal of which becomes due (either by maturity or mandatory redemption) during any period of 12 consecutive months, which portion of the principal is not required by the documents governing such Indebtedness to be amortized by redemption prior to such date.

"*Base Lease Payment Date*" means each Business Day on which the Lessee is required to make the Base Lease Payments pursuant to the schedule attached hereto as Exhibit A.

"*Base Lease Payments*" means the payments payable by the Lessee during the Lease Term as set forth in Exhibit A, as such Exhibit A may be amended hereunder from time to time, which constitute the payments payable by the Lessee for and in consideration of the right to use the Facilities during the Lease Term.

"*Bond Proceeds of a Series*" means all amounts actually or constructively received from the sale of the related Series of Tax-Exempt Bonds (including underwriters' discount or compensation, but excluding pre-issuance accrued interest), plus all investment earnings thereon.

"*Capital Improvements*" means the acquisition of land, easements, facilities, and equipment (other than ordinary repairs and replacements), and the construction or reconstruction of improvements, betterments, and extensions which, under Generally Accepted Accounting Principles as prescribed by the Governmental Accounting Standards Board, are properly chargeable as capital items.

"*Charter*" means, collectively, the charter contract entered into pursuant to the Charter School Act by and between the Lessee and the Lancaster School District, with a term from July 1, 2016 through and including June 30, 2021, subsequently renewed by Lancaster School District on December 15, 2020 for a two-year term that will expire on June 30, 2023, as the same may have been amended and/or renewed.

"*Commitment Indebtedness*" means the obligation of any Person to repay amounts disbursed pursuant to a commitment from a Qualified Provider to pay, refinance or purchase when due, when tendered or when required to be purchased or tendered, or to extend funds for such purpose, other Indebtedness of such Person or any other obligation of any other Person, and the obligation of any Person to pay interest payable on amounts disbursed for such purposes, plus any fees, costs or expenses payable to such Qualified Provider for, under or in connection with such commitment, in the event of disbursement pursuant to such commitment or in connection with enforcement thereof, including without limitation any penalties payable in the event of such enforcement and any indemnification, if enforceable, or contribution obligation related thereto.

"*Completion Indebtedness*" means any Long-Term Indebtedness incurred by any Person for the purpose of financing the completion of Capital Improvements, for which such Long-Term Indebtedness was incurred under the Indenture, to the extent necessary to provide for completion of the Capital Improvements in substantially the same type and scope contemplated at the time that such Long-Term Indebtedness was incurred. Completion Indebtedness may also finance interest on the Completion Indebtedness for a period up to three years from the date of issuance thereof, any reserve funds related to such Completion Indebtedness and the costs and expenses of issuing such Completion Indebtedness.

"*Continuing Disclosure Agreement*" means the Continuing Disclosure Agreement dated as of April 1, 2021, by and among the Lessee, the Lessor and the Dissemination Agent, as may be amended, supplemented or restated from time to time.

"*County*" means the County of Los Angeles, California.

"*Coverage Ratio*" means the ratio obtained by dividing (i) Net Income Available for Lease Payments for the Fiscal Year being tested by (ii) the sum (without duplication) of Actual Annual Lease Payments and Actual Annual Debt Service (which Actual Annual Debt Service shall not include any payments with respect to the Series 2021 Bonds); provided, however, for the purposes of Subsection 8.13(b) herein, "Coverage Ratio" means the ratio obtained by dividing (i) Net Income Available for Lease Payments for the Fiscal Year being tested by (ii) the sum (without duplication) of Maximum Annual Lease Payments and Maximum Annual Debt Service (which Maximum Annual Debt Service shall not include any payments with respect to the Series 2021 Bonds).

"*Days Cash on Hand*" means as of any date of determination, the product of 365 times a fraction, (i) the numerator of which is the sum of (a) the aggregate amount of School's unrestricted cash and unrestricted investments and board designated funds that are not otherwise restricted (either permanently or temporarily) as to their use for payment of total Operating Expenses as of such date of determination and (b) amounts on deposit in the Repair and Replacement Fund and, (ii) the denominator of which is total Operating Expenses, in each case,

for the period of four fiscal quarters ended on the date of determination, and determined in accordance with Generally Accepted Accounting Principles.

"*Days Cash on Hand Requirement*" means, as of each June 30, 45 Days Cash on Hand; provided that if the Lessee certifies that it is experiencing unexpected delays or failures to receive State Payments from the State (through no fault of the Lessee) and such delay or failure resulted in the failure to meet the Days Cash on Hand Requirement, then for such Fiscal Year only, the Lessee shall only be required to maintain at least 30 Days Cash on Hand.

"Dissemination Agent" means Choice Advisors LLC, or another dissemination agent appointed pursuant to the Continuing Disclosure Agreement.

"*Electronic Means*" means telecopy, facsimile transmission, email transmission or other similar electronic means of communication providing evidence of transmission.

"*EMMA*" means the Electronic Municipal Market Access service established by the Municipal Securities Rulemaking Board, and any successor municipal securities documents and data public access service.

"*Environmental Damages*" means all claims, judgments, damages, losses, penalties, fines, Liabilities (including strict liability), encumbrances, Liens (as defined in the Indenture), privileges, costs, and expenses of investigation and defense of any claim, whether or not such claim is ultimately defeated, and of any good faith settlement or judgment, of whatever kind or nature, contingent or otherwise, matured or unmatured, foreseeable or unforeseeable, including without limitation reasonable attorneys' fees and expert consultants' fees and disbursements, any of which are incurred at any time as a result of the existence of Regulated Chemicals upon, about, beneath or migrating, or threatening to migrate, onto or from the Facilities, or the existence of a violation of Environmental Requirements pertaining to the Facilities, regardless of whether or not such Environmental Damages were caused by or within the control of the Lessee.

"*Environmental Law*" means the Comprehensive Environmental Response, Compensation and Liability Act of 1976, 42 U.S.C. §§ 6901 *et seq.*, Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended by SARA, 42 U.S.C. §§ 1820 *et seq.*, the Hazardous Materials Transportation Act, 49 U.S.C. §§ 1810 *et seq.*, the Toxic Substances Control Act, 15 U.S.C. §§ 2601 *et seq.*, the Resource Conservation and Recovery Act, as amended, 42 U.S.C. 9601 *et seq.*; the Clean Water Act, 33 U.S.C. §§ 1251 *et seq.* and the Clean Air Act, 42 U.S.C. §§ 7412 *et seq.*, and any other applicable federal or State laws pertaining to the protection of the environment, as any such laws may be amended, modified or supplemented and any regulations promulgated pursuant to any of the foregoing.

"*Environmental Report*" means any Environmental Assessment, Tests (each as defined in Section 6.08 herein), or other environmental report or audit conducted at the Facilities for any reason.

"*Environmental Requirements*" means all applicable federal, State, regional or local laws, statutes, rules, regulations or ordinances, concerning public health, safety or the environment, including, but not limited to, the Comprehensive Environmental Response, Compensation, and Liability Act of 1980, as amended by the Superfund Amendments and Reauthorization Act of

1986, 42 U.S.C. §9601, *et seq.*, the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act of 1976, as amended by the Solid and Hazardous Waste Amendments of 1984, 42 U.S.C. §6901, *et seq.*, the Federal Water Pollution Control Act, as amended by the Clean Water Act of 1977, 33 U.S.C. § 1251, *et seq.*, the Toxic Substances Control Act of 1976, 15 U.S.C. §2601, *et seq.*, the Emergency Planning and Community Right-To-Know Act of 1986, 42 U.S.C. §11001, *et seq.*, the Clean Air Act of 1966, as amended, 42 U.S.C. §7401, *et seq.*, the National Environmental Policy Act of 1975, 42 U.S.C. §4321, the Rivers and Harbors Act of 1899, 33 U.S.C. §401 *et seq.*, the Endangered Species Act of 1973, as amended 16 U.S.C. §1531, *et seq.*, the Occupational Safety and Health Act of 1970, as amended, 29 U.S.C. §651, et. seq., the Safe Drinking Water Act of 1974, as amended 42 U.S.C. §300(f), *et seq.*, and all rules, regulations, policies and guidance documents promulgated or published thereunder, and any State, regional, county or local statute, law, rule, regulation or ordinance relating to public health, safety or the environment, including, without limitation those relating to:

(a) releases, discharges, emissions or disposals to air, water, land or groundwater;

(b) the withdrawal or use of groundwater;

(c) the use, handling, or disposal of polychlorinated biphenyls ("PCBs"), asbestos or urea formaldehyde;

(d) the transportation, treatment, storage, disposal, release or management of hazardous substances or materials (including, without limitation, petroleum, its derivatives, by-products or other hydrocarbons), and any other solid, liquid, or gaseous substance, exposure to which is prohibited, limited or regulated, or may or could pose a hazard to the health and safety of the occupants of the Facilities or any property adjacent to or surrounding the Facilities;

(e) the exposure of persons to toxic, hazardous; or other controlled, prohibited or regulated substances; and

(f) any Regulated Chemical.

"*Event of Default*" means those defaults specified in Section 10.01 hereof.

"*Facilities*" means the Series 2021 Facilities and any other facilities hereafter owned by the Lessor and leased to the Lessee under this Lease, and pledged to the Trustee to secure the Bonds.

"*Financial Products Agreement*" means an interest rate swap, cap, collar, floor, forward or other hedging agreement, arrangement or security, however denominated, identified to the Trustee and the Lessor in a certificate signed by an Authorized Representative of the Lessee as having been entered into by the Lessee with a Qualified Provider not for investment purposes but with respect to Indebtedness (which Indebtedness shall be specifically identified in the certificate) for the purpose of (1) reducing or otherwise managing the Lessee's risk of interest rate changes or (2) effectively converting the Lessee's interest rate exposure from a fixed rate exposure to a variable rate exposure, or from a variable rate exposure to a fixed rate exposure.

"*Indebtedness*" means all indebtedness of the Lessee for borrowed moneys related to or payable from, in whole or in part, revenues of the School, including, but not limited to, indebtedness which has been incurred or assumed in connection with the acquisition, construction, improvement, renovation or equipping of the Facilities, all indebtedness, no matter how created, secured by the Lessee's interest in the Facilities, whether or not such indebtedness is assumed by the Borrower or the Lessee, any leases of the Lessee required to be capitalized in accordance with Generally Accepted Accounting Principles, installment purchase obligations and guaranties.

"*Insurance Consultant*" means an independent insurance consultant and/or risk management firm or an insurance broker or an insurance agent (which may be a consultant, firm, broker or agent with whom the Lessee regularly transacts business) selected by the Lessee.

"*Interest Rate Swap*" means an agreement with a Swap Provider pursuant to which the interest rate on variable rate Indebtedness is synthetically fixed.

"*Lease Payments*" means the Base Lease Payments and the Additional Lease Payment due hereunder.

"*Lease Term*" means the time during which the Lessee is the lessee of the Facilities under this Lease Agreement, as provided in and subject to Article III hereof; provided that certain provisions of this Lease Agreement survive the termination of the Lease Term, as provided in Article III hereof.

"*Leased Property*" means the Series 2021 Facilities and any other facilities hereafter owned by the Lessor at any time and leased to the Lessee under this Lease Agreement, and pledged to the Trustee to secure the Bonds.

"*Lessee*" means iLEAD Lancaster, a California nonprofit public benefit corporation designated as an organization described in Section 501(c)(3) of the Code and authorized to operate charter schools by the State under the Charter School Act, or any successor thereto, and any surviving, resulting or transferee entity thereof, as provided in this Lease Agreement.

"*Lessee Documents*" means this Lease Agreement, the Tax Regulatory Agreement, the Continuing Disclosure Agreement, the Bond Purchase Agreement and each of the other agreements, certificates, contracts or instruments to be executed by the Lessee in connection with the Loan Agreement and the issuance of the Bonds.

"*Lessor*" means iLead Lancaster Holdings LLC, a California limited liability company or any successor thereto, or any surviving, resulting or transferee entity thereof, as provided in this Lease Agreement.

"*Lessor Documents*" means this Lease Agreement, the Continuing Disclosure Agreement, the Deed of Trust, the Loan Agreement, the Bond Purchase Agreement, and each of the other agreements, certificates, contracts or instruments to be executed by the Lessor in connection with this Lease Agreement and the issuance of the Bonds.

"*Lessor's Unassigned Rights*" means the rights of the Lessor to (a) inspect books and records of the Lessee, (b) give or receive notices, approvals, consents, requests and other communications, (c) receive payment or reimbursement for expenses, (d) immunity from and limitation of liability, (e) indemnification from liability by the Lessee, and (f) security for the Lessee's indemnification obligation.

"*Liabilities*" means any causes of action (whether in contract, tort or otherwise), claims, costs, damages, demands, judgments, liabilities, losses, suits and expenses (including, without limitation, reasonable costs of investigation, and attorney's fees and expenses) of every kind, character and nature whatsoever.

"*Loan*" means the loan by the Authority to the Lessor of the proceeds from the sale of a Series of Bonds pursuant to the Loan Agreement.

"*Long-Term Indebtedness*" means Indebtedness having an original maturity greater than one year or renewable at the option of the Lessee for a period greater than one year from the date of original incurrence or issuance thereof unless, by the terms of such Indebtedness, no Indebtedness is permitted to be outstanding thereunder for a period of at least twenty (20) consecutive days during each calendar year.

"*Management Consultant*" means a Person, including an Accountant (as defined in the Lease Agreement), qualified to study the operations of facilities like the charter school facilities operated by the Lessee, and having a favorable reputation in the industry and, unless otherwise specified herein, retained by the Lessee.

"*Maximum Annual Debt Service*" means, as of any date of calculation, the highest Principal and Interest Requirements on Long-Term Indebtedness (provided the final maturity payment for a Series of Bonds shall be reduced by amounts on deposit in the Debt Service Reserve Fund and available for such payment) for any current or any succeeding Fiscal Year, taking into account the provisions for determining the Principal and Interest Requirements on Long-Term Indebtedness set forth in Section 8.13 hereof.

"*Maximum Annual Lease Payments*" means, as of any date of calculation, the highest amount of Base Lease Payments to be paid hereunder with respect to the current or any succeeding Fiscal Year; provided that for purposes of this calculation, the Base Lease Payments due in the final year of the Lease Term shall be reduced by amounts on deposit in the Debt Service Reserve Fund and available for such payment.

"*Net Income Available for Lease Payments*" means, for any period of determination thereof, the aggregate Revenues for such period, plus the interest earnings on moneys held in the Debt Service Reserve Fund, minus the total Operating Expenses for such period but excluding (i) any profits or losses which would be regarded as extraordinary items under Generally Accepted Accounting Principles, (ii) gain or loss in the extinguishment of Indebtedness, (iii) proceeds of the Bonds and any other Indebtedness permitted by this Lease Agreement, (iv) proceeds of insurance policies, other than policies for business interruption insurance, maintained by or for the benefit of Lessee, (v) proceeds of any sale, transfer or other disposition of any of Lessee's assets by the Lessor or the Lessee, (vi) proceeds of any condemnation or any other damage

award received by or owing to Lessee, (vii) amounts expended for Base Lease Payments; and (viii) subordinated Support Office Service Fees.

"*Net Proceeds*" means, when used with respect to any insurance payment or condemnation award, the gross proceeds thereof payable to the Lessor or the Lessee, as applicable, or to which the Lessor or the Lessee, as applicable, has a right, less the expenses (including attorneys' fees) incurred in the collection of such gross proceeds.

"*Non-Recourse Indebtedness*" means Long-Term Indebtedness incurred for the purpose of financing Capital Improvements or tangible personal property secured by a lien on, or security interest in, the property being financed and evidenced by an instrument which expressly provides that such Long-Term Indebtedness is not on a parity with the Lease Payments and upon default in the payment of the principal thereof or interest thereon the obligee thereof may look only to the property securing the same and not to the credit of the Lessee nor to any other assets of the Lessee.

"*Operating Expenses*" means fees and expenses of the School, including Base Lease Payments and Additional Lease Payments, maintenance and repair expenses, utility expenses, administrative and legal expenses, subordinated Support Office Service Fees, miscellaneous operating expenses, rental payments, interest expenses, advertising costs, payroll expenses (including taxes), the cost of material and supplies used for current operations of the School, the cost of vehicles, equipment leases and service contracts, taxes upon the operations of the School not otherwise mentioned herein, charges for the accumulation of appropriate reserves for current expenses not annually recurrent, but which are such as may reasonably be expected to be incurred in accordance with Generally Accepted Accounting Principles, all in such amounts as reasonably determined by the School; provided, however, "Operating Expenses" shall not include (a) depreciation and amortization expenses, (b) other non-cash expenses, (c) those expenses which are actually paid from revenues of the School which are not Revenues, (d) those expenses which are actually paid from any proceeds of Long-Term Indebtedness, (e) one-time expenses, and (f) expenditures for capitalized assets.

"*Person*" includes an individual, association, corporation, partnership, limited liability company, joint venture or a government or an agency or a political subdivision thereof.

"*Principal and Interest Requirements on Long-Term Indebtedness*" means, for any Fiscal Year, the amount required to pay the interest and principal for Long-Term Indebtedness in such Fiscal Year, excluding "funded interest" from the proceeds of Indebtedness. Principal and Interest Requirements on Indebtedness shall be calculated in accordance with Section 8.13(j) hereof.

"*Projected Rate*" means, in connection with any calculation of Balloon Amount, either (a) the interest rate on an Interest Rate Swap related to Balloon Indebtedness for which such Balloon Amount is being determined or (b) the projected yield at par of an obligation, as set forth in the report of a Management Consultant that states in determining the Projected Rate such Management Consultant reviewed the yield evaluations at par of not less than three obligations selected by such Management Consultant, the interest on which is excludable from gross income for federal income tax purposes (or, if it is not expected that it would be possible to issue such

tax-exempt obligations to refinance the Indebtedness with respect to which debt service is being estimated or if it is not intended that the interest on the obligation for which the Projected Rate is being determined be excludable from gross income for federal income tax purposes, the obligations the interest on which is subject to federal income tax), which obligations such Management Consultant states in its opinion are reasonable comparators to be utilized in developing such Projected Rate.

"*Put Date*" means (i) any date on which an owner of Put Indebtedness may elect to have such Put Indebtedness paid, purchased or redeemed by or on behalf of the underlying obligor prior to its stated maturity date; or (ii) any date on which Put Indebtedness is required to be paid, purchased or redeemed from the owner by or on behalf of the underlying obligor (other than at the option of the owner) prior to its stated maturity date, other than pursuant to any mandatory sinking fund or other similar fund or other than by reason of acceleration upon the occurrence of an event of default.

"*Put Indebtedness*" means Indebtedness incurred, assumed or guaranteed by the Lessee payable from or secured by Revenues or assets of the School which is (a) payable or required to be purchased or redeemed by or on behalf of the underlying obligor, at the option of the owner thereof, prior to its stated maturity date; or (b) payable or required to be purchased or redeemed from the owner by or on behalf of the underlying obligor (other than at the option of the owner) prior to its stated maturity date, other than pursuant to any mandatory sinking fund or other similar fund or other than by reason of acceleration or required purchase upon the occurrence of an event of default.

"*Qualified Provider*" means any financial institution or insurance company which is a party to a Financial Products Agreement if the unsecured long-term debt obligations of such financial institution or insurance company (or of the parent or a subsidiary of such financial institution or insurance company if such parent or subsidiary guarantees the performance of such financial institution or insurance company under such Financial Products Agreement), or obligations secured or supported by a letter of credit, contract, guarantee, agreement, insurance policy issued by such financial institution or insurance company (or such guarantor parent or subsidiary), are rated in one of the three highest rating categories (without regard to numerical or similar modifiers) of Rating Agency at the time of the execution and delivery of the Financial Products Agreement, provided that if such rating requirement is not satisfied, the Financial Products Agreement must be collateralized by obligations deposited with the Lessee or the Lessee's agent, which would be legal investments for a public entity pursuant to California Government Code section 53600 *et seq*. and which maintains a market value of not less than one hundred percent of the principal amount relating to such Financial Products Agreement.

"*Refunding Indebtedness*" means any Indebtedness issued for the purpose of refunding any outstanding Long-Term Indebtedness or Put Indebtedness and financing the funding of related reserve funds, costs of issuance and other costs related to such refunding.

"*Regulated Chemicals*" means any substance, the presence of which requires investigation, permitting, control or remediation under any federal, State or local statute, regulation, ordinance or order, including without limitation:

(a) any substance defined as "hazardous waste" under the Resource Conservation and Recovery Act, as amended (42 U.S.C. §6901 *et seq.*);

(b) any substance defined as a "hazardous substance" under the Comprehensive Environmental Response, Compensation and Liability Act, as amended (42 U.S.C. §9601 *et seq.*);

(c) any substance defined as a "hazardous material" under the Hazardous Materials Transportation Act (49 U.S.C. § 1800 *et seq.*);

(d) any substance defined under any California statute analogous to (a), (b) or (c), to the extent that said statute defines any term more expansively;

(e) asbestos;

(f) urea formaldehyde;

(g) polychlorinated biphenyls;

(h) petroleum, or any distillate or fraction thereof;

(i) any hazardous or toxic substance designated pursuant to the laws of the State; and

(j) any other chemical, material or substance, exposure to which is prohibited, limited or regulated by any governmental authority.

"*Revenues*" means, regardless of source and to the extent permitted by law, all revenues, rentals, fees, third-party payments, receipts, donations, contributions or other income of the School, including the rights to receive such revenues, all as calculated in accordance with Generally Accepted Accounting Principles, including State Payments, proceeds derived from insurance, condemnation proceeds, accounts, contract rights and other rights and assets, whether now or hereafter owned, held or possessed by the Lessee related to the School; and all gifts, grants, bequests and contributions (including income and profits therefrom) related to the School to the extent permitted by the terms thereof.

"*School*" means the iLEAD Lancaster and any charter school operated by the Lessee pursuant to the Charter.

"*Series 2021 Facilities*" means the education and related facilities to be leased to the Lessee for use as a charter school and located 254 East Avenue K-4, Lancaster, California 93535 and located on East Avenue K-4 between Sahuayo Street and Copeland Circle, Lancaster, California 93535, consisting of two contiguous parcels of vacant land totaling approximately 4.15 acres in the aggregate.

"*Short-Term Indebtedness*" means Indebtedness incurred, assumed or guaranteed by the Lessee payable from or secured by Revenues or assets of the School having an original maturity

less than or equal to one year and not renewable at the option of the Lessee for a term greater than one year beyond the date of original incurrence.

"*State Payments*" means any and all payments made to or for the benefit of the Lessee allocable to the School pursuant to the Charter School Act and that are permitted to be used for the purposes set forth in this Lease Agreement.

"*Subordinated Indebtedness*" means Indebtedness incurred, assumed or guaranteed by the Lessee payable from or secured by Revenues or assets of the School which, with respect to any issue thereof, is evidenced by instruments, or issued under an indenture or other document, containing provisions for the subordination of such Indebtedness to the Bonds or any other Indebtedness issued following the date thereof (to which appropriate reference shall be made in the instrument evidencing such Indebtedness).

"Support Office Service Fees" means any fee or charge, including any funds transfer recognized as an expenditure for accounting purposes, charged by the Lessee for administrative or support services provided to the School, including pursuant to an Administrative Services Agreement, which fee shall be subordinate to the payment of Lease Payments due under this Lease.

"*Swap Provider*" means is any financial institution or insurance company, which has an Investment Grade Rating on its unsecured long-term obligations, acting as the counterparty to the Lessee under any Interest Rate Swap.

"*Variable Rate Indebtedness*" means Indebtedness the interest on which is payable pursuant to a variable interest rate formula or other determination method rather than at a fixed rate of interest per annum to maturity.

ARTICLE II

REPRESENTATIONS

Section 2.01. Representations by Lessor. The Lessor represents and covenants that:

(a) The Lessor is duly organized and existing as a limited liability company under the laws of the State, it is in good standing and authorized to transact business in the State, it will maintain, extend and renew its existence under the laws of the State, and it will not do, suffer or permit any act or thing to be done whereby its right to transact its functions might or could be terminated or its activities restricted.

(b) The Lessor's sole member is Maker Learning Network, a California nonprofit public benefit corporation designated as an organization described in Section 501(c)(3) of the Code.

(c) The Lessor is organized and operated for the purpose and with the specific power to own the Series 2021 Facilities, has been duly authorized to execute each of the Lessor Documents and consummate all of the transactions contemplated thereby, and by the Offering Document, and the execution, delivery and performance of the Lessor

Documents will not conflict with or constitute a breach of or default by the Lessor under any other instrument or agreement to which it is a party or to which its property is bound and to carry out and consummate all the transactions contemplated hereunder, thereunder and by the Offering Document.

(d) The Lessor Documents have been duly authorized, executed and delivered by the Lessor.

(e) This Lease and the other Lessor Documents will constitute the legal, valid and binding agreements of the Lessor enforceable against the Lessor by the Trustee in accordance with their terms for the benefit of the Beneficial Owners of the Bonds, and any rights of the Authority and obligations of the Lessor not so assigned to the Trustee constitute the legal, valid, and binding agreements of the Lessor enforceable against the Lessor by the Authority in accordance with their terms; except in each case as enforcement may be limited by bankruptcy, insolvency or other laws affecting the enforcement of creditors' rights generally, by the application of equitable principles regardless of whether enforcement is sought in a proceeding at law or in equity and by public policy.

(f) The execution and delivery of the Lessor Documents, the consummation of the transactions herein and therein contemplated and the fulfillment of or compliance with the terms and conditions hereof and thereof, will not conflict with or constitute a violation or breach of or default (with due notice or the passage of time or both) under the Lessor's articles of organization or operating agreement, any applicable law or administrative rule or regulation, or any applicable court or administrative decree or order, or any indenture, mortgage, deed of trust, loan agreement, lease, contract or other agreement or instrument to which the Lessor is a party or by which it or its properties are otherwise subject or bound, or result in the creation or imposition of any lien, charge or encumbrance of any nature whatsoever upon any of the property or assets of the Lessor, which conflict, violation, breach, default, lien, charge or encumbrance might have consequences that would materially and adversely affect the consummation of the transactions contemplated by the Lessor Documents, or the financial condition, assets, properties or operations of the Lessor.

(g) No consent or approval of any trustee or holder of any indebtedness of the Lessor or any guarantor of indebtedness of or other provider of credit or liquidity to the Lessor, and no consent, permission, authorization, order or license of, or filing or registration with, any governmental authority (except with respect to any state securities or "blue sky" laws) is necessary in connection with the execution and delivery of the Lessor Documents, or the consummation of any transaction herein or therein contemplated, or the fulfillment of or compliance with the terms and conditions hereof or thereof, except as have been obtained or made and as are in full force and effect.

(h) The Lessor has good and marketable title to the Facilities free and clear from all encumbrances other than Permitted Encumbrances (as defined in the Indenture).

(i) The Lessor is not in default (and no event has occurred and is continuing which with the giving of notice or the passage of time or both could constitute a default) (1) under the Lessor Documents, or (2) with respect to any order or decree of any court or any order, regulation or demand of any federal, state, municipal or other governmental authority, which default could reasonably be expected to have consequences that would materially and adversely affect the consummation of the transactions contemplated by the Lessor Documents or the Indenture, or the financial condition, assets, properties or operations of the Lessor.

(j) All material certificates, approvals, permits and authorizations of applicable local governmental agencies, and agencies of the State and the federal government have been or will be obtained with respect to the acquisition, construction and installation of the Facilities and the Facilities will be acquired, constructed and installed and the Facilities will be operated pursuant to and in accordance with such certificates, approvals, permits and authorizations.

(k) The Lessor will not conduct any other business or incur any other indebtedness or liabilities of any kind, except for such as is related to the ownership of the Facilities and the leasing thereof to the Lessee as provided in this Lease Agreement.

(l) There is no action, suit, proceeding, inquiry or investigation, before or by any court or federal, state, municipal or other governmental authority, pending, or to the knowledge of the Lessor, after reasonable investigation, threatened, against or affecting the Lessor or the assets, properties or operations of the Lessor which, if determined adversely to the Lessor or its interests, would have a material adverse effect upon the consummation of the transactions contemplated by or the validity of the Lessor Documents, or upon the financial condition, assets, properties or operations of the Lessor.

(m) None of the representations of the Lessor contained in the Lessor Documents, the Offering Document or any oral or written statement, furnished by or on behalf of the Lessor to the Authority, the Lessee, Bond Counsel or the Underwriter in connection with the transactions contemplated hereby, contain any untrue statement of a material fact or omit to state a material fact necessary to make the statements contained herein or therein not misleading. There are no facts that any Lessor has not disclosed to the Authority, the Lessee, Bond Counsel or the Underwriter in writing that materially and adversely affect or in the future may (so far as the Lessor can now reasonably foresee) materially and adversely affect the properties, business, prospects, profits, or condition (financial or otherwise) of the Lessor, or the ability of any Lessor to perform its obligations under the Lessor Documents or any documents or transactions contemplated hereby or thereby.

(n) Subsequent to the Bond Closing for the Series 2021 Bonds, the Lessor will not grant any Liens on the Series 2021 Facilities (other than the lien effected by the Deed of Trust and Permitted Encumbrances).

Section 2.02. Representations by Lessee. The Lessee represents and covenants that:

(a) It is duly organized and existing as a California nonprofit public benefit corporation qualified to do business in the State; it is an educational institution or organization established under the Charter School Act; it is in good standing under the laws of the State; it will maintain, extend and renew its corporate existence under the laws of the State; and it will not do, suffer or permit any act or thing to be done whereby its right to transact it functions might or could be terminated or its activities restricted.

(b) It is an organization described in Section 501(c)(3) of the Code, does not constitute a private foundation under Section 509(a) of the Code, and the income of the Lessee is exempt from federal taxation under Section 501(a) of the Code. The Lessee has received a determination from the Internal Revenue Service to the foregoing effect, and none of the bases for such determination have changed since the date thereof.

(c) It has been duly authorized to execute each of the Lessee Documents and consummate all of the transactions contemplated thereby, and by the Offering Document, and the execution, delivery and performance of the Lessee Documents will not conflict with or constitute a breach of or default by the Lessee under any other instrument or agreement to which it is a party or to which its property is bound and to carry out and consummate all the transactions contemplated hereunder, thereunder and by the Offering Document.

(d) The Lessee Documents have been duly authorized, executed and delivered by the Lessee.

(e) This Lease and the other Lessee Documents will constitute the legal, valid and binding agreements of the Lessee enforceable against the Lessee by the Trustee in accordance with their terms for the benefit of the Holders of the Bonds, and any rights of the Authority and obligations of the Lessee not so assigned to the Trustee constitute the legal, valid, and binding agreements of the Lessee enforceable against the Lessee in accordance with their terms; except in each case as enforcement may be limited by bankruptcy, insolvency or other laws affecting the enforcement of creditors' rights generally, by the application of equitable principles regardless of whether enforcement is sought in a proceeding at law or in equity and by public policy.

(f) The execution and delivery of the Lessee Documents, the consummation of the transactions herein and therein contemplated and the fulfillment of or compliance with the terms and conditions hereof and thereof, will not conflict with or constitute a violation or breach of or default (with due notice or the passage of time or both) under the Lessee's articles of organization or operating agreement, any applicable law or administrative rule or regulation, or any applicable court or administrative decree or order, or any indenture, mortgage, deed of trust, loan agreement, lease, contract or other agreement or instrument to which the Lessee is a party or by which it or its properties are otherwise subject or bound, or result in the creation or imposition of any lien, charge or encumbrance of any nature whatsoever upon any of the property or assets of the Lessee, which conflict, violation, breach, default, lien, charge or encumbrance might have

consequences that would materially and adversely affect the consummation of the transactions contemplated by the Lessee Documents, or the financial condition, assets, properties or operations of the Lessee.

(g) No consent or approval of any trustee or holder of any indebtedness of the Lessee or any guarantor of indebtedness of or other provider of credit or liquidity to the Lessee, and no consent, permission, authorization, order or license of, or filing or registration with, any governmental authority (except with respect to any state securities or "blue sky" laws) is necessary in connection with the execution and delivery of the Lessee Documents, or the consummation of any transaction herein or therein contemplated, or the fulfillment of or compliance with the terms and conditions hereof or thereof, except as have been obtained or made and as are in full force and effect.

(h) All financial statements and information heretofore delivered to the Authority by Lessee, including without limitation, information relating to the financial condition of Lessee, the Series 2021 Project, the partners, joint venturers or members of Lessee, and/or any guarantor, fairly and accurately present the financial position thereof and all financial statements have been prepared (except where specifically noted therein) in accordance with Generally Accepted Accounting Principles consistently applied. Since the date of such statements, there has been no material adverse change in the financial condition or results of operations of the Lessee or the other subjects of such statements.

(i) The Lessee is not in default (and no event has occurred and is continuing which with the giving of notice or the passage of time or both could constitute a default) (1) under the Lessee Documents, or (2) with respect to any order or decree of any court or any order, regulation or demand of any federal, state, municipal or other governmental authority, which default could reasonably be expected to have consequences that would materially and adversely affect the consummation of the transactions contemplated by the Lessee Documents or the Indenture, or the financial condition, assets, properties or operations of the Lessee.

(j) All material certificates, approvals, permits and authorizations of applicable local governmental agencies, and agencies of the State and the federal government have been or will be obtained with respect to the acquisition, construction and installation of the Facilities and the Facilities will be acquired, constructed and installed and the Facilities will be operated pursuant to and in accordance with such certificates, approvals, permits and authorizations.

(k) There is no action, suit, proceeding, inquiry or investigation, before or by any court or federal, state, municipal or other governmental authority, pending, or to the knowledge of the Lessee, after reasonable investigation, threatened, against or affecting the Lessee or the assets, properties or operations of the Lessee which, if determined adversely to the Lessee or its interests, would have a material adverse effect upon the consummation of the transactions contemplated by or the validity of the Lessee Documents, or upon the financial condition, assets, properties or operations of the Lessee.

(l) None of the representations of the Lessee contained in the Lessee Documents, the Offering Document or any oral or written statement, furnished by or on behalf of the Lessee to the Authority, the Lessor, Bond Counsel or the Underwriter in connection with the transactions contemplated hereby, contain any untrue statement of a material fact or omit to state a material fact necessary to make the statements contained herein or therein not misleading. There are no facts that any Lessee has not disclosed to the Authority, the Lessor, Bond Counsel or the Underwriter in writing that materially and adversely affect or in the future may (so far as the Lessee can now reasonably foresee) materially and adversely affect the properties, business, prospects, profits, or condition (financial or otherwise) of the Lessee, or the ability of any Lessee to perform its obligations under the Lessee Documents or any documents or transactions contemplated hereby or thereby.

(m) The Lessee (i) understands the structure of the transactions related to the financing of the Facilities; (ii) is familiar with all the provisions of the documents and instruments related to such financing and refinancing to which the Lessee is a party or of which the Lessee is a beneficiary; (iii) understands the risk inherent in such transactions, including, without limitation, the risk of loss of the Facilities; (iv) has not relied on the Authority or the Underwriter for any guidance or expertise in analyzing the financial consequences of such financing transactions or otherwise relied on the Authority in any manner, except to issue the Series 2021 Bonds in order to provide funds for the Loan; and (v) acknowledges that the Authority makes no warranty, either express or implied, as to the Facilities or that it will be suitable for the Lessee's or the Lessor's purposes or needs.

(n) Subsequent to the Bond Closing for the Series 2021 Bonds, the Lessee will not grant any Liens on the Facilities (other than the lien effected by the Deed of Trust and Permitted Encumbrances).

(o) The Lessee hereby acknowledges receipt of the Indenture.

(p) The federal employer identification number of the Lessee is 45-4768181.

(q) To the best of the Lessee's knowledge, none of the Authority Indemnified Parties has any significant or conflicting interest, financial, employment or otherwise, in the Lessee, the Facilities or in any of the transactions contemplated under the Lessee Documents.

(r) There has been no material adverse change in the financial condition, prospects or business affairs of the Lessee subsequent to the date on which the Authority adopted its resolution approving the issuance of the Series 2021 Bonds.

(s) The Lessee will comply with the Charter in all material respects and will take all reasonable action to maintain, extend and renew the Charter as long as any amounts under this Lease Agreement are due and payable.

(t) Each of the Lessee's charter schools is operated exclusively for charitable and educational purposes as a charter school under Part 26.8 of Division 4 of Title II of the California Education Code.

Section 2.03. Lessee's Tax Covenants. (a) The Lessee represents and covenants that it will not take any action or omit to take any action, which, if taken or omitted, respectively, would adversely affect the excludability of interest on the Tax-Exempt Bonds from the gross income of the owners thereof for federal income tax purposes or cause the interest on the Tax-Exempt Bonds, or any portion thereof, to become an item of tax preference for purposes of the alternative minimum tax imposed under the Code, and in the event of such action or omission, it will, promptly upon having such brought to the Lessee's attention, take such reasonable actions based upon an Opinion of Bond Counsel, and in all cases at the sole expense of the Lessee, as may rescind or otherwise negate such action or omission. The Lessee will not, directly or indirectly, use or permit the use of any Bond Proceeds of a Series of Tax-Exempt Bonds or any other funds of the Lessee, or take or omit to take any action, that would cause the Tax-Exempt Bonds to be or become "arbitrage bonds" within the meaning of Section 148(a) of the Code (or its statutory predecessor) or to fail to meet any other applicable requirement of Sections 141, 148, 149 and 150 of the Code (or their statutory predecessor) or cause the interest on the Tax-Exempt Bonds, or any portion thereof, to become an item of tax preference for purposes of the alternative minimum tax imposed under the Code or would cause interest on the Tax-Exempt Bonds to lose their exclusion from California taxable income under present California law. To that end, the Lessee will comply with all requirements of Sections 141, 148, 149 and 150 of the Code (or their statutory predecessor) to the extent applicable to the Tax-Exempt Bonds. In the event that at any time the Lessee is of the opinion that it is necessary to restrict or limit the yield on the investment of any moneys held by the Trustee or otherwise, the Lessee shall so instruct the Trustee in writing.

(b) The Lessee hereby covenants and agrees that it shall not enter into any arrangement, formal or informal, pursuant to which the Lessee (or any "related party," as defined in Treasury Regulations §1.150-1(b)) shall purchase the Tax-Exempt Bonds. This covenant shall not prevent the Lessee from purchasing Bonds in the open market for the purpose of tendering them to the Trustee for purchase and retirement.

(c) The Lessee covenants to comply with the covenants and procedures applicable to Lessee set forth in the Indenture and the Tax Regulatory Agreement.

(d) All covenants and obligations of the Lessee contained in this Section 2.03 shall remain in effect and be binding upon the Lessee until all of the Tax-Exempt Bonds have been paid, notwithstanding any earlier termination of this Lease Agreement or any provision for prepayment of the Lease Payments and release and discharge of the Indenture.

(e) Notwithstanding any provision of this Section 2.03, if the Lessee provides, at the Lessee's expense, to the Lessor, the Trustee and the Authority an opinion of Bond Counsel to the effect that any action required under this Section 2.03 of the Indenture or under the Tax Regulatory Agreement is no longer required, or to the effect that some further action is required, to maintain the exclusions from gross income of interest on the Tax-Exempt Bonds pursuant to Section 103(a) of the Code, the Lessor, the Lessee, the Authority and the Trustee may rely conclusively on such opinion in complying with the provisions of this Section 2.03 and the Tax Regulatory Agreement, and the covenants hereunder shall be deemed modified to that extent.

(f) The Lessee agrees that it will not take any action or omit to take any action or cause or permit any circumstance to arise or continue if such action or circumstance or omission would cause any revocation or adverse modification of such federal income tax status, unless it obtains, at the Lessee's expense, an opinion of Bond Counsel, addressed to the Authority and the Trustee that such revocation or modification will not adversely affect the exclusion from gross income under Section 103(a) of the Code of interest paid on the Tax-Exempt Bonds or cause the interest on the Tax-Exempt Bonds, or any portion thereof, to become an item of tax preference for purposes of the alternative minimum tax imposed under the Code.

Section 2.04. Lessee's Covenant to Comply With Charter School Act. The Lessee covenants to comply fully and in all material respects with the provisions of the Charter School Act so long as any Bonds remain Outstanding.

ARTICLE III

TERM OF AGREEMENT

Lessor hereby leases to Lessee, and Lessee leases from Lessor, the Facilities pursuant to the terms of this Lease Agreement, and this Lease Agreement shall remain in full force and effect from and after the date of delivery hereof until the later of (a) June 1, 2061 and (b) such time as all of the Lease Payments shall have been fully paid and all reasonable and necessary fees and expenses of the Trustee accrued and to accrue through final payment of the Lease Payments, all fees and expenses of the Authority accrued and to accrue through final payment of the Lease Payments and all other liabilities of the Lessee accrued and to accrue through final payment of the Lease Payments under this Lease Agreement have been paid; provided, however, that notwithstanding any other provision herein (a) the indemnification provisions of Sections 6.06 and 8.06 hereof and agreements contained in Section 10.04 hereof shall survive after the termination of the Lease Term; (b) all agreements, representations and certifications by the Lessee as to the exclusion from gross income of interest on the Tax-Exempt Bonds shall survive termination of the Lease Term until the expiration of statutes of limitation applicable to the liability of the Beneficial Owners of the Tax-Exempt Bonds for federal and state income taxes with respect to interest on the Tax-Exempt Bonds; and (c) upon the defeasance of the Bonds under the Indenture, all the indemnification provisions of Sections 6.06 and 8.06 hereof shall be enforceable by the Indemnified Parties, and all such agreements, representations and certifications regarding the exclusion from gross income of the interest on the Tax-Exempt Bonds shall be enforceable by the Beneficial Owners of the Tax-Exempt Bonds, directly against the Lessee. Subject to payment by Lessee of the Lease Payments and performance of all of the covenants, conditions and provisions on Lessee's part to be observed and performed under this Lease, Lessee shall have quiet possession and quiet enjoyment of the Facilities during the Lease Term.

ARTICLE IV

EXTENSION OPTIONS

Lessor hereby grants to Lessee three (3) options (each, an "Extension Option") to extend the term of this Lease for a period of five (5) years. Each Extension Option must be exercised if at all by written notice (the "Option Notice") delivered by Lessee to Lessor not less than three (3) months prior to the then-scheduled Expiration Date, provided however, that Lessee shall not be permitted to exercise an Extension Option while Lessee is in breach under the Lease. In the event the Lease Term shall be extended under this Section, then all of the terms, covenants and conditions of the Lease shall remain unmodified and in full force and effect.

ARTICLE V

PAYMENT PROVISIONS

Section 5.01. Lease Payments; Limited Obligation. The Lessee and the Lessor acknowledge and agree that the Base Lease Payments and Additional Lease Payments required hereunder during the Lease Term shall be payable from the Revenues and any other legally available funds of the School. Notwithstanding any other provision in this Lease Agreement to the contrary, no indebtedness of any kind incurred or created hereunder shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Lessee hereunder shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Section 5.02. Base Lease Payments, Additional Lease Payments and Other Amounts Payable.

(a) The Lessee shall pay directly to the Trustee all Base Lease Payments at least one Business Day prior to the Base Lease Payment Dates and in the amounts set forth in Exhibit A attached hereto and made a part hereof, as it may be amended from time to time hereunder.

(b) [Reserved]

(c) The Lessee shall pay all Additional Lease Payments directly to the party to whom owed at the times and as otherwise provided herein or in the Loan Agreement or Indenture; *provided, however,* that Additional Lease Payments for Annual Administration Fees shall be paid to the Trustee, at least one Business Day prior to the Base Lease Payment Date and in the amounts set forth in Exhibit A attached hereto, for deposit into the Expense Fund established under the Indenture.

(d) [Reserved].

(e) As further described in Sections 6.02 and 6.03 hereof, the Lessee shall pay or provide for the payment of all taxes and assessments, general or special, concerning or

in any way related to the Facilities or any part thereof, and any other governmental charges or impositions whatsoever related to the Facilities, and premiums for insurance policies maintained on the Facilities as required by this Lease Agreement.

(f) In the event the Lessee should fail to make or fail to cause to be made any of the payments required by this Section 5.02, the item or installment in default shall continue as an obligation of the Lessee until the amount in default shall have been fully paid, and the Lessee agrees to pay the same and, with respect to the payments required by subsections (a), (b), (c) and (d) of this Section 5.02, to pay interest thereon at the highest rate of interest borne by any of the Bonds, or the maximum rate permitted by law if less than such rate.

Section 5.03. Manner of Payment. The Base Lease Payments shall be paid by the Lessee by wire transfer or other method of payment acceptable to the Trustee in lawful money of the United States of America to the Trustee at its designated corporate trust office. Notwithstanding the foregoing, the Lessee shall receive a credit for Rent owed to Lessor to the extent the Trustee receives monies on behalf of the Lessee under the Intercept. Except to the extent set forth in Section 7.01 hereof, the obligation of the Lessee to pay the Base Lease Payments and Additional Lease Payments during the Lease Term shall be absolute and unconditional, payable from Revenues and other legally available funds of the School and payment of the Base Lease Payments and Additional Lease Payments shall not be abated through accident or unforeseen circumstances, or for any other reason, including without limitation, any acts or circumstances that may constitute failure of consideration, destruction of or damage to the Facilities, commercial frustration of purpose, or failure of the Lessor to perform and observe any agreement, whether express or implied, or any duty, liability or obligation arising out of or connected with this Lease Agreement, it being the intention of the parties that the payments required by this Lease Agreement will be paid in full when due without any delay or diminution whatsoever, subject only to the Lessee's rights under Section 6.02 hereof. Notwithstanding any dispute between the Lessee and Lessor, the Lessee shall, during the Lease Term, make all payments of Base Lease Payments and Additional Lease Payments when due and shall not withhold any Base Lease Payments or Additional Lease Payments pending final resolution of such dispute (except to the extent permitted by Section 6.02 hereof with respect to certain Additional Lease Payments), nor shall the Lessee assert any right of set-off, recoupment or counterclaim against its obligation to make such payments required hereunder. No action or inaction on the part of the Lessor shall affect the Lessee's obligation to pay all Base Lease Payments and Additional Lease Payments (except to the extent provided by Section 6.02 hereof with respect to certain Additional Lease Payments), during the Lease Term.

Section 5.04. Pledge by Lessee. In fulfillment of its obligations hereunder and in order to secure the payment of the Lease Payments, the Lessee hereby pledges to Lessor, and grants Lessor a security interest in and to, the following:

(a) To the extent permitted by law, all Revenues;

(b) All furniture, furnishings, equipment, supplies and other tangible personal property, used in connection with the Facilities, wherever located, whether in the possession of the Lessee, warehousemen, bailee or any other person; and

(c) Any and all other interests in real or personal property of Lessee of every name and nature from time to time hereafter by delivery or by writing of any kind specifically mortgaged, pledged or hypothecated, as and for additional security by the Lessee.

Section 5.05. Intercept Notice. In order to provide for secure and orderly payment of the Base Lease Payments and for the payment of the Bonds out of such Base Lease Payments, simultaneously with the execution and delivery of the Bonds, Lessee shall deliver or cause to be delivered the Intercept Notice, substantially in the form set forth in Exhibit E attached hereto (the "Intercept Notice"), to the State Controller. Lessee shall, amend, supplement or restate the Intercept Notice and deliver such to the State Controller from time to time as necessary or appropriate to cause transfers to the Trustee to pay any changed amount of Base Lease Payments due under this Lease (including without limitation changes resulting from redemption of Bonds prior to maturity) and to cure any delinquency in payment of such amounts, and shall deliver such amended, supplemented, or restated Intercept Notice to the State Controller not later than the twentieth (20th) calendar day of the month immediately preceding the month with respect to which such payment is due. Lessee will cooperate with the Trustee in any manner the Trustee may request in connection with amending, supplementing, or restating the Intercept Notice. If at any time, the Intercept Notice is amended, supplemented, or restated for any reason, Lessee shall promptly provide the Authority and the Trustee with a copy of such amended, supplemented, or restated Intercept Notice. The Intercept Notice may provide additional amounts payable to the Trustee for purposes set forth in the Indenture; provided, that, other than with respect to the ASAP Notes (as defined in Section 8.13(h) hereof), Lessee shall not grant preference or any prior right of funding access or security in respect of the State apportionment to any other payment indicated in the Intercept Notice or any other notice delivered pursuant to Section 17199.4 of the Education Code of the State of California. All deposits of moneys derived from payments by the State Controller pursuant to the Intercept Notice from time to time shall be made at the corporate trust office of the Trustee set forth in the Intercept Notice. Lessee shall timely amend, supplement, or restate the Intercept Notice to require transfers to such other location as shall be designated in writing by the Trustee to Lessee.

ARTICLE VI

MAINTENANCE, TAXES AND INSURANCE

Section 6.01. Maintenance and Modifications of Facilities By Lessee.

(a) The Lessee agrees that during the Lease Term the Facilities shall be operated and maintained, in compliance with all governmental laws, building codes, ordinances and regulations and zoning laws applicable to the Facilities, unless the same are being contested in good faith by appropriate proceedings. The Lessee agrees that during the Lease Term it will at its own expense (i) keep the Facilities in as safe a condition as required by law, and (ii) except to the extent the Lessee has determined that any portion of the Facilities is obsolete or not useful in its operations, keep the Facilities in good repair and in good operating condition, making from time to time all necessary repairs thereto (including external and structural repairs) and renewals and replacements thereof, all of which shall be accomplished in a workmanlike manner in accordance with

all applicable laws. The Lessee may, at its own expense, make from time to time any additions, modifications or improvements to the Facilities it may deem desirable for its purposes that do not substantially reduce its value; provided that all such additions, modifications and improvements made by the Lessee which are affixed to the Facilities shall become a part of the Facilities. The Lessee will not permit the removal of any personal property from the Facilities unless such personal property is obsolete, sold for fair market value or will be replaced with personal property of an equal or greater value.

(b) The Lessee will not permit any Liens, security interests or other encumbrances, other than Permitted Encumbrances, to be established or to remain against the Facilities for any additions, modifications, improvements, repairs, renewals or replacements made by the Lessee to the Facilities. However, if no Event of Default has occurred and is continuing, and after notifying the Trustee in writing of its intention to do so, the Lessee may permit the Liens to remain undischarged and unsatisfied while the Lessee is diligently prosecuting, in good faith and at its own expense, a contest of any mechanics' or other Liens filed or established against the Facilities, including any appeal therefrom. The Lessee's right to contest a Lien shall not apply, however, if the Facilities or any part thereof will be subject to loss or forfeiture, in which event the Lessee shall promptly pay and cause to be satisfied and discharged all such unpaid items.

Section 6.02. Taxes, Other Governmental Charges and Utility Charges. The Lessee will pay, as the same become due, (a) all taxes and governmental charges of any kind whatsoever or payments in lieu of taxes that may at any time be lawfully assessed or levied against or with respect to the Facilities or any interest therein, or any machinery, equipment or other property installed or brought by the Lessee therein or thereon which, if not paid, will become a Lien on the Facilities prior to or on a parity with the lien thereon under this Lease Agreement or the Deed of Trust, (b) all utility and other charges incurred in the operation, maintenance, use, occupancy and upkeep of the Facilities and (c) all assessments and charges lawfully made by any governmental body for public improvements that may be secured by a Lien on the Facilities; provided that with respect to special assessments or other governmental charges that may lawfully be paid in installments over a period of years, the Lessee shall be obligated to pay only such installments as may have become due during the term of this Lease Agreement. The Lessee may, at its own expense, but only if no Event of Default (excluding the issue being contested hereunder) has occurred and is continuing, diligently prosecute and in good faith contest any such taxes, assessments and other charges and, in the event of any such contest, after notifying the Trustee in writing of its intention to do so, may permit the taxes, assessments or other charges contested to remain unpaid during the period of such contest and any appeal therefrom if, in the Opinion of Counsel, the Facilities shall not be subject to loss or forfeiture.

Section 6.03. Insurance Required.

(a) Throughout the term of this Lease Agreement, the Lessee shall keep or cause to be kept, the following insurance coverages relating to the Facilities, paying as the same become due and payable all premiums with respect thereto:

(i) Insurance against loss or damage to the Facilities and all improvements thereon and therein (including, during any period of time

when the Lessee is making alterations, repairs or improvements to the Facilities, improvements and betterments coverage), all subject to standard form exclusions, with uniform standard extended coverage endorsement limited only as may be provided in the standard form of extended coverage endorsement at the time in use in the State, in an amount equal to the full replacement value of the Facilities (excluding the Land);

(ii) Commercial comprehensive general liability and automobile liability insurance against claims arising in, on or about the Facilities, including in, on or about the sidewalks or premises adjacent to the Facilities, providing coverage limits not less than $1,000,000 per occurrence and $2,000,000 in aggregate;

(iii) Business interruption or rent loss insurance equal to 12 months' debt service on the Bonds and 12 months' Operating Expenses for the School; and

(iv) Such other forms of insurance as are customary in the industry or as the Lessee is required by law to provide with respect to the School, including, without limitation, any legally required worker's compensation insurance and disability benefits insurance.

(b) The Lessee shall, at its own expense, maintain and keep in force insurance of the types and in amounts customarily carried in lines of business similar to that of the Lessee, including but not limited to fire, extended coverage, public liability, flood (if Lessor's property is located in a flood zone), property damage and workers' compensation, and deliver to Lessor from time to time at Lessor's request schedules setting forth all insurance then in effect.

(c) All the insurance coverage required by this Section may be subject to deductible clauses in such amounts as are customary for facilities of similar size, type and character within the State. At least every three years, commencing not later than July 1, 2024, the Lessee shall employ (or cause to be employed), at its own expense, an Insurance Consultant to review the insurance coverage required by this Section and to render to the Lessor and the Trustee a report as to the adequacy of such coverage and as to its recommendations, if any, for adjustments thereto. The Trustee shall have no duty to review or analyze any such report and shall not be required to act upon the same. The insurance coverage required by this Section may be reduced or otherwise adjusted by the Lessee without the consent of the Trustee or the Lessor, provided that all coverages after such reduction or other adjustment are certified by the Insurance Consultant to be adequate and customary for facilities of like size, type and character, taking into account the availability of such insurance, the terms upon which such insurance is available, the cost of such available insurance and the effect of such terms and such cost upon the Lessee's costs and charges for the use of the Facilities.

(d) The insurance coverage required by the Lease shall be increased or otherwise adjusted by the Lessee if as a result of such review the Insurance Consultant

finds that the existing coverage is inadequate, taking into account the availability of such insurance, the terms upon which such insurance is available, the cost of such available insurance, and the effect of such terms and such cost upon the Lessee's costs and charges for its services. The insurance coverage required by this Section, and modification thereof permitted or required by this paragraph, shall at all times be adequate and customary for facilities of like size, type and character, and the Lessee shall request that the Insurance Consultant so certify in the report required by this Section. The Lessee shall pay any fees charged by such Insurance Consultant and any expenses incurred by the Authority and the Trustee.

(e) All policies maintained (or caused to be maintained) by the Lessee pursuant to this Section shall be taken out and maintained with (a) generally recognized, responsible insurance companies rated not less than "A-" by A.M. Best, authorized by the State, which may include "captive" insurance companies or governmental insurance pools, selected by the Lessee and shall name the Lessee as an insured or (b) a joint powers authority. The insurance policies required by subsection (a)(i) of this Section shall name the Trustee, the Authority and the Lessor as additional insureds as their respective interests may appear (provided that with respect to insurance maintained pursuant to subsection (a)(i) of this Section, the Trustee shall also be named as a mortgagee under the terms of a standard California mortgagee loss payable endorsement), and the Trustee shall also be named as an additional insured on the policies required by subsections (a)(ii) and (a)(iii) of this Section, and, provided further that all insurance proceeds for losses related to the Facilities, and except for worker's compensation, fidelity insurance and liability insurance, shall be paid directly to the Trustee. Such policies or certificates of insurance shall provide that the Lessee will mail and that, to the extent practicable, the insurer will endeavor to mail thirty (30) days' written notice to the Authority and the Trustee of any amendment or cancellation prior to expiration of such policy.

(f) The Lessee shall deliver to the Trustee (a) upon the date of issuance of each Series of Bonds, a certificate or certificates of insurance evidencing the coverages which the Lessee is then required to maintain pursuant to this Section, together with evidence as to the payment of all premiums then due thereon, (b) at least thirty (30) days prior to the expiration of any such policies, evidence as to the renewal thereof, if then required by this Section, and the payment of all premiums then due with respect thereto, and (c) promptly upon request by the Authority or the Trustee, but in any case within ninety (90) days after the end of each Fiscal Year, a certificate of an Authorized Representative of the Lessee setting forth the particulars as to all insurance policies maintained by the Lessee pursuant to this Section and certifying that such insurance policies are in full force and effect, that such policies comply with the provisions of this Section and that all premiums then due thereon have been paid. The Trustee shall not be responsible for the sufficiency of coverage or the amounts of any such policies.

Section 6.04. Application of Net Proceeds of Insurance. The Net Proceeds of the insurance carried pursuant to subsections (i) of Section 6.03(a) hereof shall be applied as provided in Section 7.02 hereof and Article VII of the Loan Agreement. The Net Proceeds of insurance carried pursuant to subsections (ii), (iii) and (iv) of Section 6.03(a) hereof shall be

applied toward extinguishment or satisfaction of the liability with respect to which such insurance proceeds have been paid.

Section 6.05. Advances by Trustee. In the event the Lessee shall fail to maintain the full insurance coverage required by this Lease Agreement or shall fail to keep the Facilities in the condition required hereby (except as otherwise herein permitted), and such failure creates an Event of Default hereunder, the Trustee may (but shall be under no obligation to) take out the required policies of insurance and pay the premiums on the same, or make the required repairs, renewals and replacements; and all amounts advanced therefor by the Trustee shall become an additional obligation of the Lessee under this Lease Agreement, which amounts the Lessee agrees to pay on demand together with interest thereon at a rate equal to the highest interest rate borne by any of the Bonds or the maximum rate permitted by law if less than such rate.

Section 6.06. Environmental Indemnity.

(a) In addition to the indemnification set forth in Section 8.06 hereof, the Lessee and its successors, heirs and assigns, shall and do hereby indemnify and hold harmless the Registered Owners, the Beneficial Owners, the Trustee and the Authority and their successors, assigns, trustees, directors, officers, employees, agents, contractors, subcontractors, licensees and invitees (collectively referred to in this Section 6.06 as "Indemnified Parties"), for, from and against any and all Environmental Damages that the Indemnified Parties may incur as well as any and all loss, costs, damages, exemplary damages, natural resources damages, Liens and expenses, (including, but not limited to, attorneys' and paralegals' fees and any and all other costs incurred in the investigation, defense and settlement of claims) that Indemnified Parties may incur as a result of or in connection with the assertion against Indemnified Parties, or against all or a portion of the Facilities, of any claim, civil, criminal or administrative, which:

(i) arises out of the actual, alleged or threatened discharge, dispersal, release, storage, treatment, generation, disposal or escape of any Regulated Chemical, including, but not limited to, any solid, liquid, gaseous or thermal irritant or contaminant, including, but not limited to, smoke, vapor, soot, fumes, acids, alkalis, chemicals, medical waste and waste (including materials to be recycled, reconditioned or reclaimed); or

(ii) actually or allegedly arises out of the use of any Regulated Chemical, the existence or failure to detect the existence or proportion of any Regulated Chemical in the soil, air, surface water or groundwater, or the performance or failure to perform the abatement or removal of any Regulated Chemical or of any soil, water, surface water or groundwater containing any Regulated Chemical; or

(iii) arises out of the actual or alleged existence of any Regulated Chemical on, in, under, or affecting all or a portion of the Facilities; or

(iv) arises out of any misrepresentations of the Lessee concerning any matter involving Regulated Chemicals or Environmental Requirements; or

(v) arises out of the Lessee's failure to provide all information, make all submissions and filings, and take all steps required by appropriate government authority under any applicable Environmental Law, regulation, statute or program, whether federal, state or local, whether currently existing or hereinafter enacted.

(b) Without prejudice to the survival of any other agreements of the Lessee hereunder, this indemnification shall survive any termination, payment or satisfaction of the Bonds and the termination of this Lease Agreement, and any foreclosure or any other transfer of any kind of the Facilities and shall continue and survive *ad infinitum*.

(c) The Lessee's indemnification contained herein to each Indemnified Party is intended to be for his or her active or passive negligence or misconduct; provided, however, nothing contained herein shall be deemed to provide indemnification to any Indemnified Party with respect to any Liabilities arising from the successful allegation of fraud, gross negligence or willful misconduct of such party.

(d) The Lessee's indemnification contained herein shall be effective not only with any existing Environmental Requirements affecting the Lessee, Indemnified Parties and/or the Facilities, but also for any hereinafter enacted Environmental Law, regulation, statute or program, whether federal, State or local affecting the Lessee, Indemnified Parties and/or the Facilities.

(e) The Lessee's indemnification contained herein shall extend to any and all like claims which arise from the acts or omissions of any user, tenant, lessee, agent or invitee of the Lessee.

(f) The obligations under this Section shall not be affected by any investigation by or on behalf of Indemnified Parties, or by any information which Indemnified Parties may have or obtain with respect thereto.

(g) The Lessee's indemnification shall include the duty to defend any and all claims of the types described in this Section, and Indemnified Parties may participate in the defense of any claim of the type described in this Section without relieving the Lessee of any obligation hereunder.

Section 6.07. Environmental Covenants.

(a) *Use of Facilities.* The Lessee will not intentionally or unintentionally conduct, or allow to be conducted, any business, operation or activity on, under or in the Facilities, or employ or use the Facilities or allow for it to be employed or used, to manufacture, transport, treat, store or dispose any Regulated Chemical which would violate or potentially violate Environmental Requirements, including, but not limited to, any action which would:

(i) bring the Lessee or the Facilities within the ambit of, or otherwise violate, the Resource Conservation and Recovery Act of 1976, as amended by the Solid and Hazardous Waste Amendments of 1984, 42 U.S.C. §6901, *et seq.*;

(ii) cause, or allow to be caused, a release or threat of release, of hazardous substances on, under, in or about the Facilities as defined by, and within the ambit of, the Comprehensive Environmental Response, Compensation, and Liability Act of 1980, as amended by the Superfund Amendments and Reauthorization Act of 1986, 42 U.S.C. §9601, *et seq.*;

(iii) violate the Clean Air Act of 1970, as amended, 42 U.S.C. §7401, *et seq.*, or other similar State, regional or local statute, law, regulation, rule or ordinance, including without limitation, the laws of the State, or any other statute providing for the financial responsibility for cleanup for the release or threatened release of substances provided for thereunder.

The Lessee will not do or permit any act or thing, business or operation, that materially increases the dangers, or poses an unreasonable risk of harm, or impairs, or may impair, the value of the Facilities, or any part thereof.

(b) *Maintenance of Facilities.* The Lessee shall maintain the Facilities free from contamination by Regulated Chemicals and shall not intentionally or unintentionally allow a release, discharge or emission, or threat of release, discharge or emission, of any Regulated Chemical on, under, in or about the Facilities, and shall object to, challenge and protect the Facilities from any migration or threatened migration from other properties upon, about or beneath the Facilities.

(c) *Notice of Environmental Problem.* The Lessee (provided that the Lessee shall only forward to the Trustee those notices, letters, citations, orders, warnings, complaints, inquiries, claims or demands actually received by the Lessee) and/or any tenant and/or sublessee shall promptly provide a copy to Trustee, and in no event later than fifteen (15) days from the Lessee's and/or any tenants' and/or sublessee's receipt or submission, of any notice, letter, citation, order, warning, complaint, inquiry, claim or demand that:

(i) the Lessee and/or any tenants or sublessees have violated, or are about to violate, any federal, state, regional or local environmental, health or safety statute, law, rule, regulation, ordinance, judgment or order;

(ii) there has been a release, or there is a threat of release, of any Regulated Chemical from the Facilities;

(iii) the Lessee and/or any tenants or sublessees may be or are liable, in whole or in part, for the costs of cleaning up, remediating, removing or responding to a release of any Regulated Chemical; or

(iv) any portion of the Facilities is subject to a Lien in favor of any governmental entity for any liability, costs or damages, under Environmental Requirements arising from, or costs incurred by such governmental entity in response to, a release of any Regulated Chemical.

(d) *Response Action.* The Lessee shall take all appropriate responsive action, including any removal and remedial action ("Response Action"), in the event of a release, emission, discharge or disposal of any Regulated Chemical in, on, under or about the Facilities, so as to remain in compliance with the above, and to keep the Facilities free from and unaffected by Regulated Chemicals. The Lessee shall (i) provide Trustee, within twenty (20) days after providing the notice required under Section 6.07(c) above, with a bond, letter of credit or similar financial assurance which is equal to the cost of the Response Action and which may be drawn upon by the Trustee for the purpose of completing the Response Action if an Event of Default occurs or if the Response Action is not completed within six months of the issuance of the financial assurance, and (ii) discharge any assessment, Lien or encumbrance which may be established on the Facilities as a result thereof.

(e) *No Liens or Encumbrances.* The Lessee shall prevent the imposition of any Liens or encumbrances against the Facilities for the costs of any response, removal or remedial action or cleanup of any Regulated Chemicals. Should such a Lien or encumbrance be levied on the Facilities, the Lessee shall follow the procedure set forth in subsection (d) above.

(f) *Compliance with Environmental Requirements.* The Lessee shall carry on its business and operations at the Facilities to comply in all respects and will continue to remain in compliance with all applicable Environmental Requirements and maintain all permits and licenses required thereunder.

(g) *Additional Environmental Reports.* As long as there are any Bonds Outstanding, the Lessee shall provide the Trustee and post to EMMA a copy of any Environmental Report performed during that time. The Trustee shall have no duty to review or analyze any such environmental report and shall not be required to act upon the same.

Section 6.08. Additional Environmental Provisions.

(a) *Right to Notify Agencies*. To the extent the Trustee receives written notice, whether from the Lessee or any other party, stating that the Lessee or the Lessor is in violation of any environmental law, statute, regulation, ordinance, rule or order, whether federal, State or local, or that there has been a release or threat of release of any Regulated Chemical from or upon the Facilities, and the Trustee, the Trustee shall promptly notify the Lessee and the Registered Owners of such notice.

(b) *Right of Inspection*.

(i) The Trustee at any time and from time to time, with reasonable cause and notice, either prior to or after the occurrence of any

Event of Default hereunder, may require the Lessee to submit to the Trustee and post to EMMA within ninety (90) days of either the notice required under Section 6.07(c) hereof or a written request from the Trustee, a written report of a site assessment and environmental audit ("Environmental Assessment"), prepared by an independent, competent and qualified engineer, showing that the engineer made all appropriate inquiry consistent with good commercial and customary practice, such that consistent with generally accepted engineering practice and procedure, no evidence or indication came to light which would suggest there was a release of substances on, under, in or about the Facilities which could necessitate an environmental response action, and which demonstrates that the Facilities comply with, and do not deviate from, all applicable environmental statutes, laws, ordinances, rules and regulations, including any licenses, permits or certificates required thereunder, and that the Lessee is in compliance with, and has not deviated from, the representations and warranties set forth in Sections 2.02 and 6.07 hereof. The Trustee shall have no duty to review or analyze any such environmental report and shall not be required to act upon the same.

(ii) The Lessee hereby grants, and will cause any tenants or users of the Facilities to grant, to the Trustee, its agents, attorneys, employees, consultants and contractors, upon reasonable notice and under reasonable conditions established by the Lessee which do not impede the performance of the Environmental Assessment, an irrevocable license and authorization to enter upon and inspect the Leased Property and perform such sampling, tests and analysis ("Tests"), including without limitation, subsurface testing, soils and groundwater testing, and other tests which may physically invade the Facilities, as the Trustee or its agent determines is necessary; provided, however, that the Trustee shall use its best efforts not to interfere with the operations of the Lessee's charter school or to materially damage the Facilities.

(iii) The Lessee will cooperate with the consultants and supply to the consultants such historical and operational information as may be reasonably requested by the consultants, together with any notices, permits or other written communications pertaining to violations of Environmental Requirements and any and all necessary information and make available personnel having knowledge of such matters as may be required by the Trustee, the Trustee's agents, consultants and engineers to complete an Environmental Assessment.

(iv) Should the Lessee fail to perform an Environmental Assessment within the time period set forth in Section 6.08(b)(i) hereof, and such failure creates an Event of Default hereunder, the Trustee shall have the right but not the obligation to retain an environmental consultant to perform said Environmental Assessment.

(v) The cost of performing any Environmental Assessment shall be paid by the Lessee upon demand of the Trustee and any such obligations shall be deemed to be an Additional Lease Payment due hereunder.

(c) *Event of Default.* If an Environmental Assessment reveals any violations of Environmental Requirements or the Lessee receives a notice of a violation of Environmental Requirements, and the Lessee fails to cure the violation in the time period and the manner specified in Section 10.01(b) hereof, such action will constitute an Event of Default.

(d) *No Assumption of Risk.* The Trustee's rights under this Section shall be exercised by it in its sole discretion and not for the benefit of the Lessee. The Trustee shall have no obligation (unless directed and indemnified as provided in the Indenture) to enter onto the Facilities or to take any other action which is authorized by this Article for the protection of its security interest. The Lessee specifically agrees and acknowledges that any action permitted under this Section shall not be construed to be the management or control of the Facilities by the Trustee.

ARTICLE VII

DAMAGE, DESTRUCTION AND CONDEMNATION

Section 7.01. Damage, Destruction and Condemnation. If, during the Lease Term (a) the Facilities or any portion thereof shall be destroyed (in whole or in part), or damaged by fire or other casualty; or (b) title to, or the temporary or permanent use of, the Facilities or any portion thereof or the estate of the Lessee or the Lessor in the Facilities or any portion thereof shall be taken under the exercise of the power of eminent domain by any governmental body or by any person, firm or corporation acting under governmental authority; or (c) a breach of warranty or a material defect in the construction, manufacture or design of the Facilities shall become apparent; or (d) title to or the use of all or any portion of the Facilities shall be lost by reason of a defect in title thereto; then the Lessee shall be obligated to continue to pay the amounts specified in Section 5.02 of this Lease Agreement, except that Lease Payments shall be reduced to the extent the proceeds of any insurance or condemnation award are received by or for the account of Lessor and not applied to the repair, restoration or replacement of the Facilities.

Section 7.02. Treatment of Net Proceeds. The Lessee and, to the extent such Net Proceeds are within its control, the Lessor, shall cause the Net Proceeds of any insurance policies, payment of performance bonds or condemnation awards to be applied in accordance with the terms of Article VII of the Loan Agreement and Section 3.22 of the Indenture.

Section 7.03. Continuation of Operations in Event of Casualty. In the event of any damage to or destruction of the Facilities or any part thereof by fire, lightning, vandalism, malicious mischief and extended coverage perils, the Lessee shall make all diligent and reasonable efforts to continue operation of the Facilities in such a manner that will ensure continuation of State Payments or shall obtain or use other financing resources to continue operation of the Facilities and ensure due and timely payment of the Lease Payments.

ARTICLE VIII

SPECIAL COVENANTS

Section 8.01. Annual Budget. The Lessee agrees to annually budget sufficient expenditures to provide for all Base Lease Payments, Additional Lease Payments and other amounts due under this Lease Agreement.

Section 8.02. Consolidation, Merger, Sale or Conveyance. The Lessee agrees that during the term of this Lease Agreement it will maintain its corporate existence, will continue to be a nonprofit corporation under the laws of the State of California, will not merge or consolidate with, or sell or convey all or substantially all of its assets to, any Person unless (i) no Event of Default has occurred and is continuing, (ii) it first acquires the consent of the Authority to such transaction, (iii) it provides to the Trustee notice of its intent at least ninety (90) days in advance of such consolidation, merger, sale or conveyance, and (iv) the acquirer of the Lessee's interest in the Facilities or the corporation with which it shall be consolidated or the resulting corporation in the case of a merger:

(a) shall assume in writing the performance and observance of all covenants and conditions of this Lease Agreement;

(b) shall provide the Authority and Trustee with an opinion of Bond Counsel to the effect that such merger, consolidation, sale or conveyance would not adversely affect the validity of any of the Bonds or the exclusion from gross income for federal income tax purposes of interest on the Tax-Exempt Bonds;

(c) shall provide the Authority and the Trustee with an Opinion of Counsel to the Lessee (which may be rendered in reliance upon the Opinion of Counsel to such other corporation), stating that none of the other corporations which are a party to such consolidation, merger or transfer has any pending litigation other than that arising in the ordinary course of business or, has any pending litigation which might reasonably result in a substantial adverse judgment. For the purposes of the preceding sentence, the term "substantial adverse judgment" shall mean a judgment in an amount which exceeds the insurance or reserves therefor by a sum which is more than 2% of the aggregate net worth of the resulting, surviving or transferee corporation immediately after the consummation of such consolidation, merger or transfer and after giving effect thereto;

(d) shall provide evidence to the Authority that the surviving or acquiring entity has a consolidated tangible net worth (after giving effect to such consolidation, merger, sale or conveyance) of not less than the consolidated tangible net worth of the Lessee immediately prior to such consolidation, merger, sale or conveyance;

(e) shall provide evidence to the Authority that the Days Cash on Hand and the Coverage Ratio of the Lessee for its most recently completed Fiscal Year would not have been reduced if such consolidation, merger, sale or conveyance had occurred during such preceding Fiscal Year;

(f) shall deliver to the Trustee within thirty (30) days of the close of such transaction, an Opinion of Counsel that all conditions herein have been satisfied and that all liabilities and obligations of the Lessee under the Lessee Documents shall become obligations of the new entity; provided, however, the Lessee shall not be released from same; and

(g) in the case of a consolidation or merger, shall provide to the Trustee and the Authority an Opinion of Counsel to the effect that the surviving entity can continue to operate the Facilities as a charter school in accordance with the Charter School Act and that the entity is entitled to receive the State Payments.

Section 8.03. Further Assurances. The Lessor and the Lessee agree that they will, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such supplements hereto and such further instruments as may reasonably be required for carrying out the intention of or facilitating the performance of this Lease Agreement, subject, however, to the terms and conditions of Article X of the Indenture.

Section 8.04. Audits. The Lessee agrees that it will have the books and records of the Lessee and the School audited annually commencing with the Fiscal Year ended June 30, 2021, by an Accountant as soon as practicable after the close of such Fiscal Year. The Lessee shall furnish such audit report as described in Section 8.05 hereof.

Section 8.05. Books and Records; Compliance with Continuing Disclosure Agreement. The Lessee agrees that it will maintain proper books of records and accounts with full, true and correct entries of all of its dealings substantially in accordance with the practices generally accepted for public school accounting. The Lessee shall comply with the terms of the Continuing Disclosure Agreement and shall provide the information required thereby on or before the dates and in the manner set forth therein. The Lessee shall provide the Authority with any of the documents provided under the Continuing Disclosure Agreement upon request by the Authority within thirty (30) days after receipt of the Authority's request. The Trustee shall have no duty to review or analyze documents, including any reports, financial statements, insurance policies or certificates, or other material delivered to the Trustee under the terms of this Lease Agreement.

Section 8.06. Indemnification.

(a) To the fullest extent permitted by law, the Lessee agrees to indemnify, hold harmless and defend the Authority, the Authority's members, the Trustee and each of their respective past, present and future officers, governing members, directors, officials, employees, attorneys and agents (collectively, the "Indemnified Parties"), against any and all losses, damages, claims, actions, liabilities, costs and expenses of any conceivable nature, kind or character (including, without limitation, reasonable attorneys' fees and expenses, litigation and court costs, amounts paid in settlement and amounts paid to discharge judgments) to which the Indemnified Parties, or any of them, may become subject or under any statutory law (including federal or state securities laws) or at common law or otherwise, arising out of or based upon or in any way relating to:

(i) the Lessee Documents or the execution or amendment hereof or thereof or in connection with transactions contemplated hereby or thereby, including the issuance, sale or resale of the Bonds, except to the extent caused by the act or omission of the Lessor;

(ii) any act or omission of the Lessee or any of its agents, contractors, servants, employees or licensees in connection with the Series 2021 Project, this Lease, or the Facilities, the operation of the Series 2021 Project or the Facilities, or the condition, environmental or otherwise, occupancy, use, possession, conduct or management of work done in or about, or from the planning, design, acquisition, installation or construction of, the Series 2021 Project or the Facilities or any part thereof;

(iii) any lien or charge upon payments by the Lessee to the Authority or the Trustee, as the case may be, hereunder, or any taxes (including, without limitation, all ad valorem taxes and sales taxes), assessments, impositions and other charges imposed on the Authority or the Trustee in respect of any portion of the Series 2021 Project or the Facilities;

(iv) any violation of any Environmental Regulations with respect to, or the release of any Hazardous Substances at, on or under the Facilities or the Series 2021 Project or any part thereof;

(v) any untrue statement or misleading statement or alleged untrue statement or alleged misleading statement of a material fact by the Lessee contained in the Offering Document, as may be supplemented from time to time or any other offering statement or disclosure or continuing disclosure document for the Bonds or any of the documents relating to the Bonds to which Lessee is a party, or any omission or alleged omission by the Lessee from the Offering Document, as may be supplemented from time to time or any other offering statement or disclosure or continuing disclosure document for the Bonds of any material fact necessary to be stated therein in order to make the statements made therein by the Lessee, in the light of the circumstances under which they were made, not misleading, or any failure to timely file any continuing disclosure document in connection with the Bonds required by any undertaking or by any applicable law, rule or regulation; or

(vi) any declaration that interest on the Tax-Exempt Bonds is included in gross income for federal income tax purposes as a result of any Lessee action or omission, or allegations that interest on the Tax-Exempt Bonds is included in gross income for federal income tax purposes as a result of any Lessee action or omission or any regulatory audit or inquiry regarding whether interest on the Tax-Exempt Bonds is included in gross income for federal income tax purposes as a result of any Lessee action or omission;

except (A) in the case of the foregoing indemnification of the Trustee or any of its officers, members, directors, officials, employees, attorneys and agents, to the extent such

damages are caused by the negligence or willful misconduct of such Indemnified Party; or (B) in the case of the foregoing indemnification of the Authority or any of its officers, members, directors, officials, employees, attorneys and agents, to the extent such damages are caused by the willful misconduct including the intentional violation of law of such Indemnified Party. In the event that any action or proceeding is brought against any Indemnified Party with respect to which indemnity may be sought hereunder, the Lessee, upon written notice from the Indemnified Party, shall assume the investigation and defense thereof, including the employment of counsel selected by the Indemnified Party, and shall assume the payment of all expenses related thereto, with full power to litigate, compromise or settle the same in its sole discretion; provided that the Indemnified Party shall have the right to review and approve or disapprove any such compromise or settlement. Each Indemnified Party shall have the right to employ separate counsel in any such action or proceeding and participate in the investigation and defense thereof, and the Lessee shall pay the reasonable fees and expenses of such separate counsel; provided, however, that such Indemnified Party may only employ separate counsel at the expense of the Lessee if in the judgment of such Indemnified Party a conflict of interest exists by reason of common representation or if all parties commonly represented do not agree as to the action (or inaction) of counsel, or in the case of the Authority or any of its officers, members, directors, employees, attorneys and agents, such Indemnified Party engages the Attorney General of the State as separate counsel.

(b) The rights of any persons to indemnity hereunder and rights to payment of fees and reimbursement of expenses pursuant to this Section and Sections 5.02 and 10.04 hereof shall survive the final payment or defeasance of the Bonds and in the case of the Trustee any resignation or removal. The provisions of this Section shall survive the termination of this Lease Agreement.

Section 8.07. Authority of Authorized Representative of Lessee. Whenever under the provisions of this Lease Agreement or the Indenture the approval of the Lessee is required, or the Lessor, the Authority or the Trustee is required to take some action at the request of the Lessee, such approval or such request shall be made by the Authorized Representative of the Lessee unless otherwise specified in this Lease Agreement. The Lessor, the Authority or the Trustee shall be authorized to act on any such approval or request and the Lessee shall have no complaint against the Lessor, the Authority or the Trustee as a result of any such action taken in accordance with such approval or request. The execution of any document or certificate required under the provisions of this Lease Agreement, the Loan Agreement or the Indenture by an Authorized Representative of the Lessee shall be on behalf of the Lessee and shall not result in any personal liability of such Authorized Representative.

Section 8.08. Authority of Authorized Representative of Lessor. Whenever under the provisions of this Lease Agreement the approval of the Lessor is required, or the Lessee or the Trustee is required to take some action at the request of the Lessor, such approval or such request shall be made by the Authorized Representative of the Lessor unless otherwise specified in this Lease Agreement, the Loan Agreement or the Indenture. The Lessee or the Trustee shall be authorized to act on any such approval or request and the Lessor shall have no complaint against the Lessee or the Trustee as a result of any such action taken in accordance with such approval or

request. The execution of any document or certificate required under the provisions of this Lease Agreement, the Loan Agreement or the Indenture by an Authorized Representative of the Lessor shall be on behalf of the Lessor and shall not result in any personal liability of such Authorized Representative.

Section 8.09. Licenses and Qualifications. The Lessee will do, or cause to be done, all things necessary to obtain, renew and secure all permits, licenses and other governmental approvals and to comply, or cause its lessees to comply, with such permits, licenses and other governmental approvals necessary for operation of the Facilities as a charter school (as defined in the Charter School Act) (subject, however, to Section 8.11 hereof).

Section 8.10. Right to Inspect. Following reasonable notice to the Lessee, at any and all reasonable times during business hours, subject to school site safety policies and protocols, the Trustee, the Authority, the Lessor and their duly authorized agents, attorneys, experts, engineers, accountants and representatives, shall have the right (but no duty) fully to inspect the Facilities, including all books and records of the Lessee (excluding records the confidentiality of which may be protected by law), and to make such copies and memoranda from and with regard thereto as may be desired; provided, however, that they shall maintain these books and records in confidence unless required by applicable law to do otherwise and it is necessary to distribute the information to some other third party under applicable law.

Section 8.11. Assignment and Subleasing. This Lease Agreement may not be assigned by the Lessee for any reason other than to a successor by operation of law. However, the Facilities may be subleased to any other person or entity, as a whole or in part, by the Lessee, with the consent of the Lessor, and subject to each of the following conditions:

(a) this Lease Agreement and the obligations of the Lessee hereunder, shall, at all times during the Lease Term remain obligations of the Lessee subject to Sections 5.01 and 5.02 of this Lease Agreement, and the Lessee shall maintain its obligations to the Lessor, notwithstanding any sublease;

(b) the Lessee shall furnish or cause to be furnished to the Lessor a copy of any Lease Agreement;

(c) no sublease by the Lessee shall violate the Constitution or laws of the State; and

(d) the Facilities may be conveyed or subleased, in whole or in part, only to another entity or entities if, in the opinion of nationally recognized Bond Counsel, such conveyance or sublease will not impair the exclusion from gross income for purposes of federal income taxation of the Tax-Exempt Bonds.

Section 8.12. Prohibited Use. No portion of the proceeds of the Bonds shall be used to finance any facility, place or building used or to be used for sectarian instruction or study or as a place of devotional activities or religious worship, in such a manner or to such an extent as would result in any of the Tax-Exempt Bonds being treated as an obligation not described in Section 103(a) of the Code, or by a Person that is not an organization described in Section 501(c)(3) of the Code or a "governmental unit" (as defined in the Code) or by an organization

described in Section 501(c)(3) of the Code (including the Corporation) in an "unrelated trade or business" (as defined in the Code), in such a manner or to such an extent as would result in any of the Tax-Exempt Bonds being treated as an obligation not described in Section 103(a) of the Code.

Section 8.13. Limitations on Incurrence of Additional Indebtedness.

(a) *Senior Indebtedness*. The Lessee shall not incur additional Indebtedness secured by Liens on any portion of the Facilities or the Revenues (other than as set forth in subsection (h) below) that are senior to the Lien of any Deed of Trust on any portion of the Facilities or the security interest in the Revenues granted by this Lease Agreement and any Deed of Trust.

(b) *Long-Term Indebtedness*. The Lessee may incur additional Long-Term Indebtedness if prior to the issuance thereof a Management Consultant selected by the Lessee provides a written report to the Trustee setting forth projections which indicate that the following test is met:

(i) the Coverage Ratio for the most recent Fiscal Year for which an audit has been completed was at least 1.10 to 1; and

(ii) the Coverage Ratio for the first full Fiscal Year following the incurrence of such Long-Term Indebtedness in which the obligor of such additional Long-Term Indebtedness will have scheduled payments of interest on or principal of the additional Long-Term Indebtedness to be issued for the payment of which provision has not been made with the proceeds of such Long-Term Indebtedness, or, if such Long-Term Indebtedness is being issued to finance improvements, equipment or new facilities, the first full Fiscal Year after such improvements, equipment or new facilities are placed in service, is projected to be at least 1.20 to 1 (taking into account the proposed additional Long-Term Indebtedness and any Long-Term Indebtedness to be refinanced thereby).

For purposes of calculating "Coverage Ratio" for subsection (i) above, "Coverage Ratio" means the ratio obtained by dividing (i) Net Income Available for Lease Payments for the prior Fiscal Year by (ii) Actual Annual Lease Payments plus Actual Annual Debt Service (which Actual Annual Debt Service shall not include any payments with respect to the Series 2021 Bonds). For the purposes of calculating "Coverage Ratio" for subsection (ii) above, "Coverage Ratio" means the ratio obtained by dividing (i) Net Income Available for Lease Payments for the Fiscal Year being tested by (ii) Maximum Annual Lease Payments plus, without duplication, Maximum Annual Debt Service (which Maximum Annual Debt Service shall not include any payments with respect to the Series 2021 Bonds). The report of the Management Consultant shall take into account, as applicable, (i) the audited results of operations and verified enrollment of the Lessee, (ii) projected enrollment of the Lessee, and (iii) revenues of the Lessee at the completion of the facilities financed with such additional Long-Term Indebtedness. In addition, the report of the Management Consultant shall assume that the Long-Term

Indebtedness then to be incurred shall have been outstanding for the entire year, and shall exclude therefrom the payment obligations which will be eliminated as a result of the incurrence of the proposed Long-Term Indebtedness.

(c) *Refunding Indebtedness*. The Lessee may issue Refunding Indebtedness, provided that the Lessee certifies, in writing, to the Trustee that the Maximum Annual Debt Service will not be increased by more than 10% by such refunding.

(d) *Short-Term Indebtedness, Non-Recourse Indebtedness, and Subordinated Indebtedness*. The Lessee may incur Short-Term Indebtedness, Non-Recourse Indebtedness, and Subordinated Indebtedness provided that in no event shall the aggregate principal amount of all Short-Term Indebtedness, Non-Recourse Indebtedness, and Subordinated Indebtedness outstanding at any time exceed the greater of (1) 25% of Operating Expenses in the Fiscal Year the indebtedness is incurred, or (2) the maximum amount of advance apportionment and principal apportionment due to the School in any fiscal year that is deferred at any time or subject to deferral pursuant to Section 14041.6 of the California Government Code, or any subsequent legislation authorizing additional deferrals of such apportionments.

(e) *Equipment Financing.* Indebtedness consisting of purchase money obligations with respect to any item of equipment related to the Property may be incurred without limitation.

(f) *Operating Leases.* Indebtedness consisting of leases which are considered operating leases for a charter school facility under general accepted accounting principles, the term of which does not exceed two years, may be incurred without limitation. Indebtedness consisting of operating leases for a charter school facility under generally accepted accounting principles, the term of which exceeds two years, may be incurred if, prior to the incurrence of such Indebtedness, a Management Consultant selected by the Lessee provides a written report to the Trustee indicating that the Coverage Ratios required to be met under the Long-Term Indebtedness provisions set forth in paragraph (b) above are satisfied, assuming only for the purposes of such calculation that such operating lease Indebtedness constitutes additional Long-Term Indebtedness.

(g) *Subordinated Indebtedness.* Subordinated Indebtedness may be incurred without limitation.

(h) *ASAP Notes*. Indebtedness consisting of proceeds of the California School Finance Authority Revenue Notes (ASAP Program) Series 2021 (the "ASAP Notes"), which indebtedness is secured by a pledge of personal property collateral senior to the pledge of Revenues under the Lease Agreement, and debt service on which will be intercepted by the State Controller and transferred directly to the trustee for the ASAP Notes from the School's monthly State apportionments under Section 17199.4 of the Education Code of the State of California on a basis senior to the intercept for the Bonds.

For the avoidance of doubt, the Lessee may only incur additional Indebtedness pursuant to this Section 8.13 so long as no Event of Default has occurred and is continuing under this Lease Agreement.

In connection with the Lessee's incurrence of parity additional Indebtedness pursuant to this Section 8.13, the Lessee shall enter into such documentation as may be necessary to reflect and implement the parity position of such Indebtedness. Such documentation may consist of, but is not limited to, a custody and parity lien agreement, intercreditor agreement or deposit account control agreement (the "Parity Agreement") with a representative of the holders of the parity Indebtedness (a "Parity Trustee") and a third party (the "Indebtedness Custodian").

The Indebtedness Custodian will (a) hold all sums held by it for the payment of Lease Payments and the parity Indebtedness in trust for the benefit of the Trustee and the Parity Trustee until such sums shall be paid to such entities or otherwise disposed of as therein provided; and (b) give the Trustee notice of any default by the Lessee in the making of any such payment of principal (and premium, if any) or interest or any other amounts.

Any Revenues collected by the Indebtedness Custodian under the Parity Agreement, any other sums then held by the Indebtedness Custodian under the Parity Agreement, shall be applied to the payment of the Lease Payments and the other parity Indebtedness in a prorata fashion based on then Outstanding principal amount of the Lease Payments and the then outstanding principal amount of the other parity Indebtedness.

No holder of any parity Indebtedness shall have any right to institute any proceeding, judicial or otherwise, with respect to the documents related to such parity Indebtedness, or for the appointment of a receiver or trustee, or for any other remedy thereunder, unless:

(i) such holder has previously given written notice to the Trustee of a continuing event of default; and

(ii) the holders of not less than 50% in principal amount of all parity Indebtedness Outstanding shall have made written request to institute proceedings in respect of such event of default;

it being understood and intended that no one or more holders of any parity Indebtedness shall have any right in any manner whatever by virtue of, or by availing of, any provision of the documents related to the applicable parity Indebtedness to affect, disturb or prejudice the rights of any other holder of parity Indebtedness, or to obtain or to seek to obtain priority or preference over any other holders, or to enforce any right under their respective documents, except in the manner herein provided and for the equal and ratable benefit of all the holders of parity Indebtedness.

Section 8.14. Operating Leases. The Lessee will not enter into any operating leases for facilities to be paid from Revenues unless the Lessee has delivered to the Trustee:

(a) a certificate of the Lessee confirming that (1) the ratio for the immediately preceding Fiscal Year of (i) Net Income Available for Lease Payments (provided that for purposes of this Section 8.14, the definition of Net Income Available for Lease Payments

shall also exclude base lease payments paid pursuant to the operating lease) to (ii) Actual Annual Debt Service plus Actual Annual Lease Payments plus the first year of payments to paid pursuant to the operating lease was at least 1.10 to 1 and (2) an opinion or report based on a feasibility study of an Independent consultant that for each of the two succeeding Fiscal Years occurring after the commencement of the lease term, the ratio of (i) Net Income Available for Lease Payments to (ii) Actual Annual Debt Service plus Actual Annual Lease Payments plus the payments to be paid pursuant to the operating lease is projected to be at least 1.20 to 1; or

(b) written consent of the Beneficial Owners (as defined in the Indenture) of not less than a majority in aggregate principal amount of the Bonds then Outstanding (as defined in the Indenture).

Section 8.15. Covenant to Comply with Indenture and Loan Agreement. The Lessee hereby acknowledges receipt of the Indenture and the Loan Agreement, agrees to be bound by the respective terms thereof applicable to the Lessee and accepts all obligations and duties imposed thereby on the Lessee.

Section 8.16. Liens. Except as specifically provided in this Lease Agreement, the Lessee covenants not to create, assume, incur or suffer to be created, assumed or incurred any Lien (other than Permitted Encumbrances) on the Facilities or the Revenues or any accounts holding Revenues.

Section 8.17. Reserved.

Section 8.18. Days Cash on Hand. The Lessee hereby covenants and agrees that it shall maintain the Days Cash on Hand Requirement.

As provided in Section 8.05(d), the Lessee will deliver, not later than December 31 following the end of each of the Lessee's Fiscal Years, commencing with the Fiscal Year ended June 30, 2021, to the Lessor, the Trustee and the Underwriter a certificate stating the Days Cash on Hand for the Fiscal Year then ended. If such Days Cash on Hand is below the Days Cash on Hand Requirement as of any June 30, the Lessee shall retain a Management Consultant within sixty (60) days following the reporting of such failure at the Lessee's expense. The Lessee shall cause the Management Consultant to submit a written report and make recommendations within forty-five (45) days of being retained (a copy of such report and recommendations shall be filed with the Lessor, the Underwriter and the Trustee) with respect to financial matters of the Lessee which are relevant to increasing the Days Cash on Hand to at least the required level.

Copies of such recommendations shall be filed with the Lessor, the Underwriter and Trustee. The Lessee agrees that promptly upon the receipt of such recommendations, subject to applicable requirements or restrictions imposed by law, or to the extent practical, it shall revise its methods of operation and shall take such other reasonable actions as shall be in conformity with the recommendations. So long as the Lessee shall retain a Management Consultant and complies with such Management Consultant's recommendations to the extent practical or not prohibited by law, no default or Event of Default shall be declared solely by reason of a violation of the requirements of this Section.

Section 8.19. Coverage Ratio. As provided in Section 8.05(d), the Lessee will deliver, not later than December 31 following the end of each of the Lessee's Fiscal Years, to the Trustee and the Underwriter a certificate in the form attached hereto as Exhibit D stating the Coverage Ratio for the Fiscal Year then ended, commencing with the Fiscal Year ending June 30, 2022. The Coverage Ratio shall be 1.10 or above for each Fiscal Year commencing with the Fiscal Year ending June 30, 2022; provided that, except as provided below, Lessee's failure to achieve the required Coverage Ratio will not constitute an Event of Default under this Lease Agreement if Lessee promptly engages a Management Consultant to prepare a report, to be delivered to the Lessee and the Trustee within 45 days of engagement, with recommendations for meeting the required Coverage Ratio or, if in the opinion of the Management Consultant the attainment of such level is impracticable, to the highest level attainable in such Fiscal Year. The Lessee shall give written notice to the Trustee and post to EMMA its selection of Management Consultant. If the Trustee receives written objections to such Management Consultant selected and appointed by Lessee from the holders of not less than a majority in aggregate principal amount of the Bonds then Outstanding within 10 days of delivery of such written notice, Lessee covenants to use its best efforts to appoint a new Management Consultant within 45 days thereof. Any Management Consultant will be required to submit its recommendations to Lessee and Trustee within 90 days after being so retained. If Lessee fails to implement the recommendations of the Management Consultant, to the extent permitted by law, and such failure continues for a period of 60 days after written notice, specifying such failure and requesting that it be remedied, has been given to the Lessee by the Authority or the Trustee, such failure shall constitute an Event of Default under this Lease Agreement. Lessee will not be obligated to retain such a Management Consultant more often than once during any 24 month period. Notwithstanding the foregoing, Lessee's failure to achieve a Coverage Ratio of 1.00 to 1.00 will constitute an Event of Default under this Lease Agreement.

Any contract entered into between the Lessee and any Management Consultant engaged by the Lessee pursuant to this Section 8.19 must meet the requirements of this Lease Agreement and the Tax Regulatory Agreement.

Section 8.20. Subordination. To the extent permitted by Internal Revenue Service Revenue Procedure 2017-13, the Lessee hereby covenants and agrees: (1) this Lease Agreement at all times shall automatically be subordinate to the Deed of Trust (unless waived in writing by the beneficiary pursuant to the Deed of Trust (the "Beneficiary") thereunder), (2) Lessee shall attorn to the Beneficiary and any purchaser at a foreclosure sale, such attornment to be self-executing and effective upon acquisition of title to the Property (as that term is defined in the Deed of Trust) by any purchaser at a foreclosure sale or by the Beneficiary in any manner; (3) to execute such further evidences of attornment and subordination as a mortgagee or any purchaser at a foreclosure sale may from time to time request, including a subordination and attornment agreement in form and substance acceptable to the Beneficiary or any purchaser in its sole discretion; (4) this Lease Agreement shall not be terminated by foreclosure or any other transfer of the Property so long as Lessee is not in default under the Lease; and (5) the Lessee shall, upon receipt after the occurrence of an Event of Default of a written request from the mortgagee, pay all "Income" (as that term is defined in the Deed of Trust) payable under this Lease Agreement to the mortgagee.

Section 8.21. Quarterly Reports; Annual Conference Calls.

(a) Quarterly Reports. The Lessee covenants and agrees that, not later than 60 days after the end of each of its fiscal quarters, commencing with the fiscal quarter ending June 30, 2021, it will prepare (or cause to be prepared) a report relating to each fiscal quarter (the "Quarterly Report") and file (or cause to be filed) the Quarterly Report on EMMA (with a copy to the Borrower and the Trustee). The Lessee, in its sole discretion, shall have the right to modify the contents of the Quarterly Reports from time to time. The Quarterly Reports will be in a format suitable for filing with EMMA and will contain or include by reference the following:

(i) the unaudited financial statements and operating data of the Lessee for the previous fiscal quarter of the type and in the format provided in audited financial statements of the Lessee for the prior Fiscal Year;

(ii) a year-to-date comparison of the Lessee's revenues and expenditures in the unaudited financial statements to the annual budget;

(iii) management discussion of any significant variance between the Lessee's budgeted and actual revenues and expenditures during the previous fiscal quarter;

(iv) for the last fiscal quarter of each Fiscal Year, a copy of the Lessee's budget for the subsequent Fiscal Year;

(v) enrollment data for the School by grade for the previous fiscal quarter;

(vi) recommendations of any consultant received in accordance with the Lease during such fiscal quarter;

(vii) notice of any threatened termination of any license, charter or other official approval or accreditation which is material to the activities of the Lessee, or of the commencement of any litigation or other governmental or judicial proceeding in which an outcome adverse to the Lessee could result in a judgment in excess of available insurance coverage or otherwise have a material adverse effect on the operations or financial condition of the Lessee, and any other event which reasonably could be expected to have a material adverse effect on the operations or financial conditions of the Lessee;

(viii) any change in the Lessee's executive team (including in the executive team of the Sole Member providing administrative services to the Lessee); and

(ix) for the last fiscal quarter of each Fiscal Year, information about the School, its program and the demographics of students being served

by the School that demonstrates the Series 2021 Bonds continue to meet the requirements to be designated as "Social Bonds" similar to that shown in Table 12 – School Demographic Trends from 2015-2016 to 2019-2020 School Years, Table 13 School and District Demographic Comparison, Table 14 – Special Education, Table 15 – Special Needs Population Comparison School and Authorizer's District, Table 16 – Special Needs Demographic Comparison School and Authorizer's District, Table 17 – Special Needs Population Broken Down by Disability, Table 18 – Free and Reduced Lunch, Table 19 – Socio-Economically Disadvantaged Enrollment, Table 20 Socio-Economically Disadvantaged Enrollment by City, Table 21 – Socio-Economically Disadvantaged Enrollment by Primary Identified Ethnicity, Table 22 – Socio-Economically Disadvantaged Enrollment by Parental/Family Education Level, Table 23 – Certain Performance Data of the School and Competing Schools, and Table 24 - Certain Demographic Data of the School and Competing Schools (for the School and the most recently completed Fiscal Year only) in Appendix A to the Limited Offering Memorandum, dated as of April 16, 2021.

(b) Annual Conference Calls. The Lessee covenants and agrees that it will schedule and conduct an annual conference call for Beneficial Owners to be held during normal business hours (for both prevailing Eastern Time and prevailing Pacific Time) following the release of the Lessee's audited financial statements for the immediately preceding Fiscal Year, commencing with the Fiscal Year ending June 30, 2021, for the purpose of reviewing financial results of such Fiscal Year. Such conference call will be held on or about every January 31 commencing January 2022; and notice of the date, time and dial-in information for such conference call in a format suitable for filing with EMMA shall be filed (or cause to be filed) with the MSRB through the EMMA website (with a copy to the Trustee, the Dissemination Agent and the Underwriter) not less than seven days prior to the date of the conference call.

Section 8.22. Subordination of Support Office Service Fees. If the School enters into an Administrative Services Agreement for the payment of Support Office Service Fees to the Lessee or any supporting organization of Lessee under Internal Revenue Code Section 509(a)(3), with respect to the School, so long as Bonds remain outstanding, the Lessee covenants and agrees that such Administrative Services Agreement shall provide (to the extent permitted by Rev. Proc. 2017-13, published by the U.S. Treasury Department on January 17, 2017, or subsequent or supplemental guidance) that: (i) the obligation of the Lessee to pay Support Office Service Fees relating to the School shall be subordinate to its payment of other operating expenses of the School and Lease Payments to the Lessor under this Lease; (ii) the obligation of Lessee to pay Support Office Service Fees relating to the School shall be suspended for any such time as the payment of Support Office Service Fees would cause Lessee to fail to meet any of the financial covenants contained in this Lease; and (iii) during any period of time when Support Office Service Fees remain unpaid, such fees shall accrue without interest. If Lessee has not engaged a separate manager with respect to the School, Lessee agrees that it shall not apply any Revenues to costs and expenses of management unless and until all Lease Payments are fully paid and the Loan is not in default.

ARTICLE IX

ASSIGNMENT AND PLEDGE BY LESSOR

The Lessor shall assign certain of its rights and interests in and under this Lease Agreement to the Authority pursuant to the Loan Agreement as security for payment of the principal of, premium, if any, and interest due thereunder, and the Authority will further assign its rights under the Lease Agreement to the Trustee pursuant to the Indenture as security for payment of the principal of, premium, if any, and interest on the Bonds. The Lessee hereby consents to such assignments.

ARTICLE X

EVENTS OF DEFAULT AND REMEDIES

Section 10.01. Events of Default. The following shall be Events of Default of the Lessee under this Lease Agreement, and the term Event of Default shall mean, whenever it is used in this Lease Agreement, any one or more of the following events:

(a) Failure by the Lessee to make the Lease Payments required by Section 5.02 hereof by the Base Lease Payment Date for a period of three Business Days after receipt of written notice specifying such failure;

(b) Failure by the Lessee to observe or perform any other covenant, condition or agreement on its part to be observed or performed herein other than as referred to in subsection (a) above, for a period of thirty (30) days after written notice specifying such failure and requesting that it be remedied shall have been given to the Lessee by the Lessor, the Authority or the Trustee; provided, with respect to any such failure covered by this subsection (b), no Event of Default shall be deemed to have occurred so long as a course of action adequate in the judgment of the Trustee to remedy such failure shall have been commenced within such thirty-day period and shall thereafter be diligently pursued to completion and the failure shall be remedied within ninety (90) days of such occurrence, unless said remedy cannot be performed within ninety (90) days and the Lessee is actively working toward a remedy.

(c) The dissolution or liquidation of the Lessee, or failure by the Lessee to promptly contest and have lifted any execution, garnishment or attachment of such consequence as will impair its ability to meet its obligations with respect to the operation of its charter schools or to make any payments under this Lease Agreement. The phrase "dissolution or liquidation of the Lessee," as used in this subsection, shall not be construed to include the cessation of the corporate existence of the Lessee resulting either from a merger or consolidation of the Lessee into or with another domestic corporation or a dissolution or liquidation of the Lessee following a transfer of all or substantially all of its assets under the conditions permitting such actions contained in Section 8.02 hereof.

(d) The entry of a decree or order for relief by a court having jurisdiction in the premises in respect of the Lessee in an involuntary case under the federal bankruptcy

laws, as now or hereafter constituted, or any other applicable federal or State bankruptcy, insolvency or other similar law, or appointing a receiver, liquidator, assignee, custodian, trustee, sequestrator (or other similar official) of the Lessee or for any substantial part of its property, or ordering the winding-up or liquidation of its affairs and the continuance of any such decree or order unstayed and in effect for a period of sixty (60) consecutive days.

(e) The commencement by the Lessee of a voluntary case under the federal bankruptcy laws, as now or hereafter constituted, or any other applicable federal or State bankruptcy, insolvency or other similar law, or the consent by it to the appointment of or taking possession by a receiver, liquidator, assignee, trustee, custodian, sequestrator (or other similar official) of the Lessee or for any substantial part of its property, or the making by it of any assignment for the benefit of creditors, or the failure of the Lessee generally to pay its debts as such debts become due, or the taking of corporate action by the Lessee in furtherance of any of the foregoing.

(f) Failure of the Lessee to comply with any covenants contained in the Tax Regulatory Agreement.

(g) The occurrence of an Event of Default by Lessee under any of the Lessee Documents.

(h) Any representation or warranty made by the Lessee herein or made by the Lessee in any statement or certificate furnished by the Lessee either required hereby or in connection with the execution and delivery of this Lease Agreement and the sale and the issuance of the Bonds shall prove to have been untrue in any material respect as of the date of the issuance or making thereof.

(i) Judgment for the payment of money in excess of $50,000.00 (which is not covered by insurance) is rendered by any court or other governmental body against the Lessee, and the Lessee does not discharge same or provide for its discharge in accordance with its terms, or procure a stay of execution thereof within sixty (60) days from the date of entry thereof, and within said sixty-day period or such longer period during which execution of such judgment shall have been stayed, appeal therefrom and cause the execution thereof to be stayed during such appeal while providing such reserves therefor as may be required under Generally Accepted Accounting Principles.

(j) A writ or warrant of attachment or any similar process shall be issued by any court against the Facilities, and such writ or warrant of attachment or any similar process is not released or bonded within sixty (60) days after its entry.

(k) Any of the Lessee's representations and warranties herein or in any of the other Lessee Documents with respect to environmental matters are false in any material respect.

(l) The termination of the Charter either by its terms or for any other reason.

The foregoing provisions of subsection (b) of this Section 10.01 are subject to the following limitations*:* If by reason of force majeure the Lessee is unable in whole or in part to carry out its agreements herein contained, other than the obligations on the part of the Lessee contained in Article V and in Sections 6.02, 6.03, 6.06 and 8.06 hereof, the Lessee shall not be deemed in default during the continuance of such inability. The term "force majeure" as used herein shall mean, without limitation, the following*:* acts of God; strikes, lockouts or other industrial disturbances; acts of public enemies; orders of any kind of the government of the United States or of the State or any of their departments, agencies or officials, or any civil or military authority; insurrections; riots; epidemics; pandemics; landslides; lightning; earthquake; fire; hurricane; tornadoes; storms; floods; washouts; droughts; arrests; restraint of government and people; explosions; breakage or accident to machinery, transmission pipes or canals; partial or entire failure of utilities; or any other cause or event not reasonably within the control of the Lessee. The Lessee agrees, however, if possible, to remedy with all reasonable dispatch the cause or causes preventing it from carrying out its agreements; provided, that the settlement of strikes, lockouts and other industrial disturbances shall be entirely within the discretion of the Lessee, and the Lessee shall not be required to make settlement of strikes, lockouts or other industrial disturbances by acceding to the demands of the opposing party or parties when such course is in the judgment of the Lessee unfavorable to the Lessee.

Section 10.02. Remedies On Default. (a) Whenever an Event of Default referred to in Section 10.01 hereof shall have occurred and is continuing, the Lessor, or the Trustee where so provided herein, may take any one or more of the following remedial steps:

(i) To the extent permitted by applicable law and Lessor or Trustee have not exercised the remedies set forth in subsection (iv) below, the Lessor (or the Trustee acting as assignee of the Lessor, as and to the extent provided in the Indenture) may declare the Lease Payments payable hereunder for the remainder of the Lease Term to be immediately due and payable, whereupon the same shall become due and payable;

(ii) The Lessor (or the Trustee acting as assignee of the Lessor, as and to the extent provided in the Indenture) may terminate the Lease Term and give notice to the Lessee to vacate and surrender possession of the Facilities within ten (10) Business Days of such notice;

(iii) The Lessor (or the Trustee acting as assignee of the Lessor, as and to the extent provided in the Indenture) may, following recovery of possession of the Facilities, lease or sublease the Facilities or any portion thereof;

(iv) To the extent Lessor or Trustee have not exercised the remedies set forth in subsection (i) above, at any time after any early termination of the Lease Term or reentry or repossession of the Facilities or removal of persons or property therefrom by reason of the occurrence of an Event of Default, Lessor shall be entitled to recover from Lessee, and Lessee shall pay to Lessor on demand:

(A) The worth at the time of award of the unpaid rent which had been earned at the time of termination;

(B) The worth at the time of award of the amount by which the unpaid rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided;

(C) Subject to applicable law, the worth at the time of award of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and

(D) Any other amount necessary to compensate Lessor for all the detriment proximately caused by Lessee's failure to perform its obligations under this Lease Agreement or which in the ordinary course of things would be likely to result therefrom.

The "worth at the time of award" of the amounts referred to above is computed by discounting such amount at the discount rate of the Federal Reserve Bank of San Francisco at the time of award plus 1%; and

(v) The Lessor (or the Trustee acting as assignee of the Lessor, as and to the extent provided in the Indenture) may take whatever action at law or in equity as may appear necessary or desirable to collect the amounts then due and thereafter to become due, or to enforce performance or observance of any obligations, agreements or covenants of the Lessee under this Lease Agreement.

(b) Notwithstanding the foregoing, prior to the exercise by the Lessor or the Trustee of any remedy that would prevent the application of this paragraph, the Lessee may, at any time, pay all accrued payments hereunder (exclusive of any payments accrued solely by virtue of declaration pursuant to subsection (a)(i) of this Section 10.02) and fully cure all defaults, and in such event, the Lessee shall be fully reinstated to its position hereunder as if such Event of Default had never occurred.

(c) In the event that the Lessee fails to make any payment required hereby, the payment so in default shall continue as an obligation of the Lessee until the amount in default shall have been fully paid.

(d) Whenever any Event of Default has occurred and is continuing under this Lease Agreement, the Trustee may, but except as otherwise provided in the Indenture shall not be obligated to, exercise any or all of the rights of the Lessor under this Article, upon notice as required to the Lessor. In addition, the Trustee shall have available to it all of the remedies prescribed in the Indenture.

(e) Any amounts collected pursuant to action taken under the immediately preceding paragraph (d) (other than sums collected for the Lessor on account of the

Lessor's Unassigned Rights, which sums shall be paid directly to the Lessor), after reimbursement of any costs incurred by the Lessor or the Trustee in connection therewith, shall be applied in accordance with the provisions of this Lease.

(f) If the Lessor or the Trustee shall have proceeded to enforce their rights under this Lease Agreement and such proceedings shall have been discontinued or abandoned for any reason or shall have been determined adversely to the Lessor or the Trustee, then and in every such case, the Lessee, the Lessor and the Trustee shall be restored to their respective positions and rights hereunder, and all rights, remedies and powers of the Lessee, the Lessor and the Trustee shall continue as though no such proceedings had been taken.

(g) In the event of any payment by the Lessor, the Lessor shall be subrogated to all of Lessee's rights of recovery therefor against any Person and the Lessee shall execute and deliver all documents and instruments and perform all actions necessary to secure such rights of the Lessor.

Section 10.03. No Remedy Exclusive. No remedy herein conferred upon or reserved to the Lessor is intended to be exclusive of any other available remedy or remedies, but each and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Lease Agreement or now or hereafter existing at law or in equity or by statute. No delay or omission to exercise any right or power accruing upon any default shall impair any such right or power or shall be construed to be a waiver thereof, but any such right or power may be exercised from time to time and as often as may be deemed expedient. In order to entitle the Lessor to exercise any remedy reserved to it in this Article, it shall not be necessary to give any notice, other than notice required herein or by applicable law. Such rights and remedies given the Lessor hereunder shall also extend to the Trustee, the Beneficial Owners and the Registered Owners of the Bonds, subject to the Indenture.

Section 10.04. Agreement to Pay Attorneys' Fees and Expenses. In the event the Lessee should breach any of the provisions of this Lease Agreement and the Lessor or the Trustee should employ attorneys or incur other expenses for the collection of Lease Payments or the enforcement of performance or observance of any obligation or agreement on the part of any Lessee herein contained, the Lessee agrees that it will on demand therefore pay to the Lessor and the Trustee, as the case may be, the reasonable fees of such attorneys and such other reasonable expenses incurred by the Lessor and the Trustee. The obligations of the Lessee arising under this Section 10.04 shall continue in full force and effect notwithstanding the final payment of the Bonds or the termination of this Lease Agreement for any reason.

Section 10.05. Waiver. In the event any agreement contained in this Lease Agreement should be breached by any party and thereafter waived by any other party, such waiver shall be limited to the particular breach waived and shall not be deemed to waive any other breach hereunder. In view of the assignment of the Lessor's rights in and under this Lease Agreement to the Authority under the Loan Agreement and then to the Trustee under the Indenture, the Lessor shall have no power to waive any Event of Default hereunder without the consent of the Trustee. Notwithstanding the foregoing, a waiver of an Event of Default under the Loan Agreement or the Indenture or a rescission of a declaration of acceleration of the Bonds and a

rescission and annulment of its consequences shall constitute a waiver of the corresponding Event of Default under this Lease Agreement and a rescission and annulment of its consequences; provided, that no such waiver or rescission shall extend to or affect any subsequent or other default hereunder or impair any right consequent thereon.

Section 10.06. Treatment of Funds in Bankruptcy. The Lessee acknowledges and agrees that in the event the Lessee commences a case under the United States Bankruptcy Code located at 11 U.S.C. § 101 et. seq. (the "Bankruptcy Code") or is the subject of an involuntary case that results in an order for relief under the Bankruptcy Code: (i) amounts on deposit in any of the Funds are not, nor shall they be deemed to be, property of the Lessee's bankruptcy estate as defined by § 541 of the Bankruptcy Code; (ii) that in no event shall the Lessee assert, claim or contend that amounts on deposit in any of the Funds are property of the Lessee's bankruptcy estate; and (iii) that amounts on deposit in any of the Funds are held in trust solely for the benefit of the Registered Owners and the Beneficial Owners, shall be applied only in accordance with the provisions of the Indenture, and the Lessee has no legal, equitable or reversionary interest in, or right to, such amounts.

ARTICLE XI

[RESERVED]

ARTICLE XII

MISCELLANEOUS

Section 12.01. Notices. All notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed given when mailed by Electronic Means, personal delivery, certified mail, return receipt requested, postage prepaid, facsimile or overnight courier, addressed as follows:

If to the Lessee:	iLEAD Lancaster 254 East Avenue K-4 Lancaster, California 93535 Attention: School Director Telephone: (661) 722-4287 Facsimile: (866) 323-8394
If to the Lessor:	iLead Lancaster Holdings LLC 3720 Sierra Hwy, Unit A Acton, California 91350 Telephone: (661) 317-3348
If to the Authority:	California School Finance Authority State Treasurer's Office 300 South Spring Street, Suite 8500 Los Angeles, California 90013 Attention: Executive Director Facsimile: (213) 620-6309

If to the Trustee:	UMB Bank, N.A. 120 South Sixth Street, Suite 1400 Minneapolis, Minnesota 55402 Attention: Katie Carlson Telephone: (612) 337-7007
If to the Underwriters	RBC Capital Markets, LLC 777 S. Figueroa Street, Suite 850 Los Angeles, California 90017 Attention: John Solarczyk Telephone: (213) 362-4115 Email: john.solarczyk@rbccm.com

A duplicate copy of each notice, certificate or other communication given hereunder by the Lessor or the Lessee shall also be given to the Trustee. The Authority, the Lessor, the Lessee or the Trustee may, by notice hereunder, designate any further or different addresses to which subsequent notices, certificates or other communications shall be sent.

Section 12.02. Binding Effect. This Lease Agreement shall inure to the benefit of and shall be binding upon the Lessor and the Lessee, and their respective successors and assigns, subject, however, to the limitations contained in Section 8.02, Article IX and Section 12.12 hereof.

Section 12.03. Severability. In the event any provision of this Lease Agreement shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 12.04. Third Party Beneficiaries. Each of the Authority, Indemnified Parties and the Registered Owners are intended "Third Party Beneficiaries" of this Lease Agreement. Nothing in this Lease Agreement shall confer any right upon any person other than parties hereto, and those specifically designated as Third Party Beneficiaries of this Lease Agreement.

Section 12.05. Net Lease. This Lease Agreement shall be deemed and construed to be a "triple net lease," and the Lessee shall pay absolutely net during the Lease Term, the Base Lease Payments, Additional Lease Payments and all other payments required hereunder, free of any deductions, and without abatement, deduction or setoff (other than credits against the Base Lease Payments expressly provided for in this Lease Agreement).

Section 12.06. Amendments, Changes And Modifications. This Lease may be modified only in writing, signed by the parties in interest at the time of the modification. While the Bonds are Outstanding, the Lease Agreement may only be modified in compliance with Section 10.10 of the Indenture and Section 8.11 of the Loan Agreement.

Section 12.07. Execution in Counterparts. This Lease Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

Section 12.08. Binding Effect; Choice of Law. This Lease Agreement shall be binding upon the parties, their personal representatives, successors and assigns and be governed by the laws of the State of California. Any litigation between the parties hereto concerning this Lease shall be initiated in Los Angeles County.

Section 12.09. Filing. The Lessee shall cause the security interest in any personal property of the Lessee comprising a part of the Series 2021 Facilities granted to the Authority and the assignment of such security interest to the Trustee to be perfected by the filing of financing statements which shall fully comply with the California Uniform Commercial Code in the office of the Secretary of State of California and in such other office as is at the time provided by law as the proper place for the filing thereof. The parties further agree that all necessary continuation statements shall be filed by the Lessee within the time prescribed by the California Uniform Commercial Code in order to continue such security interests.

Section 12.10. Cancellation at Expiration of Lease Term. Upon the termination of this Lease Agreement, and provided the Bonds have been fully retired and all amounts due hereunder have been paid in full, the Lessor shall deliver to the Lessee any documents and take or cause the Trustee and/or the Authority to take such actions as may be necessary to evidence the termination of this Lease Agreement and the discharge of the Lien of the Deed of Trust.

Section 12.11. No Pecuniary Liability of Authority. No provision, covenant or agreement contained in this Lease Agreement, or any obligations herein imposed upon the Authority, or the breach thereof, shall constitute an indebtedness or liability of the Authority within the meaning of any State constitutional provision or statutory limitation or shall constitute or give rise to a pecuniary liability of the Authority, any member, officer or agent of the Authority or a charge against the Authority's general credit. The Authority has no taxing power. In making the agreements, provisions and covenants set forth in this Lease Agreement, the Authority has not obligated itself except with respect to the application of the Lease Payments, as hereinabove provided.

Section 12.12. No Personal Liability of Officials of Lessee, Lessor, Authority or Trustee. None of the covenants, stipulations, promises, agreements and obligations of the Authority, the Trustee, the Lessor or the Lessee contained herein shall be deemed to be covenants, stipulations, promises, agreements or obligations of any official, member, officer, agent or employee of the Authority, the Trustee, the Lessor or the Lessee in his or her individual capacity, and no recourse shall be had for the payment of the principal of or premium, if any, or interest on the Bonds or for any claim based thereon or any claim hereunder against any official, officer, member, agent or employee of the Authority, the Lessor or the Lessee or any officer, member, agent, servant or employee of the Trustee or any natural person executing any Bond, including any officer or employee of the Trustee.

Section 12.13. No Warranty by Lessor. THE LESSEE RECOGNIZES THAT, BECAUSE THE COMPONENTS OF THE SERIES 2021 FACILITIES HAVE BEEN AND ARE TO BE SELECTED BY IT, THE LESSOR HAS NOT MADE ANY INSPECTION OF THE SERIES 2021 FACILITIES OR OF ANY FIXTURE OR OTHER ITEM CONSTITUTING A PORTION THEREOF, AND THE LESSOR MAKES NO WARRANTY OR REPRESENTATION, EXPRESS OR IMPLIED OR OTHERWISE, WITH RESPECT TO THE

SAME OR THE LOCATION, USE, DESCRIPTION, DESIGN, MERCHANTABILITY, FITNESS FOR USE FOR ANY PARTICULAR PURPOSE, CONDITION OR DURABILITY THEREOF, OR AS TO THE QUALITY OF THE MATERIAL OR WORKMANSHIP THEREIN, IT BEING AGREED THAT ALL RISKS INCIDENT THERETO ARE TO BE BORNE BY THE LESSEE. IN THE EVENT OF ANY DEFECT OR DEFICIENCY OF ANY NATURE IN THE SERIES 2021 FACILITIES OR ANY FIXTURE OR OTHER ITEM CONSTITUTING A PORTION THEREOF, WHETHER PATENT OR LATENT, THE LESSOR SHALL HAVE NO RESPONSIBILITY OR LIABILITY WITH RESPECT THERETO. THE PROVISIONS OF THIS SECTION HAVE BEEN NEGOTIATED AND ARE INTENDED TO BE A COMPLETE EXCLUSION AND NEGATION OF ANY WARRANTIES OR REPRESENTATIONS BY THE LESSOR, EXPRESS OR IMPLIED, WITH RESPECT TO THE SERIES 2021 FACILITIES OR ANY FIXTURE OR OTHER ITEM CONSTITUTING A PORTION THEREOF, WHETHER ARISING PURSUANT TO THE UNIFORM COMMERCIAL CODE OR ANY OTHER LAW NOW OR HEREAFTER IN EFFECT.

Section 12.14. Prior Agreements Superseded. This Lease Agreement, together with all agreements executed by the parties concurrently herewith or in conjunction with the initial issuance of a Series of Bonds, shall completely and fully supersede all other prior understandings or agreements, both written and oral, between the Lessor and the Lessee relating to the Facilities.

Section 12.15. Covenant by Lessee With Respect to Statements, Representations and Warranties. It is understood by the Lessee that all such statements, representations and warranties made by it in this Lease Agreement shall be deemed to have been relied upon by the Authority as an inducement to issue the Bonds, and that if any such statements, representations and warranties were false at the time they were made or (with respect to those representations and warranties which are to continue) are breached during the term hereof, such misrepresentation or breach shall constitute a breach of this Lease Agreement which may give rise to an Event of Default hereunder.

Section 12.16. Captions. The captions and headings in this Lease Agreement are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Lease Agreement.

Section 12.17. Lease Payments Due on Holidays. If the date for making any Lease Payment or the last date for performance of any act or the exercise of any right, as provided in this Lease Agreement is not a Business Day, such Lease Payments may be made or act performed or right exercised on the next succeeding Business Day unless otherwise provided herein, with the same force and effect as if done on the nominal date provided in this Lease Agreement.

Section 12.18. Provision of General Application. Any consent or approval of the Lessor required pursuant to this Lease Agreement shall be in writing and shall not be unreasonably withheld.

Section 12.19. Survival. Notwithstanding the payment in full of the Bonds, the discharge of the Indenture, and the termination or expiration of the Loan Agreement and this

Lease Agreement, all provisions in this Lease Agreement concerning (a) the tax-exempt status of the Tax-Exempt Bonds (including, but not limited to provisions concerning the payment of the Rebate Amount), (b) the interpretation of this Lease Agreement, (c) the governing law, (d) the forum for resolving disputes, (e) the Authority's right to rely on facts or certificates, (f) the indemnity of the Indemnified Parties, and (g) the Authority's and Trustee's lack of pecuniary liability shall survive and remain in full force and effect.

Section 12.20. Notice of Change in Fact. The Lessee will notify the Lessor, the Authority, the Underwriter and the Trustee promptly after the Lessee becomes aware of (i) any change in any material fact or circumstance represented or warranted by the Lessee in this Lease Agreement or in connection with the issuance of a Series of Bonds which would make any such representation or warranty false when made, (ii) any default or event which, with notice or lapse of time or both, could become an Event of Default under this Lease Agreement, the Loan Agreement or the Indenture or any of Lessee's Document, specifying in each case the nature thereof and what action the Lessee has taken, is taking, and/or proposes to take with respect thereto, (iii) any Internal Revenue Service audit of the Lessee or the Bonds, (iv) any material litigation affecting the Bonds, the Lessee or the Facilities, and (v) any default in any indebtedness of the Lessee.

Section 12.21. CASp Disclosure. California Civil Code Section 1938 requires Lessor to notify Lessee whether the Premises has undergone inspection by a Certified Access Specialist ("CASp"), as defined in California Civil Code Section 55.52. Lessor hereby states to Lessee that, as of the date this Lease is executed, the property of which the Premises is a part has not undergone such inspection. A CASp can inspect the Premises and determine whether the Premises comply with all of the applicable construction related accessibility standards under California state law. Although California state law does not require a CASp inspection of the Premises, the Lessor may not prohibit Lessee from obtaining a CASp inspection of the Premises for the occupancy or potential occupancy of Lessee, if requested by Lessee. The Parties shall mutually agree on the arrangements for the time and manner of the CASp inspection, the payment of the fee for the CASp inspection, and the cost of making any repairs necessary to correct violations of construction related accessibility standards within the Premises. Notwithstanding the foregoing, Lessee shall be solely responsible for any such inspections and for any repairs that may be deemed necessary in connection with such inspections, and in any case, Lessor shall have the opportunity to have a representative present at any such inspection.

Section 12.22. Energy Use Disclosure Program. Lessee hereby acknowledges that Lessor may be required to disclose certain information concerning the energy performance of the Premises (the "Energy Disclosure Information") pursuant to California Public Resources Code Section 25402.10 and the regulations adopted pursuant thereto (collectively the "Energy Disclosure Requirements"). If and to the extent not prohibited by applicable laws, Lessee hereby waives any right Lessee may have to receive the Energy Disclosure Information, including, without limitation, any right Lessee may have to terminate this Lease as a result of Lessor's failure to disclose such information. Further, Lessee hereby releases Lessor from any and all losses, costs, damages, expenses and/or liabilities relating to, arising out of and/or resulting from the Energy Disclosure Requirements, including, without limitation, any liabilities arising as a result of Lessor's failure to disclose the Energy Disclosure Information to Lessee prior to the execution of this Lease. Lessee's acknowledgment of the AS-IS condition of the Premises

pursuant to the terms of this Lease shall be deemed to include the energy performance of the Premises. Lessee further acknowledges that pursuant to the Energy Disclosure Requirements, Lessor may be required in the future to disclose information concerning Lessee's energy usage to certain third parties, including, without limitation, prospective purchasers, lenders and lessees of the Premises (the "Energy Use Disclosure") and Lessee agrees to provide Lessor with all such information as Lessor may require in order to satisfy the Energy Disclosure Requirements. Lessee hereby (i) consents to all such Energy Use Disclosures, and (ii) acknowledges that Lessor shall not be required to notify Lessee of any Energy Disclosure Information. Further, Lessee hereby releases Lessor from any and all losses, costs, damages, expenses and liabilities relating to, arising out of and/or resulting from any Energy Use Disclosure. The terms of this Section shall survive the expiration or earlier termination of this Lease.

Section 12.23. Waiver of Sections 1932(2) and 1933(4) of the California Civil Code. The Lessor and Lessee hereby waive any rights to remedies under Sections 1932(2) and 1933(4) of the California Civil Code.

Section 12.24. Use of Public Moneys. Lessee covenants that it will not use any public money, assets, and funds for support of the public school system that it receives through apportionments from the State in a manner that conflicts with or constitutes on its part or on the part of the School a violation or breach of any California statute, rule or regulation governing the use of those moneys. In addition, the Authority shall be a third-party beneficiary under the Lease with respect to this provision of the Lease.

Section 12.25. Rating Solicitation & Maintenance. The Lessee covenants that it will at all times cooperate with and take all action reasonably necessary to assist the Lessor in soliciting and maintaining, from one or more Rating Agencies, a rating on the Bonds.

(Remainder of page left blank intentionally)

IN WITNESS WHEREOF, the Lessor and the Lessee have caused this Lease Agreement to be executed in their respective corporate names by their duly authorized officers, all as of the date first above written.

ILEAD LANCASTER HOLDINGS LLC
By: MAKER LEARNING NETWORK, a
California nonprofit public benefit corporation
Its: Sole Member

By _____
Amer Kuric
Chief Strategy Officer

ILEAD LANCASTER,
a California nonprofit public benefit corporation

By _____
Nykole Kent
School Director

[Signature Page to Lease Agreement – iLEAD Lancaster, Series 2021]

IN WITNESS WHEREOF, the Lessor and the Lessee have caused this Lease Agreement to be executed in their respective corporate names by their duly authorized officers, all as of the date first above written.

ILEAD LANCASTER HOLDINGS LLC
By: MAKER LEARNING NETWORK, a California nonprofit public benefit corporation
Its: Sole Member

By_____
Amer Kuric
Chief Strategy Officer

ILEAD LANCASTER,
a California nonprofit public benefit corporation

By_____
Nykole Kent
School Director

[Signature Page to Lease Agreement – iLEAD Lancaster, Series 2021]

EXHIBIT A

LEASE PAYMENT SCHEDULE

Payment Date	Total Rent	Base Rent	Additional Rent
	-	-	-
5/25/2021	51,544.44	51,544.44	-
6/25/2021	57,072.92	57,072.92	-
7/25/2021	57,072.92	57,072.92	-
8/25/2021	57,072.92	57,072.92	-
9/25/2021	57,072.92	57,072.92	-
10/25/2021	57,072.92	57,072.92	-
11/25/2021	57,072.92	57,072.92	-
12/25/2021	57,072.92	57,072.92	-
1/25/2022	57,072.92	57,072.92	-
2/25/2022	57,072.92	57,072.92	-
3/25/2022	66,572.92	57,072.92	9,500.00
4/25/2022	57,072.92	57,072.92	-
5/25/2022	58,651.75	57,072.92	1,578.83
6/25/2022	57,095.83	57,095.83	-
7/25/2022	57,095.83	57,095.83	-
8/25/2022	57,095.83	57,095.83	-
9/25/2022	57,095.83	57,095.83	-
10/25/2022	57,095.83	57,095.83	-
11/25/2022	57,095.83	57,095.83	-
12/25/2022	57,095.83	57,095.83	-
1/25/2023	57,095.83	57,095.83	-
2/25/2023	57,095.83	57,095.83	-
3/25/2023	66,595.83	57,095.83	9,500.00
4/25/2023	57,095.83	57,095.83	-
5/25/2023	58,659.81	57,095.83	1,563.98
6/25/2023	57,100.00	57,100.00	-
7/25/2023	57,100.00	57,100.00	-
8/25/2023	57,100.00	57,100.00	-
9/25/2023	57,100.00	57,100.00	-
10/25/2023	57,100.00	57,100.00	-
11/25/2023	57,100.00	57,100.00	-
12/25/2023	57,100.00	57,100.00	-
1/25/2024	57,100.00	57,100.00	-
2/25/2024	57,100.00	57,100.00	-
3/25/2024	66,600.00	57,100.00	9,500.00
4/25/2024	57,100.00	57,100.00	-
5/25/2024	58,648.45	57,100.00	1,548.45
6/25/2024	57,085.42	57,085.42	-
7/25/2024	57,085.42	57,085.42	-
8/25/2024	57,085.42	57,085.42	-

Payment Date	Total Rent	Base Rent	Additional Rent
9/25/2024	57,085.42	57,085.42	-
10/25/2024	57,085.42	57,085.42	-
11/25/2024	57,085.42	57,085.42	-
12/25/2024	57,085.42	57,085.42	-
1/25/2025	57,085.42	57,085.42	-
2/25/2025	57,085.42	57,085.42	-
3/25/2025	66,585.42	57,085.42	9,500.00
4/25/2025	57,085.42	57,085.42	-
5/25/2025	58,617.67	57,085.42	1,532.25
6/25/2025	57,052.08	57,052.08	-
7/25/2025	57,052.08	57,052.08	-
8/25/2025	57,052.08	57,052.08	-
9/25/2025	57,052.08	57,052.08	-
10/25/2025	57,052.08	57,052.08	-
11/25/2025	57,052.08	57,052.08	-
12/25/2025	57,052.08	57,052.08	-
1/25/2026	57,052.08	57,052.08	-
2/25/2026	57,052.08	57,052.08	-
3/25/2026	66,552.08	57,052.08	9,500.00
4/25/2026	57,052.08	57,052.08	-
5/25/2026	58,567.46	57,052.08	1,515.38
6/25/2026	57,020.83	57,020.83	-
7/25/2026	57,020.83	57,020.83	-
8/25/2026	57,020.83	57,020.83	-
9/25/2026	57,020.83	57,020.83	-
10/25/2026	57,020.83	57,020.83	-
11/25/2026	57,020.83	57,020.83	-
12/25/2026	57,020.83	57,020.83	-
1/25/2027	57,020.83	57,020.83	-
2/25/2027	57,020.83	57,020.83	-
3/25/2027	66,520.83	57,020.83	9,500.00
4/25/2027	57,020.83	57,020.83	-
5/25/2027	58,518.66	57,020.83	1,497.83
6/25/2027	57,004.17	57,004.17	-
7/25/2027	57,004.17	57,004.17	-
8/25/2027	57,004.17	57,004.17	-
9/25/2027	57,004.17	57,004.17	-
10/25/2027	57,004.17	57,004.17	-
11/25/2027	57,004.17	57,004.17	-
12/25/2027	57,004.17	57,004.17	-
1/25/2028	57,004.17	57,004.17	-
2/25/2028	57,004.17	57,004.17	-
3/25/2028	66,504.17	57,004.17	9,500.00
4/25/2028	57,004.17	57,004.17	-
5/25/2028	58,483.77	57,004.17	1,479.60

Payment Date	Total Rent	Base Rent	Additional Rent
6/25/2028	56,970.83	56,970.83	-
7/25/2028	56,970.83	56,970.83	-
8/25/2028	56,970.83	56,970.83	-
9/25/2028	56,970.83	56,970.83	-
10/25/2028	56,970.83	56,970.83	-
11/25/2028	56,970.83	56,970.83	-
12/25/2028	56,970.83	56,970.83	-
1/25/2029	56,970.83	56,970.83	-
2/25/2029	56,970.83	56,970.83	-
3/25/2029	66,470.83	56,970.83	9,500.00
4/25/2029	56,970.83	56,970.83	-
5/25/2029	58,431.53	56,970.83	1,460.70
6/25/2029	56,920.83	56,920.83	-
7/25/2029	56,920.83	56,920.83	-
8/25/2029	56,920.83	56,920.83	-
9/25/2029	56,920.83	56,920.83	-
10/25/2029	56,920.83	56,920.83	-
11/25/2029	56,920.83	56,920.83	-
12/25/2029	56,920.83	56,920.83	-
1/25/2030	56,920.83	56,920.83	-
2/25/2030	56,920.83	56,920.83	-
3/25/2030	66,420.83	56,920.83	9,500.00
4/25/2030	56,920.83	56,920.83	-
5/25/2030	58,361.96	56,920.83	1,441.13
6/25/2030	56,854.17	56,854.17	-
7/25/2030	56,854.17	56,854.17	-
8/25/2030	56,854.17	56,854.17	-
9/25/2030	56,854.17	56,854.17	-
10/25/2030	56,854.17	56,854.17	-
11/25/2030	56,854.17	56,854.17	-
12/25/2030	56,854.17	56,854.17	-
1/25/2031	56,854.17	56,854.17	-
2/25/2031	56,854.17	56,854.17	-
3/25/2031	66,354.17	56,854.17	9,500.00
4/25/2031	56,854.17	56,854.17	-
5/25/2031	58,275.05	56,854.17	1,420.88
6/25/2031	57,187.50	57,187.50	-
7/25/2031	57,187.50	57,187.50	-
8/25/2031	57,187.50	57,187.50	-
9/25/2031	57,187.50	57,187.50	-
10/25/2031	57,187.50	57,187.50	-
11/25/2031	57,187.50	57,187.50	-
12/25/2031	57,187.50	57,187.50	-
1/25/2032	57,187.50	57,187.50	-
2/25/2032	57,187.50	57,187.50	-

Payment Date	Total Rent	Base Rent	Additional Rent
3/25/2032	66,687.50	57,187.50	9,500.00
4/25/2032	57,187.50	57,187.50	-
5/25/2032	58,586.78	57,187.50	1,399.28
6/25/2032	56,937.50	56,937.50	-
7/25/2032	56,937.50	56,937.50	-
8/25/2032	56,937.50	56,937.50	-
9/25/2032	56,937.50	56,937.50	-
10/25/2032	56,937.50	56,937.50	-
11/25/2032	56,937.50	56,937.50	-
12/25/2032	56,937.50	56,937.50	-
1/25/2033	56,937.50	56,937.50	-
2/25/2033	56,937.50	56,937.50	-
3/25/2033	66,437.50	56,937.50	9,500.00
4/25/2033	56,937.50	56,937.50	-
5/25/2033	58,314.50	56,937.50	1,377.00
6/25/2033	57,083.33	57,083.33	-
7/25/2033	57,083.33	57,083.33	-
8/25/2033	57,083.33	57,083.33	-
9/25/2033	57,083.33	57,083.33	-
10/25/2033	57,083.33	57,083.33	-
11/25/2033	57,083.33	57,083.33	-
12/25/2033	57,083.33	57,083.33	-
1/25/2034	57,083.33	57,083.33	-
2/25/2034	57,083.33	57,083.33	-
3/25/2034	66,583.33	57,083.33	9,500.00
4/25/2034	57,083.33	57,083.33	-
5/25/2034	58,436.71	57,083.33	1,353.38
6/25/2034	57,187.50	57,187.50	-
7/25/2034	57,187.50	57,187.50	-
8/25/2034	57,187.50	57,187.50	-
9/25/2034	57,187.50	57,187.50	-
10/25/2034	57,187.50	57,187.50	-
11/25/2034	57,187.50	57,187.50	-
12/25/2034	57,187.50	57,187.50	-
1/25/2035	57,187.50	57,187.50	-
2/25/2035	57,187.50	57,187.50	-
3/25/2035	66,687.50	57,187.50	9,500.00
4/25/2035	57,187.50	57,187.50	-
5/25/2035	58,515.90	57,187.50	1,328.40
6/25/2035	57,250.00	57,250.00	-
7/25/2035	57,250.00	57,250.00	-
8/25/2035	57,250.00	57,250.00	-
9/25/2035	57,250.00	57,250.00	-
10/25/2035	57,250.00	57,250.00	-
11/25/2035	57,250.00	57,250.00	-

Payment Date	Total Rent	Base Rent	Additional Rent
12/25/2035	57,250.00	57,250.00	-
1/25/2036	57,250.00	57,250.00	-
2/25/2036	57,250.00	57,250.00	-
3/25/2036	66,750.00	57,250.00	9,500.00
4/25/2036	57,250.00	57,250.00	-
5/25/2036	58,552.08	57,250.00	1,302.08
6/25/2036	56,854.17	56,854.17	-
7/25/2036	56,854.17	56,854.17	-
8/25/2036	56,854.17	56,854.17	-
9/25/2036	56,854.17	56,854.17	-
10/25/2036	56,854.17	56,854.17	-
11/25/2036	56,854.17	56,854.17	-
12/25/2036	56,854.17	56,854.17	-
1/25/2037	56,854.17	56,854.17	-
2/25/2037	56,854.17	56,854.17	-
3/25/2037	66,354.17	56,854.17	9,500.00
4/25/2037	56,854.17	56,854.17	-
5/25/2037	58,129.25	56,854.17	1,275.08
6/25/2037	56,854.17	56,854.17	-
7/25/2037	56,854.17	56,854.17	-
8/25/2037	56,854.17	56,854.17	-
9/25/2037	56,854.17	56,854.17	-
10/25/2037	56,854.17	56,854.17	-
11/25/2037	56,854.17	56,854.17	-
12/25/2037	56,854.17	56,854.17	-
1/25/2038	56,854.17	56,854.17	-
2/25/2038	56,854.17	56,854.17	-
3/25/2038	66,354.17	56,854.17	9,500.00
4/25/2038	56,854.17	56,854.17	-
5/25/2038	58,100.90	56,854.17	1,246.73
6/25/2038	57,229.17	57,229.17	-
7/25/2038	57,229.17	57,229.17	-
8/25/2038	57,229.17	57,229.17	-
9/25/2038	57,229.17	57,229.17	-
10/25/2038	57,229.17	57,229.17	-
11/25/2038	57,229.17	57,229.17	-
12/25/2038	57,229.17	57,229.17	-
1/25/2039	57,229.17	57,229.17	-
2/25/2039	57,229.17	57,229.17	-
3/25/2039	66,729.17	57,229.17	9,500.00
4/25/2039	57,229.17	57,229.17	-
5/25/2039	58,445.52	57,229.17	1,216.35
6/25/2039	57,125.00	57,125.00	-
7/25/2039	57,125.00	57,125.00	-
8/25/2039	57,125.00	57,125.00	-

Payment Date	Total Rent	Base Rent	Additional Rent
9/25/2039	57,125.00	57,125.00	-
10/25/2039	57,125.00	57,125.00	-
11/25/2039	57,125.00	57,125.00	-
12/25/2039	57,125.00	57,125.00	-
1/25/2040	57,125.00	57,125.00	-
2/25/2040	57,125.00	57,125.00	-
3/25/2040	66,625.00	57,125.00	9,500.00
4/25/2040	57,125.00	57,125.00	-
5/25/2040	58,309.63	57,125.00	1,184.63
6/25/2040	56,979.17	56,979.17	-
7/25/2040	56,979.17	56,979.17	-
8/25/2040	56,979.17	56,979.17	-
9/25/2040	56,979.17	56,979.17	-
10/25/2040	56,979.17	56,979.17	-
11/25/2040	56,979.17	56,979.17	-
12/25/2040	56,979.17	56,979.17	-
1/25/2041	56,979.17	56,979.17	-
2/25/2041	56,979.17	56,979.17	-
3/25/2041	66,479.17	56,979.17	9,500.00
4/25/2041	56,979.17	56,979.17	-
5/25/2041	58,130.72	56,979.17	1,151.55
6/25/2041	57,208.33	57,208.33	-
7/25/2041	57,208.33	57,208.33	-
8/25/2041	57,208.33	57,208.33	-
9/25/2041	57,208.33	57,208.33	-
10/25/2041	57,208.33	57,208.33	-
11/25/2041	57,208.33	57,208.33	-
12/25/2041	57,208.33	57,208.33	-
1/25/2042	57,208.33	57,208.33	-
2/25/2042	57,208.33	57,208.33	-
3/25/2042	66,708.33	57,208.33	9,500.00
4/25/2042	57,208.33	57,208.33	-
5/25/2042	58,324.78	57,208.33	1,116.45
6/25/2042	56,958.33	56,958.33	-
7/25/2042	56,958.33	56,958.33	-
8/25/2042	56,958.33	56,958.33	-
9/25/2042	56,958.33	56,958.33	-
10/25/2042	56,958.33	56,958.33	-
11/25/2042	56,958.33	56,958.33	-
12/25/2042	56,958.33	56,958.33	-
1/25/2043	56,958.33	56,958.33	-
2/25/2043	56,958.33	56,958.33	-
3/25/2043	66,458.33	56,958.33	9,500.00
4/25/2043	56,958.33	56,958.33	-
5/25/2043	58,038.33	56,958.33	1,080.00

Payment Date	Total Rent	Base Rent	Additional Rent
6/25/2043	57,083.33	57,083.33	-
7/25/2043	57,083.33	57,083.33	-
8/25/2043	57,083.33	57,083.33	-
9/25/2043	57,083.33	57,083.33	-
10/25/2043	57,083.33	57,083.33	-
11/25/2043	57,083.33	57,083.33	-
12/25/2043	57,083.33	57,083.33	-
1/25/2044	57,083.33	57,083.33	-
2/25/2044	57,083.33	57,083.33	-
3/25/2044	66,583.33	57,083.33	9,500.00
4/25/2044	57,083.33	57,083.33	-
5/25/2044	58,124.86	57,083.33	1,041.53
6/25/2044	57,145.83	57,145.83	-
7/25/2044	57,145.83	57,145.83	-
8/25/2044	57,145.83	57,145.83	-
9/25/2044	57,145.83	57,145.83	-
10/25/2044	57,145.83	57,145.83	-
11/25/2044	57,145.83	57,145.83	-
12/25/2044	57,145.83	57,145.83	-
1/25/2045	57,145.83	57,145.83	-
2/25/2045	57,145.83	57,145.83	-
3/25/2045	66,645.83	57,145.83	9,500.00
4/25/2045	57,145.83	57,145.83	-
5/25/2045	58,146.86	57,145.83	1,001.03
6/25/2045	57,145.83	57,145.83	-
7/25/2045	57,145.83	57,145.83	-
8/25/2045	57,145.83	57,145.83	-
9/25/2045	57,145.83	57,145.83	-
10/25/2045	57,145.83	57,145.83	-
11/25/2045	57,145.83	57,145.83	-
12/25/2045	57,145.83	57,145.83	-
1/25/2046	57,145.83	57,145.83	-
2/25/2046	57,145.83	57,145.83	-
3/25/2046	66,645.83	57,145.83	9,500.00
4/25/2046	57,145.83	57,145.83	-
5/25/2046	58,104.33	57,145.83	958.50
6/25/2046	57,083.33	57,083.33	-
7/25/2046	57,083.33	57,083.33	-
8/25/2046	57,083.33	57,083.33	-
9/25/2046	57,083.33	57,083.33	-
10/25/2046	57,083.33	57,083.33	-
11/25/2046	57,083.33	57,083.33	-
12/25/2046	57,083.33	57,083.33	-
1/25/2047	57,083.33	57,083.33	-
2/25/2047	57,083.33	57,083.33	-

Payment Date	Total Rent	Base Rent	Additional Rent
3/25/2047	66,583.33	57,083.33	9,500.00
4/25/2047	57,083.33	57,083.33	-
5/25/2047	57,997.28	57,083.33	913.95
6/25/2047	56,958.33	56,958.33	-
7/25/2047	56,958.33	56,958.33	-
8/25/2047	56,958.33	56,958.33	-
9/25/2047	56,958.33	56,958.33	-
10/25/2047	56,958.33	56,958.33	-
11/25/2047	56,958.33	56,958.33	-
12/25/2047	56,958.33	56,958.33	-
1/25/2048	56,958.33	56,958.33	-
2/25/2048	56,958.33	56,958.33	-
3/25/2048	66,458.33	56,958.33	9,500.00
4/25/2048	56,958.33	56,958.33	-
5/25/2048	57,825.71	56,958.33	867.38
6/25/2048	57,187.50	57,187.50	-
7/25/2048	57,187.50	57,187.50	-
8/25/2048	57,187.50	57,187.50	-
9/25/2048	57,187.50	57,187.50	-
10/25/2048	57,187.50	57,187.50	-
11/25/2048	57,187.50	57,187.50	-
12/25/2048	57,187.50	57,187.50	-
1/25/2049	57,187.50	57,187.50	-
2/25/2049	57,187.50	57,187.50	-
3/25/2049	66,687.50	57,187.50	9,500.00
4/25/2049	57,187.50	57,187.50	-
5/25/2049	58,005.60	57,187.50	818.10
6/25/2049	56,916.67	56,916.67	-
7/25/2049	56,916.67	56,916.67	-
8/25/2049	56,916.67	56,916.67	-
9/25/2049	56,916.67	56,916.67	-
10/25/2049	56,916.67	56,916.67	-
11/25/2049	56,916.67	56,916.67	-
12/25/2049	56,916.67	56,916.67	-
1/25/2050	56,916.67	56,916.67	-
2/25/2050	56,916.67	56,916.67	-
3/25/2050	66,416.67	56,916.67	9,500.00
4/25/2050	56,916.67	56,916.67	-
5/25/2050	57,683.47	56,916.67	766.80
6/25/2050	57,000.00	57,000.00	-
7/25/2050	57,000.00	57,000.00	-
8/25/2050	57,000.00	57,000.00	-
9/25/2050	57,000.00	57,000.00	-
10/25/2050	57,000.00	57,000.00	-
11/25/2050	57,000.00	57,000.00	-

Payment Date	Total Rent	Base Rent	Additional Rent
12/25/2050	57,000.00	57,000.00	-
1/25/2051	57,000.00	57,000.00	-
2/25/2051	57,000.00	57,000.00	-
3/25/2051	66,500.00	57,000.00	9,500.00
4/25/2051	57,000.00	57,000.00	-
5/25/2051	57,712.80	57,000.00	712.80
6/25/2051	57,000.00	57,000.00	-
7/25/2051	57,000.00	57,000.00	-
8/25/2051	57,000.00	57,000.00	-
9/25/2051	57,000.00	57,000.00	-
10/25/2051	57,000.00	57,000.00	-
11/25/2051	57,000.00	57,000.00	-
12/25/2051	57,000.00	57,000.00	-
1/25/2052	57,000.00	57,000.00	-
2/25/2052	57,000.00	57,000.00	-
3/25/2052	66,500.00	57,000.00	9,500.00
4/25/2052	57,000.00	57,000.00	-
5/25/2052	57,656.10	57,000.00	656.10
6/25/2052	56,916.67	56,916.67	-
7/25/2052	56,916.67	56,916.67	-
8/25/2052	56,916.67	56,916.67	-
9/25/2052	56,916.67	56,916.67	-
10/25/2052	56,916.67	56,916.67	-
11/25/2052	56,916.67	56,916.67	-
12/25/2052	56,916.67	56,916.67	-
1/25/2053	56,916.67	56,916.67	-
2/25/2053	56,916.67	56,916.67	-
3/25/2053	66,416.67	56,916.67	9,500.00
4/25/2053	56,916.67	56,916.67	-
5/25/2053	57,513.37	56,916.67	596.70
6/25/2053	57,166.67	57,166.67	-
7/25/2053	57,166.67	57,166.67	-
8/25/2053	57,166.67	57,166.67	-
9/25/2053	57,166.67	57,166.67	-
10/25/2053	57,166.67	57,166.67	-
11/25/2053	57,166.67	57,166.67	-
12/25/2053	57,166.67	57,166.67	-
1/25/2054	57,166.67	57,166.67	-
2/25/2054	57,166.67	57,166.67	-
3/25/2054	66,666.67	57,166.67	9,500.00
4/25/2054	57,166.67	57,166.67	-
5/25/2054	57,700.60	57,166.67	533.93
6/25/2054	56,895.83	56,895.83	-
7/25/2054	56,895.83	56,895.83	-
8/25/2054	56,895.83	56,895.83	-

Payment Date	Total Rent	Base Rent	Additional Rent
9/25/2054	56,895.83	56,895.83	-
10/25/2054	56,895.83	56,895.83	-
11/25/2054	56,895.83	56,895.83	-
12/25/2054	56,895.83	56,895.83	-
1/25/2055	56,895.83	56,895.83	-
2/25/2055	56,895.83	56,895.83	-
3/25/2055	66,395.83	56,895.83	9,500.00
4/25/2055	56,895.83	56,895.83	-
5/25/2055	57,395.83	56,895.83	500.00
6/25/2055	56,958.33	56,958.33	-
7/25/2055	56,958.33	56,958.33	-
8/25/2055	56,958.33	56,958.33	-
9/25/2055	56,958.33	56,958.33	-
10/25/2055	56,958.33	56,958.33	-
11/25/2055	56,958.33	56,958.33	-
12/25/2055	56,958.33	56,958.33	-
1/25/2056	56,958.33	56,958.33	-
2/25/2056	56,958.33	56,958.33	-
3/25/2056	66,458.33	56,958.33	9,500.00
4/25/2056	56,958.33	56,958.33	-
5/25/2056	57,458.33	56,958.33	500.00
6/25/2056	56,916.67	56,916.67	-
7/25/2056	56,916.67	56,916.67	-
8/25/2056	56,916.67	56,916.67	-
9/25/2056	56,916.67	56,916.67	-
10/25/2056	56,916.67	56,916.67	-
11/25/2056	56,916.67	56,916.67	-
12/25/2056	56,916.67	56,916.67	-
1/25/2057	56,916.67	56,916.67	-
2/25/2057	56,916.67	56,916.67	-
3/25/2057	66,416.67	56,916.67	9,500.00
4/25/2057	56,916.67	56,916.67	-
5/25/2057	57,416.67	56,916.67	500.00
6/25/2057	57,187.50	57,187.50	-
7/25/2057	57,187.50	57,187.50	-
8/25/2057	57,187.50	57,187.50	-
9/25/2057	57,187.50	57,187.50	-
10/25/2057	57,187.50	57,187.50	-
11/25/2057	57,187.50	57,187.50	-
12/25/2057	57,187.50	57,187.50	-
1/25/2058	57,187.50	57,187.50	-
2/25/2058	57,187.50	57,187.50	-
3/25/2058	66,687.50	57,187.50	9,500.00
4/25/2058	57,187.50	57,187.50	-
5/25/2058	57,687.50	57,187.50	500.00

Payment Date	Total Rent	Base Rent	Additional Rent
6/25/2058	56,916.67	56,916.67	-
7/25/2058	56,916.67	56,916.67	-
8/25/2058	56,916.67	56,916.67	-
9/25/2058	56,916.67	56,916.67	-
10/25/2058	56,916.67	56,916.67	-
11/25/2058	56,916.67	56,916.67	-
12/25/2058	56,916.67	56,916.67	-
1/25/2059	56,916.67	56,916.67	-
2/25/2059	56,916.67	56,916.67	-
3/25/2059	66,416.67	56,916.67	9,500.00
4/25/2059	56,916.67	56,916.67	-
5/25/2059	57,416.67	56,916.67	500.00
6/25/2059	56,958.33	56,958.33	-
7/25/2059	56,958.33	56,958.33	-
8/25/2059	56,958.33	56,958.33	-
9/25/2059	56,958.33	56,958.33	-
10/25/2059	56,958.33	56,958.33	-
11/25/2059	56,958.33	56,958.33	-
12/25/2059	56,958.33	56,958.33	-
1/25/2060	56,958.33	56,958.33	-
2/25/2060	56,958.33	56,958.33	-
3/25/2060	66,458.33	56,958.33	9,500.00
4/25/2060	56,958.33	56,958.33	-
5/25/2060	57,458.33	56,958.33	500.00
6/25/2060	56,875.00	56,875.00	-
7/25/2060	56,875.00	56,875.00	-
8/25/2060	56,875.00	56,875.00	-
9/25/2060	56,875.00	56,875.00	-
10/25/2060	56,875.00	56,875.00	-
11/25/2060	56,875.00	56,875.00	-
12/25/2060	56,875.00	56,875.00	-
1/25/2061	56,875.00	56,875.00	-
2/25/2061	56,875.00	56,875.00	-
3/25/2061	66,375.00	56,875.00	9,500.00
4/25/2061	56,875.00	56,875.00	-
5/25/2061	57,375.00	56,875.00	500.00
Total	27,850,106.22	27,427,669.44	422,436.78

EXHIBIT B

REAL PROPERTY DESCRIPTION

Real property in the City of Lancaster, County of Los Angeles, State of California, described as follows:

PARCEL 1

LOTS 27 AND 28 OF TRACT NO. 32548, IN THE CITY OF LANCASTER, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN BOOK 968, PAGES 1 TO 5 INCLUSIVE OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

APN: 3126-032-095

PARCEL 2

LOT 16 OF TRACT NO. 32548, AS PER MAP RECORDED IN BOOK 968, PAGES 1 TO 5 INCLUSIVE OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

APN: 3126-031-045

PARCEL 3

LOT 14 OF TRACT NO. 32548, IN THE CITY OF LANCASTER, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA AS PER MAP RECORDED IN BOOK 968, PAGES 1 TO 5, INCLUSIVE OF MAPS IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY, AMENDED BY CERTIFICATE OF CORRECTION RECORDED JUNE 19, 1981 AS INSTRUMENT NO. 1981-614650, LOS ANGELES COUNTY RECORDS.

APN: 3126-031-043

EXHIBIT C

FORM OF NO DEFAULT CERTIFICATE

Date: _____

LESSEE CERTIFICATE

TO: UMB BANK, N.A., AS TRUSTEE (THE "TRUSTEE"), UNDER THE INDENTURE OF TRUST, DATED AS OF APRIL 1, 2021, BY AND BETWEEN THE CALIFORNIA SCHOOL FINANCE AUTHORITY (THE "AUTHORITY") AND THE TRUSTEE.

The undersigned Authorized Representative of the Lessee hereby certifies that (i) a review of the activities of the Lessee during the preceding Fiscal Year of Lessee and Lessee's performance under the Lessee Documents has been made under his or her supervision; and (ii) he or she is familiar with the provisions of this Lease Agreement and the Tax Regulatory Agreement and, to the best of his or her knowledge, based upon such review and familiarity, the Lessee has fulfilled all of its obligations hereunder and thereunder throughout the Fiscal Year, and that there have been no defaults under this Lease Agreement or the Tax Regulatory Agreement or, if there has been a default in the fulfillment of any such obligation in such Fiscal Year, specifying each such default known to him or her and the nature and the status thereof and the actions taken or being taken to correct such default.

ILEAD LANCASTER, a California nonprofit public benefit corporation, as Lessee

By: _____
Authorized Representative

EXHIBIT D

FORM OF COVERAGE RATIO CERTIFICATE

Date: _____

LESSEE CERTIFICATE

TO: UMB BANK, N.A., AS TRUSTEE (THE "TRUSTEE"), UNDER THE INDENTURE OF TRUST, DATED AS OF APRIL 1, 2021, BY AND BETWEEN THE CALIFORNIA SCHOOL FINANCE AUTHORITY (THE "AUTHORITY") AND THE TRUSTEE.

The undersigned Authorized Representative of the Lessee hereby certifies that the Coverage Ratio for the period ending [DATE] was _____.

ILEAD LANCASTER,
a California nonprofit public benefit corporation, as Lessee

By: _____
Authorized Representative

EXHIBIT E

FORM OF INTERCEPT NOTICE

Notice to the State Controller Pursuant to Education Code Section 17199.4

April 29, 2021

Re: California School Finance Authority Charter School Revenue Bonds (Social Bonds - iLEAD Lancaster Project) Tax-Exempt Series 2021A and Taxable Series 2021B

WHEREAS, iLead Lancaster Holdings LLC (the "Borrower") has entered into a Loan Agreement, dated as of April 1, 2021, by and between the California School Finance Authority (the "Authority") and the Borrower, providing for a loan (the "Loan") for the acquisition and construction of charter school facilities to be owned by Borrower, and leased to iLEAD Lancaster, a California nonprofit public benefit corporation, which operates iLEAD Lancaster, which school is established pursuant to the Charter Schools Act of 1992, as amended, constituting Part 26.8 (commencing with Section 47600) of Division 4 of Title 2 of the Education Code of the State of California (the "Lessee") (CDS#19 646670125559); and

WHEREAS, the Authority has issued its above-referenced revenue bonds (the "Bonds") to fund the Loan;

NOW THEREFORE, NOTICE IS HEREBY GIVEN PURSUANT TO SECTION 17199.4(c) OF THE EDUCATION CODE OF THE STATE OF CALIFORNIA TO THE STATE CONTROLLER OF THE STATE OF CALIFORNIA (the "State Controller"), that:

1. The governing board of the Lessee has elected, pursuant to a resolution adopted on February 11, 2021 and Section 17199.4(c) of the Education Code, to direct the State Controller to make transfers at the times and in the amounts (or such lesser amounts as are available to transfer) in the "State Intercept" column set forth on Schedule I attached hereto, directly to UMB Bank, N.A., as trustee (the "Trustee"), for the Bonds. If the amount transferred on any transfer date is less than the amount in the "State Intercept" column set forth on Schedule I attached hereto, then such deficiency shall be added to subsequent transfers until no deficiency remains.

2. Transfers pursuant to paragraph 1 above shall be paid by wire transfer of immediately available funds to

[TO BE ADDED]

(Signature on next page)

ILEAD LANCASTER, as operator and holder of the charter of iLEAD Lancaster

By: _____
Name: _____
Title: _____

DIVISION OF
BUILDING AND SAFETY
PHONE # (661) 723-6144

CITY OF LANCASTER

44933 NORTH FERN AVENUE
LANCASTER, CA 93534
INSPECTION # (661) 723-5930

PERMIT TYPE	CONST. TYPE	APP. DATE	ISSUED DATE	PROC. BY	PERMIT NO.
ALTCOM/B	**III B**	**12/18/2013**	**02/12/2014**	**SC**	**13-03676**

SQUARE FT	VALUATION	OCCU	OCCU LOAD	UNITS	STORIES
37113	**$1,061,253.09**	**E**		**0**	**2**

BLDG ADDRESS **254 E AVENUE K-4**
LOCATION
APN **3126-032-095** LOT **27** TRACT **NO 32** MAP NO. STD PLAN NO.

PERMIT FINALED BY 10/3/14 DATE

OWNER	**HIGHMARK SCHOOL DEVELOOPMENT** **6900 SOUTH 900 EAST, STE. 100** **MIDVALE, UTAH 84047 801-256-9550**	APPLICANT	**MIKE FREY** **5976 WASHINGTON BLVD.** **CULVER CITY, CA 90232**
CONTRACTOR	**INTERTEX GENERAL CONTRACTORS** **28228 CONSTELLATION RD,STE 900** **VALENCIA, CA 91355** **661-702-2222**	ARCH ENG	

STATE LIC NO CLASS CODES , , BUS LIC NO.

DESCRIPTION OF WORK:
ALTCOM: 33,452SF TI WITH 3,661SF ADDITION; DEMOLISH EXISTING PARTITIONS AND DOORS; INSTALLATION OF NEW PARTITIONS, DOORS, RESTROOMS, ELEVATOR, CEILINGS, LIGHT FIXTURES AND A PASSENGER ELEVATOR
CONDITIONS:

LICENSED CONTRACTORS DECLARATION

I hereby affirm under penalty of perjury that I am licensed under provisions of Chapter 9 (commencing with Section 7000) of Division 3 of the Business and Professions Code, and my license is in full force and effect.

License Class: , ,
Lic. No.:
Date 2/12/2014 Contractor

OWNER-BUILDER DECLARATION

I hereby affirm under penalty of perjury that I am exempt from the Contractors License Law for the following reason (Sec. 7031.5, Business and Professions Code: Any city or county which requires a permit to construct, alter, improve, demolish, or repair any structure, prior to its issuance, also requires the applicant for such permit to file a signed statement that he or she is licensed pursuant to the provisions of the Contractors License Law (Chapter 9 (commencing with Section 7000) of Division 3 of the Business and Professions Code) or that he or she is exempt therefrom and the basis for the alleged exemption. Any violation of Section 7031.5 by any applicant for a permit subjects the applicant to a civil penalty of not more than five hundred dollars ($500).):

___I, as owner of the property, or my employees with wages as their sole compensation, will do the work, and the structure is not intended or offered for sale (Sec. 7044, Business and Professions Code: The Contractors License Law does not apply to an owner of property who builds or improves thereon, and who does such work himself or herself or through his or her own employees, provided that such improvements are not intended or offered for sale. If, however, the building or improvement is sold within one year of completion, the owner-builder will have the burden of proving that he or she did not build or improve for the purpose of sale).

___I, as owner of the property, am exclusively contracting with licensed contractors to construct the project (Sec. 7044, Business and Professions Code: The Contractors License Law does not apply to an owner of property who builds or improves thereon, and who contracts for such projects with a contractor(s) licensed pursuant to the Contractors License Law.).

___I am exempt under Sec._____, B & P.C. for this reason

_____

Date _____ Owner _____

WORKERS COMPENSATION DECLARATION

I hereby affirm under penalty of perjury one of the following declarations:

___I have and will maintain a certificate of consent to self-insure for workers compensation, as provided for by Section 3700 of the Labor Code, for the performance of the work for which this permit is issued.

___I have and will maintain workers compensation insurance, as required by Section 3700 of the Labor Code, for the performance of the work for which this permit is issued. My workers compensation insurance carrier and policy number are: Policy No.: Carrier:
(This section need not be completed if the permit is for one hundred dollars ($100) or less).

___I certify that in the performance of the work for which this permit is issued, I shall not employ any person in any manner so as to become subject to the workers compensation laws of California, and agree that if I should become subject to the workers compensation provisions of Section 3700 of the Labor Code, I shall forthwith comply with those provisions.

Date 2/12/2014 Applicant

WARNING: FAILURE TO SECURE WORKERS COMPENSATION COVERAGE IS UNLAWFUL, AND SHALL SUBJECT AN EMPLOYER TO CRIMINAL PENALTIES AND CIVIL FINES UP TO ONE HUNDRED THOUSAND DOLLARS ($100,000), IN ADDITION TO THE COST OF COMPENSATION, DAMAGES AS PROVIDED FOR IN SECTION 3706 OF THE LABOR CODE, INTEREST, AND ATTORNEY'S FEES.

CONSTRUCTION LENDING AGENCY

I hereby affirm under penalty of perjury that there is a construction lending agency for performance of the work for which this permit is issued (Sec. 3097, Civ. C.).
Lender's Name
Lender's Address _____

I hereby certify that I have read this application and state that the above information is correct. I agree to comply with all city and county ordinances and state laws relating to building construction, and hereby authorize representatives of this city to enter upon the above-mentioned property for inspection purposes.

Signature of Applicant or Agent _____ Date 2/12/2014

NOTICE TO APPLICANT: This permit will expire if work is not started within 180 days of issuance or if the work is abandoned or suspended for 180 days.

CERTIFICATE OF OCCUPANCY

CITY OF LANCASTER

COMMUNITY DEVELOPMENT
DEVELOPMENT SERVICES DEPARTMENT

This Certificate is issued pursuant to the requirements of Section 109 of the Uniform Building Code certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction or use. For the following:

Building Address 254 E. AVENUE K-4 Sq. Ft. 37,113

Use classification iLEAD CHARTER SCHOOL Bldg. Permit No. 13-03676

Intended Occupancy Group and Division _____ Type of Construction E Use Zone SCHOOL

Owner of Building HIGHMARK SCHOOL DEVELOPMENT Address 6900 S. 900 EAST, STE. 100 MIDVALE, UTAH 84047

November 14, 2014
Date

Building and Safety Official

Post in a Conspicuous Place

lancaster ca
it's positively clear.

APPLICATION FOR CERTIFICATE OF OCCUPANCY

CITY OF LANCASTER – BUILDING AND SAFETY
44933 N. FERN AVENUE, LANCASTER, CALIFORNIA 93534
(661) 723-6144 6148

TCO 30 days

NOTE: No building or structure shall be used or occupied, and no change in the existing occupancy classification of a building or structure or portion thereof shall be made until the building official has issued a certificate of occupancy therefore as provided herein. Issuance of a certificate of occupancy shall not be construed as an approval of a violation of the provisions of this code or of other ordinances of the jurisdiction. (Section 111, 2010 California Building Code)

Upon completion of the shell of a commercial or industrial building, a "Shell Building" Certificate of Completion shall be issued by the Building Official. An individual Certificate of Occupancy will be issued for each permitted tenant improvement after completion of each tenant improvement. Single family dwellings, private garages and carports shall be issued a Certificate of Completion only upon request. However, all necessary clearances are still required.

In order to assure that any applicable law or regulation pertaining to this project has been satisfied, we request you have this form completed by the following noted agencies and returned to the Development Engineering Division office.

A digital submittal on disk, in pdf format, of building and site drawings, structural calculations, reports and T-24 documentation is required prior to issuance of a Certificate of Occupancy.

PLEASE PRINT CLEARLY

Project Address 254 East Ave. K-4 Square Ft. 36,000.
Property Owner's Name ILEAD Charter School
Property Owner's Mailing Address 254 EAST AVE. K-4
Construction Type E Zone _____ Occup. Group Division _____ Use of Building _____
Plan Check/Permit No. 13-03676 14-00080 Tract No. _____ Lot No. _____

City and Agency Clearances

_____ City of Lancaster City Engineering Division (661) 723-6049
Permission is granted to occupy by
Engineer _____ Date _____
Infrastructure Inspector (661) 723-6157 _____ Date _____
Infrastructure Engineer _____ Date _____
Permit Technician S. Corder Date 8/22/14

_____ City of Lancaster Department of Planning (661) 723-6100
Permission is granted to occupy by _____ Zone C Date 8/22/14

_____ City of Lancaster Utility Services Division (661) 945-6802
Permission is granted to occupy by P. Knott Date 8-22-14

_____ Water Purveyor (Los Angeles County Water Works (661) 942-1157 ext. 247 or (661) 940-5457, ext. 247
(Hours: 8:00am to 12 noon, Monday through Thursday))
Permission is granted to occupy by _____ Date _____

✓ County of Los Angeles Fire Department (661) 949-6319
Permission is granted to occupy by _____ Date 8-21-14

_____ City of Lancaster Building and Safety (661) 723-5930; Permission is granted to occupy by
_____ **Digital submittal (pdf) of final building dwgs and docs received** Date _____
Building Inspector _____ Date 8 22 14
Building Engineer _____ Date 11-20-14
Permit Technician S. Corder Date 11/14/14

Other Agency Clearances

✓ County of Los Angeles Health Department (661) 723-4551
Permission is granted to occupy by _____ Date 8-22-2014

_____ County of Los Angeles Environmental Programs Division (888) 253-2652
Permission is granted to occupy by _____ Date _____

✓ AVAQMD (661) 723-8070
Permission is granted to occupy by C. Gore Date 8/22/14

Following filing of this application with the necessary clearance and approval by the Division of City Engineering of the building, electrical, plumbing, and mechanical systems, and Title 24 Disability Access requirements completion, a Certificate of Occupancy or Certificate of Completion shall be issued.

2025-2026
Family Guidebook

INTRODUCTION

Welcome to iLEAD Lancaster Charter School! You are part of a ground-breaking, innovative program designed to meet your child's individual needs and to foster in them a love of learning and the desire to be the leaders of the future.

iLEAD Lancaster Charter School may be different from some of your child's previous educational experiences. First, your child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, history, science, the arts and technology. This setting will allow them to move at their own pace through inquiry-based learning strategies. Your child will also learn experientially through many field trips visiting local parks, beaches, organizations, businesses, and museums. Participation in these experiences will help your child apply their classroom learning. Finally, your child's growth will be measured along a continuum and in a variety of ways that demonstrate learning. In essence, your child will be empowered to take ownership of their learning experience.

Your experience as a parent/guardian at iLEAD Lancaster Charter School may also be different than what you have experienced at your previous schools. To make the transition a smooth one for your learner(s) and yourself, we encourage families to keep updated and informed about school events and parent/guardian programs. We encourage and depend upon our parents/guardians to be actively engaged both in and outside of their learner's classroom. You will work harder here as a parent/guardian, but your rewards will be tenfold. If you feel that you need support in any given area, please don't hesitate to ask for a meeting with your child's classroom facilitator, or another adult on campus that can advocate for you or your child. We work as a team in this environment and the only effective way to do that is to communicate and ask questions.

The Family Guidebook is designed to share iLEAD Lancaster Charter School's philosophy, expectations for learners and families, and other school information.

TABLE OF CONTENTS

Section 1: iLEAD Schools' Educational Overview

Section 2: General Operations

Section 3: Daily Operations

Section 4: Learner Conduct

Section 5: Technology

Section 6: Exploration (Home Study)

Section 7: Policies and Procedures

Section 8: Communication

Section 9: Families and iLEAD Lancaster Charter School Working Together

Section 10: Governance

Section 11: Notifications

SECTION 1:

iLEAD SCHOOLS' EDUCATIONAL OVERVIEW

OUR MISSION AND VALUES

iLEAD Schools Mission Statement

Free to Think. Inspired to Lead.

Vision Statement

At iLEAD, we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become Lifelong learners, Empathetic citizens, Authentic individuals, and Design thinkers, we can create a better future for all.

Schoolwide Learner Outcomes

We believe that education should extend beyond traditional academic knowledge. Our purposeful approach revolves around the iLEAD Schoolwide Learner Outcomes; a collective vision that encapsulates our aspirations for each individual's education. The iLEAD Schoolwide Learner Outcomes serve as our compass, guiding us in shaping a child's educational journey. In the course of a child's career with iLEAD Schools, our learners will engage with a relevant and rigorous curriculum that will prepare them for success personally and professionally. The following are the expected Schoolwide Learner Outcomes that our learners develop:

i-LEAD by being a/an...

Lifelong Learner
I am a self-directed learner, focused on personal growth and development.

Empathetic Citizen
I seek to understand and appreciate what others are thinking, feeling, or experiencing.

Authentic Individual
I am true to myself, my personality, values, beliefs, and principles.

Design Thinker
I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.

OUR METHODOLOGY

Through individualized learning, project based learning (PBL), and social emotional learning (SEL) iLEAD's hope is to inspire learners to become lifelong learners, empathetic citizens, authentic individuals and design thinkers. iLEAD Schools promotes active learning methods and opportunities for self-directed learning.

Individualized Learning

Individualized learning is an educational approach that tailors instruction to the unique needs, abilities, and interests of each learner. It recognizes that individuals have distinct learning styles, paces, and preferences, and aims to create a personalized learning experience to optimize their educational outcomes. Through the use of a wide variety of technology, materials, activities, and assessments, individualized learning provides learners with customized content, pace, and feedback, allowing them to progress at their own speed, explore areas of interest, and receive targeted support where needed. This learner-centered approach promotes autonomy, engagement, and mastery by acknowledging and addressing the diverse learning needs of each learner.

To that end, at the start of each school year, each learner, together with their facilitator and parents/guardians, creates an Individualized Learning Plan (ILP) that includes individual academic goals (aligned to Common Core State Standards) and social and emotional goals. These goals are incorporated into projects throughout the year, monitored, assessed, and reflected on by the learner and their facilitator. This experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

Project-Based Learning (PBL)

Over the past 100 years, the world we live in has radically changed. If we as a society are going to keep up, the way we educate our children must also change. Project-based Learning (PBL) is a teaching methodology that actively engages learners by challenging them to deeply investigate a personally interesting and complex question, problem or challenge. Then from this deep investigation, create and publically present something unique and original and authentic in response.

Project-Based Learnings' time has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn – and develop deeper learning competencies required for success in college, career, and civic life. Why are so many educators across the United States and around the world interested in this teaching method? The answer is a combination of timeless reasons and recent developments.

Through the PBL methodology, our learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way into the future. The development of rigorous, authentic projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

PBL makes school more engaging for learners. Today's learners, more than ever, often find school to be boring and meaningless. In PBL, learners are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.

PBL improves learning. After completing a project, learners understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, learners who gain content knowledge with PBL are better able to apply what they know and can do to new situations.

PBL builds success skills for college, career, and life. In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, learners learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

PBL helps address standards. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.

PBL provides opportunities for learners to use technology. Learners are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, facilitators and learners can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

PBL makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged learners doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their learners.

PBL connects learners and schools with communities and the real world. Projects provide learners with empowering opportunities to make a difference, by solving real problems and addressing real issues. Learners learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents/guardians and community members can be involved in projects.

Not just knowing but also DOING
PBL allows learners to apply their learning in real-world scenarios.

High levels of engagement
PBL gives learners a voice in their own education, activating their interest, which allows for greater and deeper learning!

True learning
PBL allows us to teach, observe, and measure growth of marketable 21st Century skills such as communication, critical thinking, and collaboration.

Focusing on your learner, not the curriculum, brings learning to life

PBL develops self-empowered learners who can analyze the world they live in, design a better tomorrow, and go create it!

What is PBL? and PBL Outcomes from Buck Institute

Social and Emotional Learning (SEL)

It takes more than book-smarts to be an effective leader. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. **Social and Emotional Learning (SEL)** teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

Implementation and evaluation (assessment) of SEL has become an integral part of our approaches to teaching and learning through Project-Based Learning. Based on practices such as the 7 Habits of Highly Effective People/Kids/Teens® (Stephen/Sean Covey) we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress.

7 Habits of Highly Effective People
Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others:

- **Habit 1: Be Proactive**
  Proactive people take responsibility by focusing their time and energy on things they can control instead of reacting to or worrying about conditions over which they have little or no control.
- **Habit 2: Begin With the End in Mind**
  Each day, task, or project should begin with a clear vision of one's desired direction and destination, and then continue by flexing proactive muscles to make things happen.
- **Habit 3: Put First Things First**
  Life management — define one's purpose, values, roles, and priorities.
- **Habit 4: Think Win-Win**
  Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. A win-win approach means agreements or solutions are mutually beneficial and satisfying.
- **Habit 5: Seek First to Understand, Then Be Understood**
- This habit helps transform communication by actively listening with the intent to understand another's perspective versus filtering things through one's own life experiences and frame of reference.
- **Habit 6: Synergize**
  This habit promotes cooperation, teamwork, open-mindedness, and the adventure of finding new solutions to old problems. It thrives on the idea that the whole is greater than the sum of the parts.
- **Habit 7: Sharpen the Saw**
  Living a life in balance means taking the necessary time to renew one's self. To "sharpen the saw" means having a balanced program for self-renewal in the four areas of life: physical, social/emotional, mental, and spiritual.

CURRICULUM

The research-based instructional approach of Project Based Learning at iLEAD Lancaster Charter School is differentiated to engage learners through hands-on, serious, authentic experiences across subject areas. This methodology allows facilitators to address learners' individual differences, variations in learning styles, intelligence and abilities. Rather than rely on any one series of books, textbooks or guides, we employ multiple materials, resources and strategies to best meet the needs of individual learners.

Curriculum is implemented with the following best practices in education:

Global Understanding: 21st Century learners are faced with the challenge of engaging in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum covering global connectivity will give learners a sense of belonging in our ever changing world and prepare them to thrive in the global marketplace upon graduation and post-college. Exploring diverse cultures will give learners a positive attitude toward learning and greater understanding of the world around them.

Engaging Curriculum: Our curriculum delivers the California content standards through relevant learning experiences that engage learners' interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, engage in hands-on activities and experiences that build on their prior knowledge. Projects are used as a teaching tool to focus on higher order thinking and real world skills. We will encourage learners to apply their understanding in projects that gradually introduce more complexity, more learner-driven choice of topics and products. The goal is to foster self-motivation and self-directedness, as each learner discovers their unique strengths.

Multi-age Groupings: Research supports environments with two or more grades that allow learners the flexibility to progress at their own pace along a continuum of achievement. As such, select grade levels at iLEAD Lancaster Charter School are multi-age environments.

Facilitator Continuity (Looping): Multi-year relationships between facilitator and learner provide for deeper knowledge to guide instructional decisions and familiarity with the social-emotional health of a learner (Anderson and Pavan, 1993).

***Advisory/Morning Meetings*:** Research shows that when learners feel connected to their school, they do better academically. One of the ways we achieve this with Middle and Diploma Programme learners is through our advisory program. In small group settings, we explore the causes and effects of cultural, personal, and community events. Our primary learners participate in daily morning and/or 'family' (classroom) meetings that provide an opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment.

California State Academic Standards: California along with most other States developed and adopted common academic standards in core curriculum areas. They are rigorous, internationally benchmarked, and research- and evidence-based.

Each state, and each district in California decides how they will teach and what resources they will use. More information can be found at www.cde.ca.gov/re/cc/ or www.corestandards.org. California's computer-based student testing system ties the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The assessments include the Smarter Balanced Assessment ConsortiumAssessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents/guardians can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604.5, 60615]

California Healthy Youth Act: The California Healthy Youth Act requires charter schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-8 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; and menstrual health 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents/Guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants
5. Receive notice by mail or another commonly used method of notification fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
    a. The date of the instruction
    b. The name of the organization or affiliation of each guest speaker

English Learners Identification Notice: State law requires that parents/guardians of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

INDIVIDUAL LEARNING PLANS (ILPs) and LEARNER LED CONFERENCES (LLCs)

Each year, learners along with their facilitator(s) create an ILP to guide instruction. Each learner, along with their family and facilitator, work together to monitor the ILP and make adjustments, as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual and therefore will be working toward attainable goals appropriate to their individual development.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time. Throughout the year, learners will meet with their facilitator and their parents/guardians to look critically at what they have accomplished both in formal settings as well as at home with their families. At the end of the spring semester our learners will present their progress in the Learner Led Conference (LLC) Presentations.

Portfolio-based LLCs will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Additionally, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

SECTION 2:
GENERAL OPERATIONS

OFFICE HOURS 7:30am to 4:30pm
Front Desk Phone Number: (661) 722-4287

SCHEDULE
See the iLEAD Lancaster Charter School website at www.ileadlancaster.org for the most up to date hours, including break and lunch schedule.

INSTRUCTIONAL CALENDAR
See the iLEAD Lancaster Charter School website at www.ileadlancaster.org for the current year's Instructional Calendar. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents/guardians of affected pupils as early as possible.

STAFF
See the iLEAD Lancaster Charter School website at www.ileadlancaster.org for staff listings.

POLICIES
Our school is governed by a set of Policies and Procedures that are updated regularly. If you are interested we encourage you to make an appointment to review the policies and procedures by contacting registrar@ileadlancaster.org or visit www.ileadlancaster.org**.**

SECTION 3:
DAILY OPERATIONS

DROP OFF AND VALET PROCEDURES

iLEAD Lancaster Charter School offers a convenient valet drop off system. This is the safest and most efficient way to drop off your learner(s). We strongly encourage all families, regardless of the learner's grade level, to use the valet system.

In order to keep the learners and families safe before and after school, we ask that you follow these parking lot procedures when driving your child to the iLEAD Lancaster Charter School campus;

- Drive slowly and watch for families and children walking through the parking lot;
- Do not use your cell phone while driving in parking lot;
- Give your attention to driving and exiting safely;
- Primary Grade children should be accompanied through the parking lot by a parent/guardian or older sibling.

Please help us keep the valet line safe and efficient by following these guidelines:

- Have your child seated so that they can exit quickly.
- Be prepared- have your child ready to exit with a backpack/school work/ lunch in hand.
- Please pull forward and wait for a valet attendant before exiting the vehicle.
- Make sure your child has exited safely and all volunteers are at a safe distance away from your vehicle
  before you drive away from the valet drop off area.
- If you need to get something out of your trunk, please park in the parking lot.

For a map and more information please visit our website: www.ileadlancaster.org

ATTENDANCE

We try to make every minute of school engaging for the learners, and our expectation is that all learners will be at school on time and for the entire course of the school day. Learners arriving late could miss important beginning of the day information that is relevant to their education.

Absence

If your child is going to be absent, please email us at Report an Absence or call the attendance line at (661)722-4287 on the morning of the first day of the absence. You may leave a voicemail message when the office is closed.

iLEAD Lancaster Charter School urges parents/guardians to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. iLEAD Lancaster Charter School also asks that travel or other absences be avoided during the time school is in session. The higher the school's daily attendance rate, the more a learner will learn and the greater the amount of funding that the school will receive from the state for classroom instruction, and academic

programs. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize learner absences.

Following an absence, a learner is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

Excused Absences

Pupils, with the written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.
No pupil shall have their grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.
(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
(1) Due to their illness, including an absence for the benefit of the pupil's mental or behavioral health.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
(4) For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than five days if the service is conducted outside California.
(5) For the purpose of jury duty in the manner provided for by law.
(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent/guardian, including absences to care for a sick child, for which the school shall not require a note from a doctor.
(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of their religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
(9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school.
(10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.
(11) For the purpose of participating in a cultural ceremony or event.
Excused Absences
(12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.

(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
(i) To access services from a victim services organization or agency.
(ii) To access grief support services.
(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation. (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
(14) Due to the pupil's participation in military entrance processing.
(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The facilitator of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) For purposes of this section, the following definitions apply:
(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
(3) "Immediate family," as used in this section, means the parent/guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
(4) "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (g) of Section 230.1 of the Labor Code.

Tardiness

We ask that you contact the school if you know your child is going to be tardy. Consistent tardiness will result in learners missing valuable time with their classmates and will require them to make up missed activities.

Chronic Absenteeism

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

Truancy

Learners are expected to be in school every school day. Any learner who is absent from school without a valid excuse (46010, 46010.3, 48205 Ed. Code) is considered truant. Missing a class period without a valid excuse is also considered truancy. Truancy is a serious offense and may lead to serious consequences.

Illness

Any child who becomes ill while at school will be taken to the Health Office and parents/guardians will be called to pick up the sick child. Please note that your child needs to be fever free for 24 hours before returning to school. If your child needs to take prescription medication on a temporary or permanent basis while at school, an authorization to administer medication must be on file at the school. This form is available on the web-site: Report an Absence

Concurrent Enrollment

All learners may only be enrolled in one school at a time. Learners may not be enrolled in a public and/or charter school and a private school or a public school and charter school at the same time. The school may request proof of disenrollment from previous school prior to registration.

Extended School Year - Migrant Education

Learners who are identified as a "migrant child" in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

Independent Study

Independent Study (IS) is by choice and may not be mandated. Each school that chooses to offer IS must have policies for independent study courses or curriculum equivalent time to complete work expectations equal to what is offered in person. In addition, short-term (less than 15 school days) and long-term (15 or more school days) requires the IS engagement defined per the policies adopted by the local governing board. The IS agreement must be signed within 10 days of the start of short-term IS or prior to beginning long-term IS. IS agreements must be updated to include equitable access to students with disabilities based upon individual student needs. For more information on how our school offers IS options, please contact the office.

BEFORE AND AFTER SCHOOL CARE:

iLEAD Lancaster Charter School offers before and after school care facilitated through Champions, a division of the KinderCare Corporation. For a completed list of days, times, and schedules, please visit

DiscoverChampion.com, email our Champions site Director at ch001134@klcopr.com, or call 1-800-246-2154

SCHOOL LUNCH PROGRAM

iLEAD Lancaster Charter School offers a school lunch program. iLEAD Lancaster Charter School offers healthy meals every school day because children need healthy meals to learn. Commencing in SY 2025–26 schools serving learners in grades TK–8 must provide two meals free of charge (breakfast and lunch) during each school day to learners requesting a meal, regardless of their free or reduced-price meal eligibility. Schools will still require eligible parents/guardians to submit a Household Data Collection form in order to remain in compliance for accounting purposes only. For more information on the program please see the iLEAD Lancaster Charter School website at www.ileadlancaster.org. Our school is committed to supporting learner health and wellness. Families and community members are invited to help develop and review our wellness policy twice a year. We value your input! The full policy is reviewed and updated every three years to ensure it stays current, you can find a copy of the wellness policy on our website.

ENRICHMENT ACTIVITIES

iLEAD Lancaster Charter School offers several clubs, sports and enrichment classes. For a list of current ongoing extra-curricular offerings, please see the iLEAD Lancaster Charter School Events Calendar at: https://ileadlancaster.org/events/.

TRANSPORTATION

iLEAD Lancaster Charter School does not provide transportation. Families need to arrange their own transportation to and from campus/studio. Field Studies participation includes transportation details and are arranged on a per field study basis. Please see individual Field Study documentation for further information.

Prior to departure on a school activity trip, all learners riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

LOTTERY GUIDELINES

As a charter school, iLEAD Lancaster Charter School is a school of choice, and may have more learners interested in attending the school than there are spaces available. If the number of learners who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

DRINKING WATER

Water plays an important role in maintaining a learner's overall health. Learners, facilitators and staff are allowed to bring and carry water bottles to school and utilize water bottle filling stations that may be found around the campus.

SECTION 4:
LEARNER CONDUCT

EXPECTATIONS FOR SCHOOL BEHAVIOR

iLEAD Lancaster is dedicated to providing a safe and respectful learning environment where all learners can thrive both academically and social-emotionally. The school is committed to fostering a safe and caring community, believing that learner missteps provide valuable opportunities for growth and development during a learner's formative years. As issues arise, school personnel will directly engage with the learner, exploring options for positive choices, establishing suitable consequences, and guiding them to understand the significance of owning their decisions and behavior.

To foster the social-emotional well-being of each learner, the school embraces several initiatives aimed at developing their social skills. These include:

- **7 Habits of Highly Effective People:** Encourages positive interactions with oneself and others using the instruction and application of Stephen Covey's principles.
- **Love and Logic:** Provides a discipline and classroom management approach that emphasizes setting clear boundaries with empathy. Learners make choices within these limits, experiencing natural and logical consequences. By empowering learners to make decisions and learn from outcomes, this method promotes responsibility, problem-solving, and self-discipline. Facilitators using Love and Logic often establish a caring, respectful, and motivating classroom, reducing power struggles and enhancing the learning atmosphere.
- **Restorative Practices:** Emphasizes the importance of repairing harm and building relationships using dialogue, empathy, and accountability. Through techniques like community circles and restorative conferences, learners and educators work together to address conflicts, understand the impact of actions, and create solutions that promote healing and a positive school climate. Restorative practices aim to foster a sense of belonging, responsibility, and conflict resolution skills, ultimately leading to a more supportive and inclusive learning environment for all learners.

The school also provides Multi-Tiered Systems of Support (MTSS) to learners requiring additional social-emotional or behavioral assistance, targeting their specific areas of need.

Consequences

The school is dedicated to supporting its learners through ongoing, supportive initiatives and the formation of family partnerships. However, there may be instances where consequences are necessary. The following examples provide a flexible framework for addressing individual needs and diverse circumstances:

- **Warnings and Reminders:** School personnel may bring an area of concern to a learner's attention, providing an opportunity for the learner to make an alternative decision.
- **Reflection Time:** This strategy allows for de-escalation of the situation, providing learners with an opportunity for reflection before tensions rise.
- **Office Referral:** Recent legislative changes have eliminated suspensions for willful defiance in grades K-12. However, school employees can still refer learners to administrators for timely in-school interventions and support if they exhibit willful defiance or disruption.
- **Other Means of Correction:** This strategy incorporates a variety of support methods and resources, including respectful, relevant consequences, counseling, community service, research projects, and/or continuing education tailored to the specific area of concern.
- **Suspension:** This disciplinary action is governed by the California Education Code and is to be implemented only after alternative methods of correction have proven ineffective in achieving appropriate learner conduct, with certain specified exceptions as provided by law. A suspended learner is not allowed to attend school for a specified period of time as indicated by the suspension. This would include extra-curricular activities during the suspended time period.
- **Recommendation for Expulsion:** The school director must recommend expulsion for certain severe offenses, as outlined in California Education Code Section 48915. However, expulsion is not mandatory in all cases, as the school director may find that expulsion is inappropriate due to the specific circumstances or that an alternative corrective measure would address the situation.
- **Emergency Removal:** Please see the *Emergency Removal* section below.

Any person who witnesses a concern should promptly report this information to school personnel. In potential disciplinary situations, the school director or designee will prioritize staff and learner safety prior to conducting an investigation. This may include actions such as notifying law enforcement, conducting a threat assessment, acquiring medical assistance, separating learners, executing searches, and/or confiscating any items that might endanger the learner or others. During the investigation, the school director will gather all relevant data, such as witness statements and other forms of evidence. Upon review of the investigative findings, appropriate actions for learner misconduct will be determined. The specific course of action taken is confidential to each learner and will only be disclosed to the learner, parent/guardian, applicable school personnel and/or law enforcement.

Suspension/Expulsion Procedures

School suspension and expulsion procedures must follow due process mandates and align with the school's charter and current legislation.

Suspension

- The school director or administrative designee can suspend a learner if it is determined that the learner has committed an act as defined in EC 48900 and its subsequent sections.
- Suspension shall be preceded by an informal conference with the learner conducted by the director or their designee. The learner will be informed of the disciplinary reason, prior corrective actions as applicable, and presented with evidence, while also having the chance to share their account and evidence. A director or designee can suspend a pupil without a prior conference only in "emergency situations" – a clear and present danger to the life, safety, or health of pupils or school personnel. If suspended without a conference, the learner and their parent/guardian must be informed of their right to a conference and to return to school for it. This conference should occur within two school days, unless waived by the pupil or if they are physically unable to attend (e.g., due to incarceration or hospitalization), in which case it will be held as soon as they can return.
- At the time of suspension, a school employee shall make a reasonable effort to contact the learner's parent/guardian by telephone, email, or in person.
- Whenever a learner is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offenses(s) committed by the learner as well as the date and time when the learner may return to school following the suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that they respond to such requests without delay.
- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.
- The school will follow the special procedures for the consideration of suspension and expulsion of or involuntary removal of a learner with exceptional needs.
- Willful defiance will not result in a suspension/expulsion for any grade
- Learners who willfully disclose use of a controlled substance to seek help will not be suspended
- During suspensions of two or more days, learners will receive homework upon request from the parent, guardian, or learner.
- Upon the learner's return, the teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. From the day they return to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.
- Suspension decisions are final and cannot be appealed.

Recommendation for Expulsion

- Upon a recommendation for expulsion by the School Director, the learner and the learner's parent/guardian or representative will be invited to a conference to determine if the suspension for the learner should be extended pending an expulsion hearing. In such instances when the school has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the learner and the learner's parent/guardian, unless the learner and the learner's parent/guardian fail to attend the conference. This determination will be made by the School Director or designee upon either of the following determinations: (1) the learner's presence will be disruptive to the education process, or (2) the learner poses a threat or danger to others. Upon either determination, the learner's suspension will be extended pending the results of an expulsion hearing.

- The school will follow the special procedures for the consideration of suspension and expulsion of or involuntary removal of a learner with exceptional needs.
- Learners recommended for expulsion are entitled to a hearing to determine whether the learner should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee makes a recommendation for expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion.
- Written notice of the hearing shall be forwarded to the learner and the learner's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:
    - The date and place of the hearing
    - A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
    - A copy of the charter school's disciplinary rules which relate to the alleged violation
    - Notification of the learner's or parent/guardian's obligation to provide information about the learner's status in charter school to any other district in which the learner seeks enrollment
    - The opportunity for the learner or the learner's parent/guardian to appear in person or to employ and be represented by counsel
    - The right to inspect and obtain copies of all documents to be used at the hearing
    - The opportunity to confront and question all witnesses who testify at the hearing
    - The opportunity to question all evidence presented and to present oral and documentary evidence on the learner's behalf including witnesses
- The Hearing Officer shall conduct the expulsion hearing. The Hearing Officer shall hear the case and make the expulsion determination.
- The hearing shall be held in a closed setting unless a public hearing is requested by the learner's parent/guardian in writing at least three (3) calendar days before the hearing date.
- A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- The decision of the Hearing Officer shall be in the form of written findings of fact. If the Hearing Officer decides not to expel, the learner shall immediately be returned to their educational program. If the hearing officer decides to expel, the school shall send written notice of the decision to expel the learner or parent/guardian. This notice shall include the following:
    - The specific offense committed by the learner
    - Notice of the learner's or parent/guardian's obligation to inform any new district in which the learner seeks to enroll of the learner's status with iLEAD.
- The learner shall have the right of appeal. Within 5 days of an expulsion decision, the family may submit a written appeal to the charter school's governing board. The charter school must then schedule a special board meeting within a reasonable time frame to hear the appeal. During the appeal process, the learner will remain enrolled in the school on independent study. The school board's decision regarding the appeal is final and cannot be further appealed. If the expulsion is upheld by the board, the learner will be disenrolled the same day as the board's final decision.
- The school shall send written notice of the decision to expel to the learner's district of residence. This notice shall include the following:

    - The learner's name
    - The specific offense committed by the learner
- Upon expulsion from the charter school, learners will attend school pursuant to the procedures of their district of residence pertaining to expelled learners.
- Learners who are expelled shall be responsible for seeking alternative education programs, including but not limited to programs within their county or school district of residence. The school will work cooperatively with parents/guardians upon request to assist with locating alternative education programs.
- Expelled learners may receive a rehabilitation plan, developed by the Hearing Officer or designee at the time of the expulsion order, including periodic review and assessment for readmission. The plan must specify a date within one year of expulsion in which the learner may reapply to the school for readmission.
- The decision to readmit a learner or to admit a previously expelled learner from another school district, private school, or charter school shall be in the sole discretion of the School Director following a meeting, during a board meeting in closed session, with the learner and guardian or representative to determine whether the learner has successfully completed the rehabilitation plan, if any, and to determine whether the learner poses a threat to others or will be disruptive to the school environment. The learner's readmission is also contingent upon the Charter School's capacity at the time the learner seeks readmission.

Requirement of Parent/Guardian School Attendance

Facilitators may require the parent or guardian of a learner who has been suspended by a facilitator to attend a portion of that school day in their learner's classroom. The attendance of the parent or guardian will be limited to the class from which the learner was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement, if the parent or guardian has given reasonable notice to his/her employer.

Emergency Removal

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Guidebook.

Student Search

The school director or administrative designee may search the personal property of a learner, the learner, or the backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

Electronic Nicotine Delivery Systems (E-Cigarettes)

The school prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all school property and in school vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.
Learners using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code**.**

Tobacco Free Campus

The use of tobacco and nicotine products is prohibited on school grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco products include, but are not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

Release of Learner to Peace Officer

If an iLEAD Lancaster Charter School official releases your learner from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your learner, except when a learner has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian. [EC 48906; PC 11165.6]

Parent/Guardian Responsibility

Parents/Guardians are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents/Guardians are also liable for any school property loaned to the learner and willfully not returned. The school may further withhold the grades, diploma, and transcript of the learner until restitution is paid.

If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. [EC48900.1]

Academic Dishonesty

The school expects learners to do their own work and to succeed in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the facilitator and/or School Director or designee.

SECTION 5:
TECHNOLOGY

ELECTRONICS

Cell phones, tablets, and other electronic items are often used for instructional practices. We are guiding our learners in appropriate use of technology, helping them to make appropriate choices concerning these items. We realize that many parents/guardians give their children cell phones for safety and convenience. We ask that learners limit use of the phones during the school day to academic purposes only. Families may contact their child in an emergency situation by calling the school office and learners may use cell phones or school phones to contact families in an emergency. Learners should respect their facilitator's requests regarding appropriate time to use technology. Should technology disrupt the learning environment or if used inappropriately, parent/guardian will be notified and cell phones or other devices will be stored in a safe place and returned to the learner at the end of the school day. Continuous misuse of technology will result in consequences.

At iLEAD Lancaster, technology is a powerful learning, collaboration, and creativity tool. iLEAD Lancaster Internet Use Policy, linked here, outlines the full guidelines for responsible and ethical use of technology resources, including cell phones, tablets, Chromebooks, Artificial Intelligence (AI), and the Internet. Following these guidelines can create a safe and positive learning environment for all learners and staff. Violation of this policy may result in disciplinary action and/or the loss of the privilege to use technology and/or civil or criminal liability.

INTERNET USAGE

iLEAD Lancaster Charter School computers have access to the Internet. The school works diligently to protect our learners from inappropriate content. The iLEAD Lancaster staff work closely in training our learners as to the appropriate use of the Internet. Before using the Internet, parents/guardians and learners should read the following "Network Use Guidelines."

NETWORK USE GUIDELINES

iLEAD School computers provide access to the internet, filtered to protect students from inappropriate content at the network level. We train students on responsible internet use and require both students and parents/guardians to sign a "Network Use Guidelines" agreement.

Equipping our learners with the skills to thrive in the 21st century demands providing them with access to technology, and this is reflected in the integration of computers and educational software into every classroom curriculum. Learners will have email access with filtering and built-in restrictions; iLEAD Lancaster Charter School employs strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act and COPPA (Children's Online Privacy Protection Act). While we have filters at the network level for inappropriate Websites, there are still

instances when those Websites can come through. Please be assured that iLEAD Lancaster Charter School remains committed to restricting the use of such Websites.

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network, it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13).

The facilitators/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. iLEAD Lancaster Charter Schools takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

The purpose of schools having access to the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of iLEAD Lancaster Charter Schools.

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

1. Any information that violates or infringes upon the rights of any other person.
2. Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. Advertisements, solicitations, commercial ventures, or political lobbying.
4. Any information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
5. Any material that violates copyright laws.
6. Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited.
7. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.

NETIQUETTE (Network Étiquette)

The use of the Internet requires that you abide by accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite and respectful in all online communication.

2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent/guardian release authorizing publication.
4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without their permission.
5. Do not disrupt the network or engage in activities that interfere with others' use.
6. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must notify iLEAD Lancaster School staff.
7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

SUPERVISION AND MONITORING

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that users are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security, of any learner or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

CYBERBULLYING

iLEAD Lancaster Charter School provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/Guardians, learners, and community members may also be provided with similar information.

Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the learner is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

ACADEMIC DISHONESTY AND AI:

iLEAD encourages responsible use of AI tools for learning and exploration. Learners must use AI ethically and avoid plagiarism or other forms of academic dishonesty. AI tools should be used to enhance learning, not replace critical thinking. Learners should always cite their sources when using AI-generated content.

SECTION : 6
EXPLORATION (HOME STUDY)

PROGRAM DESCRIPTION

iLEAD Lancaster Charter Schools Exploration is passionate about personalized learning, providing opportunities for each child to thrive through their own individualized learning plan. Families are paired with a credentialed teacher who develops and oversees an individualized learning plan (ILP) based on grade-level standards and the learner's passions. Under the guidance of a credentialed educational facilitator, families can incorporate a variety of learning methods and educational activities to achieve educational goals. Instructional funds are allocated by facilitators to support and enhance each learner's individualized learning plan.

iLEAD Lancaster Charter School dedicated staff partners with each family to plan, advise, and encourage the learner to reach their goals. Each month, the educational facilitator will work with the family to develop meaningful, standards-based assignments using the learner's passions/interests, curriculum, and educational activities. Families meet with their educational facilitator weekly to check in to share all learning activities and assignments from their individualized learning plans completed that week. Work samples are collected for every subject, and parents/guardians sign learning logs to verify daily engagement. At least one weekly meeting a month needs to be face to face (either in person or via zoom)

iLEAD Lancaster Charter School Exploration also values community, providing opportunities to foster friendships through a variety of field studies, service projects, park days, and family gatherings.

MASTER AGREEMENT, INDIVIDUALIZED LEARNING PLANS AND ASSIGNMENT WORK RECORD

The school's guidelines require a detailed agreement between the learner, parent/guardian, and the credentialed teacher. This agreement is called the Master Agreement, and it must be completed and signed by the learner, parent/guardian, and educational facilitator on or before the learner's start date. An acknowledgment of responsibilities, signed by the learner, parent/guardian, and educational facilitator, emphasizes each person's responsibility in the learner's education.

In addition to the Master Agreement, learners and educational facilitators create Individualized Learning Plans (ILP) on their Assignment Work Records (AWR) to guide instruction. Learners complete the work and activities on their ILP/AWR as assigned by their facilitator each learning period. The primary goal of the ILP/AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving

their ability to self-assess over time.

Attendance

As an independent study program of public charter school, iLEAD Lancaster Charter School has guidelines that govern how attendance is calculated. In independent study, attendance is granted by evaluating two components - the daily engagement (learning log) and completion of assigned work (time value).

1. **Engagement**: Learners must be engaged in assigned educational activities listed on the Assignment Work Record/individualized learning plan (ILP) on every school day listed on the school calendar. If a learner does not engage in an assigned educational activity listed on the Assignment Work Record/ILP on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the activity log that the parent/guardian signs at the end of each learning period (LP). Engagement is based on daily activities for each school day.

2. **Time Value**: Learners must complete, show, and discuss the body of work with their facilitator in all academic subjects as assigned on the Assignment Work Record/individual learning plan (ILP). Generally, the Assignment Work Record/ILP will reflect about an hour of work per subject per day (a little less for TK/K). If a learner does not complete the assigned work in a given subject for the learning period, they will not receive full time value for that subject.

When attendance is claimed at the end of a learning period, the EF takes into consideration both engagement and time value and must claim the lesser of the two.

TRUANCY AND COMPLIANCE

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether independent study is an appropriate strategy/program. The process may include interventions, Inadequate Progress contracts, and student success team meetings. The school will contact learners and families by phone, email, or in-person meetings to determine interventions needed for success. Any violation of the Master Agreement could result in removal from iLEAD Lancaster Charter Schools Exploration's independent study program.

Per California Education Code Section 51747, the governing board of iLEAD Lancaster Charter School maintains this board policy establishing the criteria before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study.

Inadequate Progress

Inadequate Progress, established by this policy, occurs when the student fails to attend one learning period meeting, fails to complete at least 75% of work assigned for one learning period, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator. This is referred to as "Inadequate Progress." Learners making Inadequate Progress are considered to be truant.

Evaluation After Truancy

Once the learner meets the criteria for truancy, an evaluation will be conducted by school administration including the learner's supervising teacher to determine whether it is in the best interest of the learner to remain enrolled in independent study (herein referred to as the "Evaluation"). The Evaluation may include items as outlined on the student's Master Agreement, but is not limited to the review of the following:

1. Attendance based on completion of assigned work and daily engagement as quantified by the supervising teacher
2. Learner's demonstration of adequate and appropriate progress toward Common Core State Standards due to lack of engagement or insufficient work completion
3. Attendance at scheduled school appointments
4. Appropriate learning environment
5. Parent/Guardian's ability to monitor student learning in the home

As part of the Evaluation process, the learner, parents/guardians, or the learner's educational rights holder (if the learner is a foster child or youth or a homeless child or youth), will be invited to present evidence to the individual(s) conducting the Evaluation. During the Evaluation, the School will determine whether it is in the best interest of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's mandatory interim record.

Additional Consideration for Students with a Section 504 Plan or IEP

If the school recommends removal from independent study as a result of the Evaluation and the learner has a Section 504 Plan or IEP, the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

1. Whether the Inadequate Progress (e.g. missed assignments) was caused by or had a direct and substantial relationship to the learner's disability.
2. Whether the Inadequate Progress (e.g. missed assignments) was the direct result of the school's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the Inadequate Progress is a manifestation of the learner's disability and the school will follow applicable state and federal laws to ensure that the learner is offered a free appropriate public education.

If the answer to either (1) and (2), above, is no, then the learner may be removed from independent study consistent with this policy.

This meeting may be combined with the Evaluation at the discretion of the school.

Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parents/guardians shall be notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the

parents/guardians and provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

1. The school's intent to remove the learner as it is not in their best interest to remain in independent study.
2. The opportunity of the parent/guardian to request a hearing that follows the same procedures as the school uses for expulsions. Parents/Guardians (or the learner if over 18) must submit the request for hearing in writing and the request must be received by the School within five (5) calendar days from the date of the Notice.
3. If parents/guardians or learner over 18 requests a hearing:
    a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved charter.
    b. The learner shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the learner shall be removed from the charter school on the date listed on the Notice. The learner's district of residence will be notified of the removal.

The learner and/or parents/guardians will receive a copy of the Notice.

NON-TRUANT ABSENCES

Based on how attendance is granted in independent study, the school is required to report attendance based on daily engagement and work completion. If learners are unable to engage or complete work on a school day, they will be marked absent but not considered truant if any of the following circumstances apply.

a) Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
    1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
    2. Due to quarantine under the direction of a county or city health officer.
    3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
    4. For the purpose of attending the funeral services of a member of the immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
    5. For the purpose of jury duty in the manner provided for by law.
    6. Due to the illness or medical appointment during school hours of a child of whom the learner is the custodial parent/guardian.
    7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
    8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

9. For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
10. For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.
11. For the purpose of participating in a cultural ceremony or event.
12. Authorized at the discretion of a school administrator, as described in subdivision (c) of section 48260.

b) A learner absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a learner is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the learner missed during the absence.
c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
e) "Immediate family," as used in this section, means the parent/guardian, sibling, grandparent, or any other relative living in the household of the learner.

CHRONIC ABSENTEEISM

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

INSTRUCTIONAL FUNDS

Instructional funds are public dollars allocated to the school by the state. The educational facilitator, a credentialed teacher within the state of California, will guide families in the selection of academic materials and services from the approved vendor list that supports the educational goals of the learner. As the teacher of record, the facilitator is required to ensure all learners have access to grade-level, standards-based materials. The materials and services ordered will support the assignments, projects, and activities listed on the learner's Assignment Work Record/Individualized Learning Plan (ILP).

2025-2026 Instructional Funds	
Grades TK-K	$2,700/year
Grades 1-5	$3,100/year
Grades 6-8	$3,200/year
Note: Once the school year begins, funds are depreciated based on the learner's start date.	

The primary focus is the learner's adequate progress with instructional funds supporting core subjects and other academic areas of need based on internal benchmark testing, state testing, curriculum assessments, and academic progress on the Assignment Work Record/ILP. The educational facilitators and the vendor department will use their professional judgment to evaluate the appropriateness of requested materials and services. The school makes the final determination on the use of funds to support the learner's academic progress.
Orders cannot be placed until the Master Agreement and Acknowledgement of Responsibilities are signed by the learner and parent/guardian. The learner's Assignment Work Record/Individualized Learning Plan (ILP) must reflect the academic plan addressing the core curriculum needs. Core curriculum must be in place prior to requesting supplemental and/or extracurricular materials/courses.

LEARNING PERIOD EXPECTATIONS

Assignment Work Record/Individualized Learning Plan (ILP)

The Assignment Work Record/individualized learning plan lists assignments and activities that must be completed by the learner during each learning period. The EF ensures that the assignments and activities support grade-level content standards and social-emotional learning. The AWR/ILP also serves as a grade book and goal-setting tool for learners and families. As the credentialed teacher of record, the facilitator will review the assignments and activities listed from each learning period at the meeting, and provide feedback, suggestions, and grade determinations. Learners who are not meeting grade-level expectations are provided intervention support.

The AWR/ILP is maintained by the EF and incorporates assignments that will utilize a variety of materials, resources, and activities. The facilitator will guide the discussion at learning period meetings to plan, review and assign work on the AWR/ILP in collaboration with the learner and family. The unique learning styles and interests of each learner are considered in the development of assignments reflecting state standards. At monthly learning period meetings, the body of work, as listed on the AWR/ILP, is showcased by the learner. The EF will collect samples in each subject area as listed on the Master Agreement. Curriculum purchased with instructional funds and assigned by the teacher of record on the AWR/ILP must be accessible to the teacher for planning purposes and to monitor progress.

The AWR/ILP reflects the grade-level guidelines as defined by the state of California and include:

Instructional Time Requirements (CDE)		
Grade	**Min/Year**	**Average Daily**
TK/Kinder	36,000 min	205 min/day
1st - 3rd	50,400 min	288 min/day
4th - 8th	54,000 min	308 min/day

a. **Assignments**: Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
b. **Time Value:** The EF's assignments must meet the instructional time requirements for charter schools as listed by the CDE. The assignments reflect time value for an average student to complete their work by grade-level guidelines. https://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp

Learning Period Meetings

Learners and parents/guardians must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 20 instructional days in addition to weekly check ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as needed to support learner progress. At these meetings, the educational facilitator will review the body of work and collect work samples for each subject as listed on the Master Agreement. The learner will showcase, discuss, and provide work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. Additionally, the facilitator will work in collaboration with the family to assign work for the next learning period meeting. Should an emergency arise, the parent/guardian should communicate with the educational facilitator to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed and/or missed learning period meetings may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Master Agreement could result in removal from iLEAD Lancaster Charter Schools Exploration's independent study program.

Monthly Work Samples

At the learning period meeting, learners will discuss and show the body of work assigned in the AWR/ILP by their facilitator. This includes all completed assignments from which the educational facilitator will collect work samples per subject listed on the Master Agreement each learning period. Work samples should:

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the AWR/ ILP.
- Reflect original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
    - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.
- Not contain any religious materials or references unless the course on the Master Agreement requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the educational facilitator.

If the educational facilitator determines additional samples are needed to demonstrate progress and learning in specific areas, the educational facilitator may assign additional work or ask the learner to revise what they have already submitted.

Learning Log

Parents/Guardians must sign a monthly activity log confirming learner engagement in educational activities on school days. Parents/Guardians will be required to sign off on the learning log on the last day of each learning period. Attendance is determined based on the work assignments completed (time value) and the daily engagement (learning log).

Learning Period (LP) End Dates			
LP1	(08/12/2025-9/12/2025)	**LP6**	(02/09/2026-03/06/2026)
LP2	(09/15/2025-10/10/2025)	**LP7**	(03/09/2026-04/03/2026)
LP3	(10/20/2025-11/14/2025)	**LP8**	(04/14/2026-05/08/2026)
LP4	(11/17/2025-12/18/2025)	**LP9**	(05/11/2026-06/05/2026)
LP5	(01/13/2026-02/06/2026)		

Synchronous Instruction and Daily Live Interaction

Learners will be provided opportunities for daily synchronous instruction for grades TK through three, daily live interaction and at-least weekly synchronous instruction for grades four through eight, and at-least weekly synchronous instruction for grades nine through twelve. Participation in the synchronous instruction and daily live interaction are optional but highly encouraged for learners. If a learner does not participate in these optional offerings letters/emails will be sent encouraging learners to attend in order for the school to be in compliance with tiered reengagement.

ORDERING TECHNOLOGY WITH INSTRUCTIONAL FUNDS

Technology items can be purchased with instructional funds. Families should be aware of the potential benefits and risks that come with technology use. Please contact your Educational Facilitator for further information on purchasing electronics.

Device Usage

The right to use a school computer at home is a privilege. If learners do not adhere to the rules and guidelines in this Guidebook, the privilege to use their school computer/tablet/electronic device at home may be restricted or eliminated. An Equipment and Technology agreement form must be signed before the EF can place the technology order.

I. Hardware and Software

A. In the box

- Computer/Electronic Device
- Power supply

B. On the device

• Operating System software

C. Backup and file storage
   • Files are not backed up.
   • Computers: Learners need to keep 1/3 of the hard drive space free at all times for optimal operation.

D. Software support
   • First avenue of support – Application's help system (online, email, in person)
   • Second avenue of support – Google
   • Third avenue of support – iLEAD Tech Support

II. Learner and Parent/Guardian Responsibilities

By allowing learners to use a school-owned electronic device at home, families assume some risk. Parents/Guardians will be responsible for making sure repairs are done and paid for (beyond warranty) or replacement is made in the event of theft, loss or damage due to intentional or unintentional abuse or misuse.

A. Handling and care of the device
   - Keep the electronic device in a protective case.
   - Use the electronic device on a flat, stable surface.
   - Do not set books on top of the electronic device.
   - Avoid carrying the electronic device with the screen open.
   - Be careful not to leave pencils or pens or papers on the keyboard when closing the screen.
   - Do not pick up the electronic device by the screen.
   - Do not have food or drink around the electronic device.
   - Cleaning – wipe surfaces with a clean, dry, and soft cloth.
   - Avoid touching the screen with fingers, pens, or pencils.
   - If hands are dirty, wash them before using the electronic device.
   - Do not use the electronic device in a dusty or dirty environment.
   - Do not leave the electronic device exposed to direct sunlight or near heat or moisture sources.
   - Do not leave the electronic device in a car (heat, theft).

B. Power management
   - It is the learner's responsibility to recharge the device's battery.
   - Whenever the electronic device is not in use, close the screen to put it to sleep in order to extend battery life.

C. Transport
   - Electronic devices should be transported closed and in their protective case.
   - Do not leave the electronic device in a vehicle. Many devices are stolen this way plus heat can be very damaging.

D. Ethical and appropriate use

   Technology is intended for instructional use and school-related business. It is not intended for commercial use. Users will not engage in unauthorized activities. Any unauthorized activities will result in immediate termination of use and the electronic device must be returned immediately. These include, but are not limited to:

- Accessing data for which users do not have privilege.
- Knowingly deploying viruses.
- Violating copyright laws (music, photos, software) or the privacy rights of others.
- Plagiarism
- Learners will not create, access, download, view, store or print content that:
    - Depicts profanity, obscenity, use of weapons, or violence.
    - Promotes use of tobacco, drugs, alcohol, or other illegal or harmful products.
    - Contains sexually explicit or suggestive material.
    - Contains rude, disrespectful, or discourteous expressions inconsistent with civil discourse or behavior.

E. Financial responsibility
    - Families are responsible for replacement and/or repair costs.

F. If electronic device is lost, stolen, or damaged:
    - If lost, stolen, or damaged, please notify the school immediately.
    - If the electronic device is lost or stolen, a police report is required for coverage.
    - If damaged, submit a ticket through iLEAD Tech Support to use the school purchased warranty for damages (if applicable) or technical issues. For damage beyond the warranty, or if warranty has expired, the family is responsible for that cost. For damage beyond normal wear and tear, the family must pay to fix or replace the device. Any costs for repair that are not covered under warranty are the responsibility of the family. If the item is under warranty, the family is responsible for any copay. Failure to pay the repair in a timely manner may mean the learner loses the privilege to have the electronic device.

G. Monitoring and supervision
    - The electronic device should be used in a location where use can be monitored and supervised by a parent/guardian. Unsupervised use is strongly discouraged (e.g. use in a child's bedroom).
    - Use of the electronic device by other family members is not allowed unless listed on the agreement.
    - Learners should not allow other learners to borrow their electronic device because they are ultimately responsible for that device.

H. Internet access at home
    - Learners are allowed to access the internet using broadband or wireless connection.
    - While internet filters provide an important level of protection, no filter program provides 100% protection. Monitoring and supervision are still very important.

SECTION 7:
POLICIES AND PROCEDURES

ACCELERATION AND RETENTION PROCEDURES

Learners are expected to progress through each grade within one year. In unique circumstances, learners may be considered for acceleration or retention. The acceleration and retention process involves parents/guardians, credentialed teachers, counselors, and administrators who carefully review the learner's progress, testing results, academics, and social-emotional needs to make a final decision that is in accordance with state law and board policies. The decision to accelerate or retain a learner is a joint decision between the student study team (including the parent/guardian of the learner) and the school/program director or designee. If a consensus cannot be reached, the final decision resides with the school/site director or designee according to the Board's Acceleration and Retention policy.

ATTIRE

We do lots of walking, running, sitting on the carpet, art, etc. Therefore, our parents/guardians and learners have found that loose-fitting, comfortable clothing and closed-toed sneakers or comfortable walking shoes work best at our school. Distracting clothing is discouraged and although we do not wish to limit our learners' freedoms by imposing guidelines we will contact the parents/guardians to inform them about the inappropriate choice of clothing when necessary.

COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a parent/guardian has a classroom concern, it is expected that they will try to resolve the concern with the classroom facilitator. If the concern is not resolved, please bring your concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

EMERGENCY AND HEALTH PROCEDURES

Emergency Medical Authorization

Each parent/guardian is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms will include the necessary information the school must have should an emergency arise. It is extremely important that the authorization and Emergency Contact Information be fully completed. If there are any updates to the Emergency Medical Authorization during the year, email Registrar@ileadlancaster.org.

LEARNER MEDICATIONS ASSISTANCE

If your learner requires emergency or other medications (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the front office. A parent/guardian or guardian must complete a Request for Assistance Concerning Learner Medications

form prior to the learner attending classes at iLEAD Lancaster Charter School. This form is available in the front office or on the iLEAD Lancaster Charter School website at: www.ileadlancaster.org

Confidentiality of Medical Information Act

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

Emergency Treatment for Anaphylaxis

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to learners who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history.

Emergency Medical Care: Epinephrine Auto-Injectors

EC 49414 requires schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted.

Entrance Health Screening

State law requires that the parent/guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible learners through the Child Health Disabilities Prevention Program.

Oral Health Assessment

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

Health Care Coverage:

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, go to www.CoveredCA.com.

Diabetes Type 1:

Our school is committed to the health of our learners. Diabetes is a health condition characterized by elevated levels of blood glucose. Over time glucose can reach dangerously high levels in the blood, which is called hyperglycemia. Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes. Diabetes Type 1 results when the pancreas produces little to no insulin. The exact cause is unknown, but thought to be autoimmune in nature. The condition typically appears in childhood however, it can develop at any age. To find out more information please contact amy.silva@ileadcalifornia.org or can be found here: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp

Immunizations

Learners must be immunized against certain communicable diseases. Learners are prohibited from attending school unless immunization requirements are met for age and grade. The school shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any learner whose parents/guardians have consented in writing. Beginning January 1, 2016, parents/guardians of learners in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the learner enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Learners are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunizations records for these learners to their schools. The immunization requirements do not prohibit learners from accessing special education and related services required by their individualized education programs.

A learner not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Immunizations: HPV: Cancer Prevention

iLEAD Lancaster Charter School believes in the health and safety of every learner. Pupils in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, “HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.”

Menstrual Products

iLEAD Lancaster Charter School supports period equity and now provides free and accessible menstrual products, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom at

schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone of the person responsible for maintaining this supply at this school site.

Physical Examination

A parent/guardian may file annually with the school director a written statement, signed by the parent/guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Disease Prevention Strategies

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (https://www.ed.gov/coronavirus):

- If you are sick or feeling unwell, stay home.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

Pupil Safety: Parental Notification: Synthetic Drugs

Our school is committed to the safety of all our learners. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a learner's education, family, and life could be long-lasting. A synthetic drug is a drug not prescribed by a physician. They have properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances.

These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and often fentanyl. Illicit fentanyl is 50 times more potent than heroin. It is now commonly found in counterfeit prescription pills sold on the internet, including social media platforms, making them available to anyone including minors. The Drug Enforcement Agency reports that 50% of pills confiscated contain enough fentanyl to be lethal. Fentanyl is odorless, tasteless and colorless making it difficult to determine if pills or other substances have been altered with it. Avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that are prescribed from licensed and accredited medical professionals.

For more information check out:
CDPH's Substance and Addiction Prevention Branch
https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx

Opioid Overdose Prevention

The current opioid crisis continues to take and threaten lives daily. In an effort to combat a possible opioid overdose during school hours or activities, iLEAD Lancaster will now allow learners in grades 7-8 to carry fentanyl test strips and federally approved opioid antagonists,

such as naloxone (Narcan), while on school premises. (SB 997). Please reach out to the school office with any questions.

Sudden Cardiac Arrest

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until they are evaluated by, and receive written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent/guardian or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

Medical or Hospital Service

The school does not provide or make available medical and hospital services for learners who are injured in accidents related to school activity or attendance.

EMERGENCY PROCEDURES

Drills

Emergency drills, such as earthquake and fire drills are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners.

If an emergency occurs during regular school hours, learners will be directed by their facilitator to follow emergency procedures for the specific event. If an emergency occurs when the learners are not on-site, learners will be directed to the supervising aid, parent/guardian volunteer or other school staff member. These supervisors will call iLEAD Lancaster Charter School to provide an update and next steps.

Actual Emergency

If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents/guardians or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only.

When you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child. Please do not leave the school.

School Safety Plan

A Comprehensive School Site Safety Plan has been adopted at iLEAD Lancaster Charter School, which includes a plan for disaster preparedness, emergency procedures and assessment and response to reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, a school activity or on a school bus. Fire and emergency and active shooter drills are held periodically at each school. This plan is available upon request from the school office.

FACILITATOR QUALIFICATIONS

Parents/Guardians may request the following regarding their child's facilitator(s):

- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

STUDENT RECORDS

A cumulative record, whether recorded by handwriting, print, or other means, must be maintained on the history of a pupil's development and educational progress. The School will protect the privacy of such records. Parents/Guardians have the right to 1) inspect and review the pupil's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access pupil records without parental/guardian consent as long as the official needs to review the records in order to fulfill their professional responsibility. Upon request from officials of another school district in which a pupil seeks or intends to enroll, the school shall disclose educational records without parental/guardian consent.

A parent/guardian's request to access their pupil's educational records must be submitted in a written form to and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of pupil records are available to parents/guardians for a fee of per page.

Any challenge to school records must be submitted in writing to the School Director, Deborah Autrey. A parent/guardian challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's

area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the pupil.

FERPA: The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records.

For more information on FERPA, visit the U.S. Department of Education's website at: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Directory Information: The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. "Directory Information" includes one or more of the following items: learner's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. The Family Educational Rights and Privacy Act (FERPA) and Education Code 49073 permits schools to disclose appropriately designated "directory information" without written consent, unless you have advised the school that you do not want your student's directory information disclosed without your prior written consent. If you do not wish to have any directory information released to any individual or organization please contact Registrar@ileadlancaster.org.

No information may be released to private profit-making entities, other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Unless the school is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the school shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information. The schoolwill not release information to third parties for immigration enforcement purposes, except as required by law or court order.

The deadline to opt out of directory information sharing is within three weeks of enrollment. Directory information regarding a pupil identified as experiencing homelessness shall not be released, unless a parent, or eligible pupil, has provided written consent that directory information may be released.

Note: A school, district, the CDE, or any party that is authorized to receive personally identifiable information from education records may release the records or information without the required written consent if all personally identifiable information has been removed. Authorized parties must make a reasonable determination that a student's identity is not personally identifiable, considering single or multiple releases and taking into account other reasonably available information. This determination must be made before releasing individual or summary student information.

Pupil Records Obtained from Social Media: The school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and learner safety. All social media information gathered will be destroyed within one year after the learner turns 18 years or older one year after the learner is no longer enrolled, whichever comes first.

SERVICES TO DISABLED PUPILS

If a parent/guardian has reason to believe their learner has a disability requiring special services or accommodations, contact the learner's facilitator. The learner will be evaluated to determine whether they are eligible for free special or modified instruction or services. The school has policies guiding procedures for identification and referral. Learners identified with special needs will receive a Free Appropriate Public Education (FAPE) in the least restrictive environment. Certain special education services can only be provided while the learner is in the state of California. Please contact the case manager or school office if you will be out of state.

Child Find System

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent/guardian in the least restrictive environment.

Instruction for Pupils with Temporary Disabilities

A learner with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the learner is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. Please contact Registrar@ileadlancaster.org for further information. Charter schools are not allowed to provide Home Hospital.

A learner with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the responsibility of the parent/guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a learner with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the learner will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A learner with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program. An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a learner who is terminally ill, from the resident governing school board, a county office of education or a charter school.

PUPIL FEES

iLEAD Lancaster Charter School is a tuition-free public school and does not have any mandated fees.

SEXUAL HARASSMENT

iLEAD Lancaster Charter School is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that they are being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another learner or adult to immediately contact their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: 1661-722-4287.

NON DISCRIMINATION

iLEAD Lancaster Charter School is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental/guardian status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The School assures that lack of English language skills will not be a barrier to admission or participation in School programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process.

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, guidebooks will be updated. Please contact school Director, Deborah Autrey at (661) 722-4287 or email deborah.autrey@ileadlancaster.org if you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp

HARASSMENT, DISCRIMINATION, INTIMINDATION AND BULLYING PREVENTION WITH THE SAFE PLACE TO LEARN ACT

iLEAD Lancaster Charter Schools is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at 1661-722-4287

BULLYING

iLEAD Lancaster Charter Schools is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: *https://www.cde.ca.gov/ls/ss/se/bullyres.asp* If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact school Director, Deborah Autrey at (661) 722-4287 or email deborah.autrey@ileadlancaster.org to assist you in identifying and stopping this behavior.

FOSTER AND HOMELESS YOUTH

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact: Kammy Bell (661)722-4287 or Kammy.Bell@ileadlancaster.org for more information of services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. The attorney and social worker have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

LCFF and LCAP

The school LCAP is available for viewing on our website and is updated annually.

SCHOOL ACCOUNTABILITY REPORT CARD

The school SARC is available for viewing on http://sarconline.org and is updated annually.

DRUG AND ALCOHOL/TOBACCO PREVENTION

iLEAD Lancaster Charter school functions as a drug, alcohol, and tobacco free workplace.

PESTICIDE USE

iLEAD Lancaster Charter School may utilize outside companies to control pests. If, in any given situation, non-chemical methods of pest management are ineffective and it is deemed necessary to use a pesticide during the school year, the area of application will be placarded in advance, as required by law. Parents/Guardians who wish to be personally notified of any pesticide applied at an iLEAD location, please contact the office.

ASBESTOS MANAGEMENT PLAN

The School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact the school office at (661) 722-4287.

MENTAL HEALTH AND SUICIDE PREVENTION POLICY

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee have developed preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all learners by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In order to initiate access to available pupil mental health services, you may contact the following mental health provider: Jose Gonzalez at 661-722-4287. Our school will notify parents/guardians at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year, by the following means: Back to School August-September and Learner Led Conferences April-June.

A minor who is 12 years of age or older may consent to mental health treatment or counseling services if the minor is mature enough to participate intelligently in the outpatient services or counseling services. The professional person treating or counseling the minor is required to consult with the minor before determining whether involvement of the minor's parent or guardian would be inappropriate. These service providers can bill Medi-Cal as appropriate.

FIELD STUDIES

Throughout the school year, learners will take many trips, often planned through facilitator and parent/guardian collaboration. These trips are a part of iLEAD Lancaster Charter School's project-based

curriculum and may include walking trips, trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged.

A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in iLEAD Lancaster Charter School's ongoing walking field trip program throughout the school year. Facilitators will not send home trip slips for each individual walking field trip.

Field Trip Permission Slips will be required for all non-walking field trips. Learners must have a permission slip on file in order to participate in a field trip.

Approved volunteers* are encouraged to accompany your child's class on a field trip, please let the facilitator know in advance. We appreciate all volunteers for trips. *See Family Expectations for information on the volunteer process.

MISCELLANEOUS POLICIES

Harm or Destruction of Animals

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their facilitator of the objection. Objections must be substantiated by a note from the pupil's parent/guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the facilitator believes that an adequate alternative education project is possible. The facilitator may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Surveys

Our school will not use tests, questionnaires, surveys or examinations containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, unless the parent/guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent/guardian consents in writing.

Civility on School Grounds

All school staff, learners, and parents/guardians are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. Under no circumstances will uncivil conduct at any school-related activity be tolerated. For purposes of this guidebook, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior. It also means that a person will treat other persons as he or she would like to be treated. Uncivil conduct includes, but is not limited to: using an inappropriately loud voice; using profane, vulgar, or obscene words or gestures; belittling, jeering, or taunting; using personal epithets; using violent or aggressive gestures or body-language; repeatedly and inappropriately interrupting another speaker; repeatedly demanding personal attention at inappropriate times; purposefully and inappropriately invading personal space; purposefully ignoring appropriate communications; wrongfully interfering with another person's freedom of movement; wrongfully

invading another person's private possessions; or, any other behavior that inappropriately disrupts school-related activities. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately presented and does not disrupt a school-related activity.

Any school staff who are uncivil shall be subject to disciplinary action. Any learner that is uncivil shall be subject to disciplinary action. In the event that any learner's parent/guardian is uncivil during a school-related activity, school staff to whom the incivility is directed shall immediately warn the parent/guardian to communicate or act civilly. If the parent/guardian fails to correct the uncivil behavior as directed, the affected school staff shall notify the parent/guardian that the school activity is terminated, and the affected school staff shall refer the matter to the school director or designee for further administrative or legal action, which may include, but may not be limited to, a prohibition from any further participation in school-related activities.

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars ($500).
It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Child Abuse and Neglect Reporting

iLEAD Lancaster Charter School is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion.
All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent/guardian access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any learner release situation which leaves the learner's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents/Guardians are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent/guardian when a parent/guardian or any other person not listed on the emergency card attempts to pick up a child.

Electronic Listening or Recording Device

The use by any person, including a learner of any electronic listening or recording device in any classroom without the prior consent of the facilitator and the school director is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the learner willfully in violation shall be guilty of a misdemeanor. Any learner in violation shall be subject to appropriate disciplinary action.

Gun-Free School Zone Act

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the school Director. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to $1,000, or both imprisonment and fine.

Gun Safety

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death, following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

Title IX

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental/guardian, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: Deborah Autrey, School Director, 254 East Ave K 4 Lancaster CA 93535, deborah.autrey@ileadlancaster.org, 661-722-4287.

Property Damage

Parents/Guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

Williams Complaint Policy & Procedure

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no facilitator vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at https://ileadlancaster.org/wp-content/uploads/2020/02/charter_school_complaint_lancaster.pdf. . Parents/Guardians, learners, facilitators or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.

SECTION 8:

COMMUNICATION

COMMUNICATION METHODS

WEBSITE

The best way to keep updated with current events and activities at iLEAD Lancaster Charter School is via the website: www.ileadlancaster.org

MONDAY MESSAGE

Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the iLEAD Lancaster Charter School website homepage www.ileadlancaster.org

SOCIAL MEDIA

You can follow our journey at https://www.facebook.com/ilead.lancaster/

CLASS NEWSLETTERS/WEBSITE

Most facilitators/grade level teams have an informational website. Your learner's facilitator will provide this website information at Meet the Facilitator Night.

PHONE/TEXT

You will receive periodic phone calls and/or texts from our automated calling system. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times.

To update your information, email: Registrar@ileadlancaster.org.

SECTION 9:
FAMILIES AND iLEAD LANCASTER CHARTER SCHOOL WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

iLEAD Lancaster Charter School seeks to make education a community passion. To this end, parent/guardian participation is essential to the success of the education process. Parents/Guardians are strongly encouraged to participate in the operation of the school as an integral part of the staffing and support team and with the charter staff in the development and successful completion of the individual learning plan for your child. The school encourages the participation of parents/guardians for increased parental involvement, but it is not a requirement for acceptance to, or continued enrollment at, school.

It is because of families like you that we are able to offer such a unique program for our children here at iLEAD Lancaster Charter School.

Volunteering and participation are always optional. We do strongly encourage participation in order to foster the home-school connection and work tirelessly to create a culture where families feel welcome to come onto campus often, but of course, we understand that is not an option for every family. If possible, families are asked to participate 40 hours per year, which works out to 1 hour per week or 4 hours per month. These hours can be earned through a variety of opportunities intentionally designed to accommodate a range of schedules and ability to participate, including classroom volunteering, operational / facilities assistance, relevant professional expertise, administrative tasks or by attending Parent University workshops and seminars.

See the Volunteering page for a list of volunteer needs, and watch the Monday Message for current volunteer needs at: Registrar@ileadlancaster.org.

Families having difficulties meeting the participation commitment should contact Registrar@ileadlancaster.org.

Hours completed off campus or by learner volunteers can be emailed to Registrar@ileadlancaster.org.

EXAMPLES OF FAMILY VOLUNTEER WORK

- In-class support as an educator aide
- Adult workshops – parents/guardians teaching other parents/guardians
- Outside research in support of specific school projects
- Driving on field trips (must register as driver)
- Organizing a community service project for learners
- Supervising at the school – lunch periods, recess, before school
- Operation support – maintenance of the campus
- Hosting an activity in your home or business

NOTE: All volunteers working with children must have a current TB test on file which are valid for 4 years, as well as a LiveScan criminal background check. LiveScan screenings are valid for the full duration of stay at the school. LiveScan can be obtained at various LiveScan locations and could take up to 2 weeks to clear. Please see the iLEAD Lancaster Charter School website at www.ileadlancaster.org for a list of locations as well as the necessary LiveScan paperwork.

RECORDING VOLUNTEER HOURS

All volunteers should record their volunteer hours into the Check In system located in the iLEAD Lancaster Charter School lobby. Hours completed off-campus can be forwarded to Registrar@ileaslancaster.org

VISITORS/OBSERVATION PROCEDURES

iLEAD Lancaster Charter School is committed to providing a safe and secure learning environment for learners and staff. Visitors/observers will respect confidentiality of all learners and not discuss the details of the classroom observation with anyone outside the school setting without prior written consent.

- All campus visitors/observers must have the consent and approval of the school director/ designee. Permission to visit/observe must be given at the time requested, if at all possible, or within a reasonable period of time following the request. This does not preclude visits occurring the same day as requested. School Director/designee must accompany the visitor/observer to the classroom and remain with them during the visitation/observation..
- Visitors DO have the right to:
    - Request and obtain approval of the school director/designee to enter a school campus.
    - Observe in the classroom or classrooms in which their child is enrolled and/or observe in the classroom or classrooms for the purpose of selecting the school in which their child will be enrolled, within a reasonable period of time after making a request.
    - Request a meeting with the classroom facilitator/provider and/or school director/ designee following the observation; and,
    - Meet with their child's facilitator/provider (s) and/or the school director/ designee, within a reasonable period of time after making a request.
- Visitors DO NOT have the right to:
    - Willfully interfere with the discipline, order, or conduct in any classroom space or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
    - Disrupt instructional time, extra-curricular activities, cause disorder, or otherwise disrupt the normal operations of the school.
    - Audio or video record while in the classroom.
- As we welcome visitors/observers to our school, the guidelines below should be communicated to ensure an enjoyable, productive experience for all:

- Follow the established school procedure in requesting a classroom visitation/observation from the school director/designee and obtain the school director/designee's approval.
- Enter and leave the classroom/space as quietly as possible.
- Do not converse with learners or staff during instructional time.
- Do not interfere with school activities.
- Keep the length and frequency of the classroom visits/observations reasonable (to be determined by the activity being observed).

Check out with school staff before leaving the campus.

TRADITIONS

At iLEAD Lancaster Charter School we have several traditions in place. These are the traditions which we consider our cornerstone events:

- Multicultural Feast (Fall)
- Winter Production (Winter)
- Spring School Community Event (ex. Art Festival, BackYard Bash, School Carnival)

You will be notified of the exact dates for these events, as well as other learning displays and community building events in the Monday Message or via the Events Calendar on the iLEAD Lancaster Charter School website. www.ileadlancaster.org

SECTION 10: GOVERNANCE

HISTORY

iLEAD Lancaster Charter School's Governing Board is composed of community leaders passionate about providing innovative educational opportunities within the Antelope Valley. Each of these Board members came to iLEAD Lancaster Charter School with the vision and ability to create and maintain a successful school. For a list of current board members, please visit the iLEAD Lancaster Charter School website.

SCHOOL GOVERNANCE

iLEAD Lancaster Charter School is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. While iLEAD Lancaster Charter School's charter authorizing agency is the Lancaster School District, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current iLEAD Lancaster Charter School Board of Directors can be found on the iLEAD Lancaster Charter School website: www.ileadlancaster.org

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD Lancaster Charter School's policies and operations, and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and generally regularly on the campus of iLEAD Lancaster Charter School. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office. As a parent, you have a right to participate in open meetings with the school. If you require a translator, one will be provided to you with the time allotment doubled to allow for both English and primary language translation.

SECTION 11: NOTIFICATIONS

TITLE I

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose learner(s) attend a Title I school that they may request, and the agency will provide the parent/guardians on request (and in a timely manner), information regarding the professional qualifications of the learner's classroom facilitators, including at a minimum:

1. Whether the learner's facilitator:
    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the facilitator provides instruction;
    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the facilitator.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the school at ***661-722-4287***

iLEAD Schools is an innovative public charter school organization that works closely with our learners, families and communities to develop leaders for the 21st century. We do so through a rigorous, project-based curriculum, which gives a great deal of voice and choice to our learners. We feel that our schools are on the forefront of project-based learning which is giving our children the skills to thrive, not only in the future, but to be active members of their community today. We thank you for joining us on this journey.

iLEAD Schools

Comprehensive School Safety Plan

Board Approved: October 15, 2024

Comprehensive School Safety Plan 1
Signatory Page 4
School Information 5
PERSONNEL 7
EDUCATION CODE SECTION 32280-32289 8
iLEAD Schools Vision 15
Command Post 26
First Aid Team 28
Sweep Team 29
Rescue Team 30
iLEAD Disaster Preparedness 34
Biological Hazard/Bloodborne Pathogen 51
c. Evacuation Locations 53
Check out/Release Procedure 54
Emergency Safety Kits 56
Child Abuse Reporting Procedures 58
Discrimination/Harassment 60
Introduction 60
Emergency Survival Kit Supplies 67
Emergency Food & Water 67
First Aid Kit Supplies 68
School/Studio Emergency Operation Plan 69
Bomb Threat Checklist 70
Appendix B 71
Emergency Phone Numbers **72**
In the Case of any emergency, always call 911 72
Site Emergency Contact List 73
BUILDING EVACUATION DUE TO BOMB THREAT 74
FIRE AT SCHOOL/STUDIO 75
LOCKDOWN 76
Appendix C 77
Evacuation Map: **78**
Emergency Shut Off Map: **80**
Child Abuse and Neglect Reporting 82
Emergency Procedures 84
Actual Emergency 84
School Safety Plan 84
Emergency plans for disabled Pupils 84
Suspension/Expulsion Policies 85
Emergency Removal 86
Non-Discrimination 87

BULLYING POLICIES 88
Cyberbullying 89
Sexual Harassment 89
Attire 90
Drop Off And Valet Procedures 90
Safe Place to Learn Act 91
Technological Hazard- Bus Accident 92
RESPONSIBILITIES 92
Bus Driver 92
School Incident Commander/School Director 93
Protocol for Responding to Opioid Overdose (Grades 7-12) 94
Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity at School or School-Sponsored Activities: 95
Adaptations for learner with Disabilities in an Emergency: 96

Signatory Page

iLEAD Schools Emergency Operations plan has been completed and approved through a collaborations of efforts in the community, including:

Deborah Autrey (Jose Gonzalez)

Shaana Scott (Kammy Bell)

Robert Hutson (Joel Martinez)

Lea Briseño (Azalea Sandoval)

Jonathan Aguirre(Elijah Montoya)

Noemi Blanco (Jeff Krueger)

Yarelli Blanco (Gabriela Ramirez)

Ayby Noyola (Leticia Mejia)

Wendi Miranda (Aylin Sandoval)

School Information

School Address: 254 East Avenue K-4 Lancaster CA 93535

Phone Number: (661) 722-4287

Email Address: info@ileadlancaster.org

Site Director: Deborah Autrey

Office Manager: Lea Briseno

Maintenance: Robert Hutson

School Nurse: Noemi Blanco

Emergency Operations Organizational Plan

Address: 254 East Avenue K-4 Lancaster CA 93535

Phone number: (661) 722-4287

EMERGENCY OPERATIONS DIRECTORS:
Deborah Autrey, Shaana Scott, Lea Briseño

COORDINATOR:
(PLANS and Section CHIEF)
Robert Hutson

PLANS/INTELLIGENCE COMMITTEE MEMBERS:

Deborah Autrey Shaana Scott

EMERGENCY OPERATION CENTER, E.O.C. location:
(Plan A - *Provide location , address)*
School lot across the street
260-298 E Ave K-4 Lancaster, CA 93535

House of Refuge
456 E Ave K-4 Lancaster, CA 93535

PERSONNEL

ATTENDANCE CHAIRPERSON: Wendi Miranda

ASSIGN STUDENT RUNNERS: Jose Gonzalez

FACILITATOR ASSIGNMENT: Shaana Scott

STUDENT CHECKOUT TABLES Location (Plan A East and West Gate, Plan B-3rd Grade Door),Otherwise, in the most logical place ANNOUNCED, and deemed upon the emergency.

PARENT LIAISON: Ayby Noyola, Leticia Mejia

FIRST AID/ TRIAGE TEAM: Noemi Blanco

TRIAGE TEAM: Noemi Blanco, Yarelli Blanco,Gabriela Ramirez, Jeff Krueger

MORGUE CHAIRPERSON: Noemi Blanco

FACILITIES CHAIRPERSON: Robert Hutson/Joel Martinez

SECURITY MEASURES/ CHAIRPERSON: Robert Hutson

GROUNDS CONTROL: Robert Hutson / Jonathan Aguirre

RADIO COMMUNICATIONS (EOC) CHAIRPERSON: Lea Briseño

PHONE COMMUNICATIONS CHAIRPERSON: Wendi Miranda

EDUCATION CODE SECTION 32280-32289

32280. It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive,operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

32281. (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:

(A)The principal or the principal's designee.

(B)One teacher who is a representative of the recognized certificated employee organization.

(C)One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E)Other members, if desired.

(3) The school site council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan. (4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code.

(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each school site.

(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year. (e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).

(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that includes tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

(1) Assessing the current status of school crime committed on school campuses and at school-related functions.

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake. (IV) A program to ensure that pupils and both certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community. (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079. (E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1. (F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school. (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.

(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

(c) Each school site council or school safety planning committee in developing and updating a comprehensive school safety plan shall, where practicable, consult, cooperate, and coordinate with other school site councils or school safety planning committees.

(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.

(f) The comprehensive school safety plan, as written and updated by the school site council or school safety planning committee, shall be submitted for approval under subdivision (a) of Section 32288.

32282.1. (a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals,

community intervention professionals, school counselors, school resource officers, and police officers on school campuses, if the school district uses these people.

(b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following:

(1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

(2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:

(A) While on school grounds.

(B) While going to or coming from school.

(C) During a lunch period whether on or off campus.

(D) During, or while going to or coming from, a school-sponsored activity.

32282.5. (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.

(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.

(c) The department shall coordinate with the Office of Emergency Services to make sure that all materials are reviewed and updated annually.

32283. The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and school site personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

32283.5. The department shall develop an online training module to assist all school staff, school administrators, parents, pupils, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying. The online training module shall include, but is not limited to, identifying an act of bullying or cyberbullying, and implementing strategies to address bullying and cyberbullying.

32284. The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

32286. (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

32287. If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:

(a) Notify the school district or the county office of education in which the willful failure has occurred.

(b) Make an assessment of not more than two thousand dollars ($2,000) against that school district or county office of education. This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

32288. (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

(b) (1) Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The school site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: (A) The local mayor.

(B)A representative of the local school employee organization.

(C)A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the school site.

(E)A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The school site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001, 20 U.S.C. Sec. 7114(d)(7), may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations.

32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7114 (d)(7)) may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Sections 4600) of Title 5 of the California Code of Regulations.

iLEAD Schools Vision

At iLEAD, we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become Lifelong learners, Empathetic citizens, Authentic individuals, and Design thinkers, we can create a better future for all.

Introduction

A. Purpose of the Plan

The Purpose of the iLEAD Schools Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining responsibilities and duties of all iLEAD Schools and its employees. Developing, maintaining and exercising the plan empowers employees to respond quickly and knowledgeably in the case of an incident, or an emergency. The plan encourages staff, faculty, learners, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other community members with assurance that iLEAD Schools has developed and established guidelines and procedures to respond to an incident or a hazard in an effective way.

The developed guidelines and procedures for dealing with existing and potential Learners and School/Studio incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to prevent, prepare for, respond to, and recover from an incident. Staff and volunteers have been trained to assess the seriousness of an incident and respond according to these procedures and guidelines. iLEAD Schools regularly schedules Professional Development for Staff.

B. Scope of the Plan

iLEAD Schools Emergency Operations Plan outlines the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references defined by Local, State, and Federal government mandates; common and specialized procedures; and specific hazards and vulnerability and responses/recovery.

1. Definitions

Incidents: An incident is an occurrence- natural, technological, or human caused which requires a response to protect life and/or property. The School/Site Director, shall have the authority to determine when an emergency has occurred and to implement procedures within this Emergency Operations Plan.

Hazards: Hazards shall include situations involving threats of harms to Learners, Personnel, and/or facilities. Hazards include, but are not limited to natural, technological, and human caused incidents. Hazards may require an interagency response involving Law Enforcement, and/or Emergency service agencies, depending on the size and scope of the incident.

C. Situation Overview/Hazard Analysis Summary

1.School Population

a. General Population

iLEAD Schools' current enrollment is approximately 624 Learners, located in one two story building located on campus. These Learners are supported by a committed staff consisting of:

A Master schedule of where classes, grade level, and staff are located during the day is located inside the main office. The Master Schedule is also located in Appendix A as a reference.

b. Special Needs population

iLEAD Schools is committed to the safe evacuation and transport of Learners and Staff with Special Needs. The Special Needs populations includes Learners and Staff with

- Limited English Proficiency
- Blindness/Visual Deficiency
- Cognitive or Emotional Disabilities
- Deafness or Hearing loss
- Mobility/physical Disabilities (permanent/temporary)

- Medically fragile health (Asthma, diabetes, severe allergies)

The School/Studio current enrollment of Learners/ Staff with special needs is approximately 114; however this number may fluctuate. Learners/Staff may require special or additional assistance if they are temporarily on crutches, wearing a cast etc.

iLEAD Staff has been trained and assigned to assist Learners/Staff with Special Needs during drills, exercises, or an incident. These Staff members have been designated and a list of their assignments and locations can be found in Appendix B.

2. Building Information:

iLEAD is located on a 37,113 sq ft acre lot which includes (number of buildings, fields, basketball courts, parking lots etc.) All Classes take place in the main building on campus.

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous material storage, and utility shut offs is located in Appendix C. All Staff members are required to know of all of locations of these items, as well as how to operate the utility Shutoffs.

3. Hazardous Analysis Summary:

iLEAD School is exposed to many hazards, many of which have the potential for disrupting the School community, causing casualties, and or damaging or destroying public/private property.

A thorough Hazard analysis was completed by Staff and learners to identify any circumstances on or around the campus, which may present a unique problem or potential risk to people or property. The interior and exterior of the campus as well as the area surrounding the school/studio ground was assessed for potential hazards which may impact the site, the staff, and the Learners. Identified risks have been assessed by risk and likelihood of occurrence, and ranked accordingly.

4. Preparedness, Prevention, and Mitigation Overview:

Preparedness is achieved by a continual cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective actions. Continued preparedness efforts require coordination among all of those who are involved in emergency management, and incident response activities. iLEAD schools fosters preparedness for an incident at all levels including; Learners, Parents, and Staff. Examples of preparedness actions include, maintaining Emergency Operations Plan (EOP), conducting regular training, planning and implementing regular drills and exercises.

Prevention includes actions to avoid an incident, or to intervene to stop an incident from occurring. iLEAD Schools is committed to taking proactive prevention measures wherever possible to protect the safety and security of its Learners and Staff. Our policies include Zero tolerance for bullying and other actions which undermine the safe-haven of our Learning environment. Security systems are in place to provide a greater level of protection for our Learners and Staff. In addition iLEAD Schools require all volunteers to be cleared through a background check procedure, and guests are required to display an identification badge.

Mitigation includes activities to reduce the loss of life, or minimize the loss of property damage caused by a natural disaster, and/or a human caused disaster by avoiding or lessening the impact of a disaster and providing value to the public by providing a safe community. iLEAD School has taken precautions to reduce or eliminate the adverse effects of a natural, technological, and human caused hazard on people or property.

D. Planning Assumption and Limitations

1. Planning Assumptions

Stating the planning assumptions allows iLEAD Schools to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:

● The School Community will continually be exposed to and subject to hazards outlined in the Hazard Analysis Summary, as well as lesser hazards and those which may develop in the future.

- A major disaster could occur at any time as well as at any place. In many cases dissemination of warning to the public and implementation of increased readiness may be possible; however some incidents occur with little to no warning.
- A single site incident (e.g., a fire, water main break) may occur at any time without warning, and the staff of the location affected cannot wait and should not wait for direction or instruction from local response agencies. Immediate action is required to help prevent the loss of life and/or property.
- After a major catastrophic incident, the School/Studio should be prepared to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degree of seriousness to Staff, Learners, or volunteers. Rapid and appropriate response and treatment of these injuries will reduce the amount and severity of the injuries.
- Outside assistance from local fire departments, law enforcement, and other emergency personnel, may be available in the most serious emergencies. Because it takes time and coordination to notify outside agencies of the request for assistance, it is imperative the School/Studio be prepared to carry out the initial incident response until emergency personnel respond to the incident scene.
- Proper prevention and mitigation action, such as creating a positive learning environment, and conducting regular fire inspections and safety inspections, will prevent or reduce incident related loss.

- Proper maintenance of the School/Studio EOP and providing frequent opportunities for stakeholders (Learners, staff, parents, first responders, ect.) to exercise the plan can improve the School/Studios readiness to respond to an incident.
- A spirit of Volunteerism among School/Studio employees, learners, staff, and parents will result in their providing assistance and support to incident management efforts.

2. Limitations:

It is the policy of iLEAD Schools that no guarantee is implied by this plan of a perfect incident management system. As personnel and staff may become overwhelmed by the incident or the emergency, iLEAD Schools can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. Concepts of Operations

A. General Information

This disaster plan has been prepared in compliance with California Administrative Code Title 5, Education Code Section 560 and the California Government Code 8607 California Standardized Emergency Management System (SEMS). Section 8607 of the California Government Code requires that state and local governments including special districts (i.e., schools) be prepared to respond to emergencies using the SEMS. SEMS must also be used for school planning and training.

Key Responsibilities of a successful Safety Plan

The Director of each school or his/her designee will maintain a site specific School Disaster Plan based on the iLEAD Schools Disaster Plan (SEMS). The staff of each school must be familiar with the emergency response procedures. All staff members will be trained to meet emergencies and to provide learners with the instruction and practice they need in order to respond appropriately during emergencies and disasters.

Each school site will use the INCIDENT COMMAND SYSTEM when responding to an emergency.

More than likely, the site Director/Designee will activate the School's Emergency or Crisis Plan in a major disaster or when an emergency exists or threatens to exist that may impact the safety and well-being of learners, employees and surrounding community. When the Emergency Crisis Plan is activated, staff will follow an Incident Command System (ICS). ICS is an organizational structure used by all emergency responders in the State of California when responding to an incident. ICS ensures centralized direction and coordination. Under ICS, one person (the Incident Commander) is in charge of the emergency at the school site. The Incident Commander has full authority to command and direct resources. The site Director/Designee is typically the Incident Commander.

Depending on the nature and scope of the emergency, the site Director/Designee may appoint Section Chiefs to oversee the four other functions: Planning, Operations, Logistics and Finance and Administration. If the situation warrants, the Director/Designee can perform any or all five functions.

Each site Director shall assign staff assignments according to the five SEMS functions:

III. Organization and Assignment of Responsibilities

Incident Commander- Decision makers

Job Description: Responsible for emergency operations to ensure the safety of learners, staff and others who are on campus.

Responsibilities:

1. Access the emergency or threat and the impact it presents to the learners, staff, school property, and surrounding area.
2. Activate Emergency plan, and activate Incident Command System.
3. Establish an Incident Command Post.
4. Establish and Communicate a plan for action.
5. Provide status updates as needed.
6. Authorize any release of public information.
7. Release staff members as appropriate.
8. Declare end of emergency-initiate recovery if appropriate.
9. Remain in charge of the incident on the campus until relieved by Fire or Law Enforcement Personnel.

Operations Chief: Doers:

Job Description: Manages and directs emergency response activities on the campus. (Incident Commander can also perform these tasks).

Responsibilities:

1. Coordinate a Staff buddy system.
2. Coordinate a learner messenger system.

3. Coordinate Search and Rescue.
4. Coordinate site check and security.
5. Coordinate Medical Aide.
6. Coordinate Learner Care.
7. Coordinate Learner release.
8. Coordinate Mental health counseling (if needed).
9. Guarantee teams have enough supplies.
10. Reassign staff as needed.
11. Schedule breaks or relief of staff if needed.

Planning and Intelligence Chief- Thinkers:

Job Description: Keep current on the situation at all times. Analyze information, prepare necessary reports, and manage status boards.

Responsibilities:

1. Collect all information pertinent to the incident (internal and external)
2. Analyze information for potential impacts or changes.
3. Prepare updates and status reports.
4. Manage and update staff assignment boards.

Logistics Chief-Getters:

Job Description: Secure supplies, personnel and equipment and arrange for transportation and lodging of resources.

Responsibilities:

1. Open disaster containers.
2. Distribute supplies, kits, etc.
3. Set up various staging areas (sanitation, feeding etc).
4. Sign in volunteers and assign to stations as needed.
5. Determine whether additional supplies, equipment, personnel are needed.

6. Make arrangements for transportation of food, supplies and lodging of personnel.

Financial and Administrative Chief – Payers:

Job Description: Track all costs and staff time redirected to emergency.

(Note: Incident Commander (Director) may also perform this job).

This will be done at the district office level.

Responsibilities:

1. Document all supplies redirected for use during the emergency.
2. Document all personnel time redirected to the emergency (Number of hours and job description during the emergency).
3. Check with Section Chiefs to determine if additional supplies will need to be purchased for use during the emergency.
4. Purchase all required items.
5. Document all activities.

Each Sites Emergency Disaster Plan Must include:

- **An evacuation route map.**
- **A disaster map showing the location of disaster supplies, learner checkout station, first aid area, morgue, and emergency sanitation area.**
- **Current employee assignments during the emergency**

(Command post team, first aid team, search and rescue teams)

- **Learner and employee system and forms.**
- **Learner checkout procedures and forms.**

Command Post

1. **Introduction**
   a. **The command post shall consist of the "management staff" (i.e. School Director, Office manager, School nurse, financial staff, and lead security member).**
   b. **The command post will provide direction to all teams and act as a center for communication.**
   c. **The command post will be the main point of contact for all emergency personnel (Police, Fire).**
      i. **An Incident commander shall be pre-established prior to an emergency occurring.**
         1. **The incident commander will provide all directions to support staff.**
         2. **The incident commander's main focus will be maintaining order, and the safety of learners and staff.**
         3. **The Incident Commander will have a scribe by their side at all times.**
            a. **The scribe's primary responsibility is to record all notifications, decisions, and notable information which is provided.**
            i. **The scribe will record the date, time, names, locations, etc.**
            ii. **A member of the command staff will be predetermined to handle all radio communication.**
         1. **The person in charge of all radio communication will provide orders to response teams given by the incident commander.**

2. **The radio personnel will document all information which is passed on.**

iii. **A predetermined Staff member shall be assigned to provide information to emergency personnel (oftentimes this will be a member of the maintenance team, or facilities team).**

1. **This individual is responsible to provide maps, keys, and any additional information emergency personnel may request in regards to the building.**
2. **This person should be equipped with a detailed map of the site.**
    a. **The map should contain, shut off valves (gas, water, electric).**
    b. **It should provide locations of emergency equipment, or rooms which possess a safety concern (science labs which contain gas, maintenance rooms where combustibles may be located).**
3. **This individual also should be responsible for monitoring the radio and documenting where the trapped, injured, or suspect are located.**

d. The School Nurse

i. **The primary responsibility of the school nurse is to provide medical aid to those who are at the command post.**

ii. **A medical station shall be set up where the injured can receive medical treatment, and medical personnel can respond and bring and treat the injured.**

e. Financial Advisor

i. A Financial Advisor who is authorized to provide payment shall be on site.

1. The financial advisor will remain on site to provide payment for supplies needed during the duration of the emergency.

a. Necessary expenses are:

i. Food, water, medical supplies, emergency equipment, etc

f. Media Person

i. A predetermined person shall be established to provide information to the media as needed.

1. This person needs to remain informed of the incident as it develops.
2. This member needs to be confident and comfortable in front of the camera or in an interview.

a. This member should understand confidentiality and be aware of what information to release.

First Aid Team

1. Introduction

a. Predetermine a first aid team. Team members shall hold a current First Aid/CPR certification. A leader should be designated prior to an emergency occurring. The leader will act as the triage person. A mobile first aid center shall be a mobile

unit. Team members shall be equipped to provide first aid for several days if needed. All first aid supplies shall be fully stocked at all times.

2. Preparation

a. Make sure all members' certifications remain up to date.

b. Know the location of all first aid kits.

c. Keep all first aid supplies fully stocked and current (Month checks should be conducted).

d. Activate Triage, and administer first aid supplies.

e. Supervise use and distribution of first aid supplies.

f. Keep the command post updated on injuries.

g. Assist emergency service personnel.

Team members will initially be mobile. They will scan the area and provide care as needed. Team members will assist the injured to the designated Health center, if they are able to be moved.

Sweep Team

1. Introduction

a. These teams serve a very important part in the case of an emergency. The sweep team is composed of 2 to 4 people and 4 teams. The teams are responsible for covering the campus in a predetermined pattern. After the evacuation is complete, the

sweep team will search the campus for those who may be trapped, injured, or missing.

b. The sweep team will then notify the command post of the location of the trapped or injured via handheld radios. The sweep team will mark the location with designated marking or tag to provide the rescue teams with a clear location (ex. paint on the doors, or ground around the trapped or injured.)

c. The sweep team will provide immediate care and reassurance, but will continue the sweep and search for additional victims.

Rescue Team

1. Introduction

a. A team of 2-4 personnel shall be established to provide medical aid, and rescue those who are trapped.

b. The rescue team will consist of members who are medically trained.

c. The responsibility of the rescue team is to respond to areas where the sweep team has identified trapped or injured.

d. The rescue team will provide immediate medical treatment to those who require treatment.

i. **If possible to escort the injured to the command post, the rescue team will coordinate with an available team to have the injured escorted to the command post for further treatment.**

ii. **The medical team will triage those who are injured and tend to those who are most severely injured first.**

    1. **This is where the rescue team and sweep team will have a "colored code" developed for severity of injuries.**

iii. **The rescue team will also assist in the rescue of those who are trapped.**

    1. **If the trapped individual can be safely removed, without causing further injury.**
    2. **If trapped can not be moved safely, provide treatment if possible.**
        a. **Mark the area as "trapped"**
        b. **Radio Command post with location of the trapped**

Emergency Response Team General Duties

Team Leader-School Commander	**Deborah Autrey Shaana Scott Robert Hutson Lea Briseno**	**-Evaluate incoming Information -Order Outside emergency Services -If needed, In-places Shelter, or Evacuate -Coordinate Relocation of Learners -Activate Emergency Plan and Team -Determine Location of Operation -Manage Emergency Plan -Request Additional services as needed -Prepare for Media Contacts -Make Personal visits when needed -Conduct Staff meetings -Debrief Emergency response teams -Evaluate Emergency Response -Assign coverage as needed**
Communication-Liaison to Emergency Providers	**Lea Briseño Wendi Miranda Aylin Sandoval Azalea Sandoval**	**-Make Critical Call (911) -Use Intercom/ or paging system -Use of School Records systems -Manage Phones -Maintain Records of the Event**
Medical-Medical Staff	**Naomi Blanco Yarelli Blanco Jeff Krueger Gabriela Ramirez**	**-Triage Multiple Victims -Administer immediate First Aid -Determine Need to additional medical staff -Identify on victims -Provide staff to Accompany victims**
Media-Public Information Officer	**Deborah Autrey Shaana Scott**	**-Work with Regional Public Information Officer -Assimilate information for media -Establish On-site or nearby Media area.**

Security-Security Officers	**Robert Hutson Jonathan Aguirre**	**-Secure Building & Monitor Exits -Coordinate Bldg. Searches -On site traffic Control -Interface with Emergency Service Agencies**

Staff Liaison-Operations	**Lea Briseño** **Zenaida Morales** **Rasheda Young**	**-Cover immediate Learning space needs** **-Keep Team Leader informed** **-Report to Staff Inquiries and Reports** **-Assist with Staff meeting**
Parent Liaison-Operations	**Ayby Noyola** **Lea Briseño** **Wendi Miranda** **Aylin Sandoval** **Azalea Sandoval** **Leticia Mejia**	**-Coordinate Learner Pick up** **-Make Parent and P.I.P Contact** **-Organize Parent meetings** **-Develop Parent mailings** **-Coordinate Volunteer Efforts** **-Handle gifts and offers of assistance**
Plan Monitor-Logistics	**Robert Hutson** **Shaana Scott** **Lea Briseño** **Noemi Blanco** **Deborah Autrey**	**-Monitor Plan Components** **-Assist Team Leader** **-Update Emergency Plan** **-Maintain Emergency Kits** **-Monitor Schedules**
Counselors- Learner Caregivers	**Claudia Garcia** **Jose Gonzalez** **Kammy Bell**	**-Make arrangement for additional support** **-Assess Learners emotional needs** **-Establish location for Counseling** **-Active Learner debriefing Plan** **-Provide emotional support to staff as needed** **-Provide family support**

iLEAD Disaster Preparedness

Emergency drills are required to be conducted at learning studios on a regular basis. The attached evacuation map should coincide with the building evacuation maps located inside the door of each learning space. At the time of a fire drill, take account of all of your learners, and proceed to the designated evacuation location by following the safe evacuation route. After arrival at the designated evacuation location, account for all of your learners by taking attendance. After completing your attendance sheets, it will be provided to the Evacuation area leader. The evacuation area leader will provide the Command post with the names of any missing learners.

An emergency response team will be present to complete a check of all areas for any missing learners or staff members. The emergency response team will provide the command post with an all clear once all buildings have been cleared, and all learners and staff are accounted for. Once the command post receives an “all clear” an announcement will be placed providing further instruction. All learners and staff are required to remain in their designated evacuation area until given the “all clear” and advised to return to their learning space.

Fire-Evacuation Plan:

1. **The responsibility of all staff members**
    a. **If a fire/smoke is seen**
        i. **Evacuate learners from the area, follow the designated evacuation route.**
            1. **Once in the designated evacuation zone, account for all learners.**
            2. **Provide the team leader with an account of all learners.**
            3. **Provide a list of any missing learners.**
            4. **The team leader will notify the Command Post of any missing learners or staff.**
                a. **(see rescue team procedures)**
        ii. **Locate and pull the closest fire alarm.**
        iii. **Advise the Command Post of the location of the fire/smoke.**
        iv. **Do not attempt to extinguish the fire.**
    b. **If you smell smoke or fire**
        i. **Notify the front office of the smell of smoke**
        ii. **The front office will assign a team to investigate the smell**
        iii. **If a fire is located, activate the closest fire alarm**
        iv. **Evacuate the classrooms closest to the fire**
        v. **Follow the above procedures**
2. **The Responsibility of the Front Office/Command Post**
    a. **When a fire or smoke is reported**
        i. **If fire is seen**
            1. **Notify the Local fire Department (Dial 911)**
            2. **Assure the fire alarm has been Activated**
            3. **Initiate Evacuation procedures**
            4. **Initiate the Command Post**

a. Follow the Established Command Post Procedures

ii. If Smoke is seen or the smell of smoke is reported

1. Notify Maintenance or available personnel to investigate.
2. If smoke is located, determine the cause of the smoke.
3. If smoke appears to be caused due to a fire, notify Fire Department.
4. Activate the fire alarm.
5. Begin evacuation procedures.
6. Activate the Command Post.
   a. Follow the established Command Post procedures.
7. The Command Post will determine if the Learners will be released to family or if they will remain on campus once given the "all clear' by the fire Department.

b. If learners or staff are reported as missing

i. The Command Post will activate the Rescue/sweep team

1. A check of the Command Post will be conducted to insure the Learner or staff member is not with them.
2. The Command Post will Check their log to ensure the learner was not checked out for the day.
3. The Rescue/sweep team will conduct a search of the area for the missing.

ii. Once an area is checked and cleared, the door will be marked to designate the area has been checked.

iii. All Information will be relayed back to the Command Post.

3. If release of the Learners is issued by the Command Post

a. Standard check-out procedures will be followed.

i. Families will be notified of the emergency and where to respond to pick up their learners

1. A pre Designated location will be established for pick-up

ii. The Command Post will Assign personnel to be responsible for the pickup process.

1. The families will check in with Valid Id at the Designated location.
2. The assigned Pick - up personnel will verify the individual is on the learners emergency contact and has approval to pick up.
    a. If the individual is not on the emergency contact, a family member will be called to verify.
3. The individual who is approved to pick up will "sign the learner out".
4. The learner will be escorted to the pick up location and released to an approved party.

Earthquake Preparedness Plan:

I. Responsibility of all staff members

a. Staff members are to respond to the first shaking of the ground, or a building by giving a DROP command.

i. If inside a building- DROP means all learners and staff are to immediately drop to the ground and seek cover underneath a table or desk with their back to the windows. Everyone should drop to their knees, place one arm over their head (back of their neck) and clasp the other hand around the leg of the desk or table (to help prevent it from turning over). While on their knees they should close their eyes, and pull their arms and legs into their body making them as small as possible.

ii. If Outside a building- If an earthquake occurs, all learners and staff should move safely away from all buildings, and the DROP command shall be given. Once the DROP command has been given, anyone who is outside shall drop to their knees, cover their head, and close their eyes. No one shall move away from their location, until given the order to move. No one shall leave campus.

iii. Once the shaking has stopped, Everyone shall remain in the tucked and covered position for one minute to ensure an aftershock is not immediately following.

b. Once the shaking has ended, and there are no immediate aftershocks, Staff will give the order to evacuate. Staff members will assist all learners to the designated evacuation locations.

i. If a learner or staff member is injured, assist them to evacuation zones if they are able to move, if it is unsafe to

move them, provide them with necessary care if it is safe to do so, and you are not escorting learners to an evacuation zone.

ii. If able, remove the emergency evacuation bag from the empty learning space.

c. If a facilitator or staff member is not with a class, they shall assist with evacuating learners to designated evacuation zones.

i. If a staff member is assigned a specific job (i.e. search team, medical team) they shall assist as needed and guarantee no learners are left unsupervised. Once supervision has relieved them, guarantee the relief is given the appropriate attendance form, vital information is relayed, and the relief personnel acknowledges you leaving. Once vital information is passed on, and acknowledgement is given, they are to report to the command post for further instruction.

d. Staff members who are aware of any injury, shall relay this information immediately to their area supervisor.

e. No one shall re enter any structure unless they are part of a rescue/search team.

f. All staff members responsible for the evacuation zones, shall maintain control over all learners until give the authorization to release to an authorized caregiver.

g. Maintenance personnel shall respond to the site utilities and turn off when appropriate (gas, water, electricity) to prevent further damage or danger.

Bomb Threat Procedures:

1. **The individual who receives the Phone Call**
    a. **Remain on the phone DO NOT HANG UP (or place them on hold).**
    b. **Listen closely to wait for what the caller is saying. (Write everything down)**
        i. **Follow the attached guideline/sheet**
    c. **Have another staff member call 911 and relay information to the Director.**
    d. **Remain calm.**
2. **Site Director/Designee**
    a. **Determine if it would be best to evacuate, or remain in the learning spaces**
        i. **Without knowing where the Bomb is located, it is often safer to remain in place.**
    b. **Initiate the Command Post and await Emergency Personnel Arrival.**
        i. **Emergency Personnel will advise the best plan of action**

i
            1. **If evacuation is ordered,**
                a. **Advise Staff to evacuate to designated evacuation locations**
            2. **If the order is given to remain in place.**
                a. **Follow Lockdown procedures.**
                    i. **Remain off all electronic devices**

3. **Staff Responsibilities**
    a. **If a suspicious package/item is observed**
        i. **Immediately evacuate the area around the package/item**
            1. **Evacuate away from the package/item.**

2. **Advise the Command Post of description/location of item.**
3. **Remain off the Radio or electronic devices.**

b. If an Evacuation is ordered

i. Follow the designated evacuation route (unless instructed otherwise)

ii. Remain Calm and orderly.

iii. Ensure all learners and staff are evacuated prior to locking door.

iv. Once at the designated evacuation location, account for all learners and staff.

1. **If a learner or staff member is missing, advise the command post**
    a. **Provide the Command Post with the name, last known location and description (including clothing).**
    b. **Do not attempt to locate the missing.**

v. Remain at the designated evacuation location until given further instruction.

1. **If an "All Clear" is given, escort learners back to their learning spaces.**
2. **If Dismissal is ordered**
    a. **Follow emergency dismissal procedures.**

Bomb Threat Checklist

To be completed by person receiving the call

CALL RECEIVED BY: _____Date: _____Time:_____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line.

Listen. Do not interrupt the caller except to ask:

1. ***What time is the bomb set for?_____***
2. ***Where has it been placed?***

_____

3. ***What does it look like?_____***
4. ***Why are you doing this?_____***
5. ***Who are you?_____***

List words used by caller

_____ _____

Description of the caller: □ Male □ Female Estimated age of caller: _____

Voice characteristics: □ Loud □ Soft □ Deep □ High Pitched

□ Raspy □ Pleasant □ Intoxicated □ Nasal

Other: _____

Manner: □ Calm □ Coherent □ Emotional Accent: □ Local□ Angry □ Irrational □ Incoherent □ Deliberate □Righteous □ Laughing □ Excited □ Crying □Foreign

Other: _____

Background Noises: □Airplane □Animals □Industrial Machines □Static □Motors □Office Machines □Quiet □Music □Party Scene □Street Traffic □Trains □PA System □ TV □Voices □ Other:_____

Explosion:

1. **If an Explosion is heard**

a. **Facilitators/Staff will give the "DROP AND COVER" command.**

i. **Learners and staff will Drop to the ground where they are at and Covered their heads and neck with their hands and arms.**

ii. **Learners and Staff will remain in the covered position until told to evacuate.**

1. **Evacuation will follow the designated evacuation plan if safe to do so.**

a. **If the designated evacuation route is not safe, Staff will determine the next best route to evacuate.**

2. **Evacuated to designated evacuation location.**

a. **Account for all learners and staff.**

i. **If there are learners and staff missing**

1. **Advise the Command Post**

a. **Provide names,**

b. **last known location**

c. **Description**

b. **Remain at the designated location until**

i. **Given the "All Clear"**

1. **return to the learning spaces**

ii. **Advised to dismiss Learners**

1. **Follow Emergency Dismissal Procedures**

b. Director/Designee

i. Advice Emergency Personnel of the explosion

1. Provide as much information as possible

a. Location

b. Affected area

c. Size

d. Sound

e. Smell

ii. Activate the Command Post

1. Follow designated Command Post Protocol.

Aircraft/Airport related Incident:

1. If an aircraft crashes around the site.

a. If it is safe to do so

i. Move all Learners inside the buildings.

ii. Keep away from windows iii. Prepare "Shelter in Place" iv. Comfort Learners.

b. If it unsafe to return to building

i. Move Learners safely away from the area. ii. Remain upwind as much as possible. iii. Notify Incident Commander of Evacuation Location

Chemical Spill/Environmental Hazard

1. Move all Learners inside the building

a. Once inside the building

i. Place a wet towel or other fabric at the base of the door.

ii. Turn off all air units

1. **Turn off HVAC**
2. **Turn off Heater**

iii. **Make sure all doors and windows are closed and sealed.**

iv. **Have Learners place mask over their nose and mouth**

1. **If masks are not available**

a. Use clothing or other fabric

i. Shirts, Jacket, towel

v. **Prepare for "Shelter in Place"**

Indirect Threat to Campus:

1. **In-direct threat to the Site**

a. Site is advised by Law Enforcement of an outstanding Suspect in the area

b. The site Director or Designee will advise staff of the threat and advise all staff to remain inside.

1. **Staff members will close and lock all door and windows on the exterior of the building**

a. Do not open the door for anyone

i. If a Sweep of the Learning space is going to be conducted, A key will be provided to the appropriate personnel

2. **Learners will be kept away from windows and doors and relocate to safer parts of the building to lock down in a safer location. Learners will if safe evacuate to the reunification site.**
3. **No one will be allowed to enter or exit the facility.**
4. **Any suspicious activity shall be reported to Law Enforcement.**

5. Remain inside with door locked until The Command Post advice “All Clear”.

LOCKDOWN:

1. Immediately advise of “LOCKDOWN”

a. Call 911 and advise of the emergency.

i. Provide as much information as possible

a. Physical Description

b. Clothing Description

c. How many are involved

d. Vehicle Description (if any)

e. Weapons

f. Anything the Suspect(s) said

g. If the Suspect(s) are know

b. Everyone shall go inside the closet door.

1. Facilitators and staff escort all learners inside the learning spaces or open room.

a. Prior to locking the door

i. Check outside the door for learners.

ii. Bring learners and staff inside.

iii. Lock all doors and windows.

iv. No doors shall be open for anyone.

v. If entry is needed the appropriate personnel will be provided keys.

b. Move all learners and staff to the center of the room.

1. Keep learners away from windows, doors and exterior walls and move to safer locations.

2. Hide if possible.

3. Remain quiet and calm.

a. Staff shall redirect learners in a positive way.

b. Reassure learners.

Active Shooter/Lethal Assailant:

1. Suspect with a gun on campus
    a. During class
        i. An order to "LOCKDOWN" will be issued.
            1. Give the "LOCKDOWN" command three times, pausing briefly between commands.
            2. A LOCKDOWN, means
        a. lock all doors
        b. move all learners away from windows, doors and walls which lead to the exterior. Relocate to safer parts of the building to lock down in a safer location. Learners will if safe evacuate to the reunification site.
        c. Turn off the lights.
        d. Keep all learners quiet and calm.
            3. During the Lockdown Announcement
                a. Advise of Location of the Suspect
                b. Give a detailed description of the suspect
                c. Advise of weapon description
                d. Provide as much information as possible.
            4. Once the Lockdown order has been given, office staff shall call emergency personnel. (if possible have another staff member call 911 while the lockdown announcement is given.)
            5. Any staff member who is out of their learning space shall check their immediate area for learners who are outside, and escort them to the nearest safe learning space.

6. **All other available personnel shall report to the command post for further instruction.**

b. If a LOCKDOWN is ordered while learners are outside.

i. Staff shall escort all learners to the nearest learning space, and follow lockdown procedures.

IF SHOTS ARE HEARD, DROP AND BEGIN MAKING YOUR WAY THE NEAREST LEARNING SPACE OR OFFICE BUILDING.

If the attacker attempts to gain entry in Learning space

1. **When notified of a Lethal Assault, barricade yourself in place. a. Use furniture to place in front of the door to deny entry, or hinder entry.**

b. Secure the door in any way possible.

i. Make sure the door is locked.

ii. Use tools to help prevent the door from opening.

2. **Evacuate if possible.**

a. If a safe exit is present away from the attacker, use it.

b. Move learners away from the area to a predetermined "safe zone".

c. Make sure all Learners and visitors are evacuated safely.

d. Account for all Learners, Staff, and Visitors.

e. Advice the Incident leader of your current location.

f. Advise the Incident Leader if any Learners, Staff, or Visitors are not accounted for.

3. **Be prepared to Fight.**

a. If you are directly faced with an attacker and no other option is available, do whatever is needed to protect the Learners.

i. Keep the Learners as far away from the attacker as possible.

ii. Use items located inside the space to protect yourself and the Learners.

1. **Fire Extinguisher**
2. **Scissors**
3. **Chairs iii. Once the attacker has been neutralized or is no longer a direct threat.**

1. **Evacuate the area.**
    a. **If the attacker has been neutralized and is no longer a direct threat, move the Learners to a safe location.**
    b. **Once safely evacuated, advise the Incident Commander of your location.**
    c. **Advise the Incident Commander of any Learners, Staff, or Visitors who are not accounted for**
2. **Lockdown/Secure the location**
    a. **If the attacker has left the space, but is still in the area, secure the space if possible.**
        i. **Advise the Incident Commander of your location and any information regarding the attacker you can provide.**
            1. **Location**
            2. **Description**
            3. **Direction he is headed.**

Flood/High Winds:

1. **Natural Disasters such as high winds and flooding often come with some forewarning from government agencies.**
2. **The school Director or a designee will provide facilitators/staff of what, if any action will be taken.**
3. **It will be the best decision to remain indoors unless directed to do otherwise. If, in an extreme circumstance, the disaster requires evacuation, wait for instruction from the school director or designee.**
4. **It is imperative the facilitators and staff remain calm and provide the learners with comfort and confidence.**

Power Failure:

2. **If a power outage (blackout) is to occur while learners are on site, it is the responsibility of the facilitators and staff to remain calm and reassure learners.**
3. **Contact maintenance personnel who will check for resolutions to the problem.**
    a. **If a resolution to the problem is not discovered, maintenance will contact the power company to determine the source of the issue, and the length of time until the issue will be resolved.**
4. **The facilitators are to remain with their learners inside of their learning space and wait for further instruction.**
    a. **Facilitators will turn on their two way radio to provide a means of communication, in the instance the phone lines are not operational, and remain off the air unless there is an emergency which requires immediate attention.**
    b. **Depending on the length of time the site will be without power, it will be up to the director's discretion whether to cancel learning for the day, or remain open.**

Biological Hazard/Bloodborne Pathogen

I. PURPOSE

Studio employees that may be exposed to human blood or other regulated body fluids shall receive annual training which includes the following:

- Epidemiology and symptoms of HIV and HBV.
- Modes of transmission of HIV and HBV.
- Importance of exposure precautions to reduce worker exposure.
- The availability, proper use and disposal of personal protective equipment (PPE) including the specific circumstances under which the PPE is to be worn.
- Follow-up procedures to implement if actual body contact occurs with blood or body fluids.
- An explanation of the labels and signs used.
- Proper cleanup of spills of blood or other regulated body fluids.
- Proper disposal of contaminated items.

II. CUSTODIAL (clean-up) SUPPLIES NEEDED

- Goggles
- Bucket/wringer
- Wet mop
- Red liner bag
- Paper towel
- Gloves
- Disinfectant/virucide/fungicide/deodorant cleaner used for blood cleanup

The use of disposable gloves is required for procedures when body fluids are handled. Especially if:

- The individual handling the material has cuts, abraded skin, chapped hands, dermatitis or similar conditions;
- When contacting abraded or non-intact skin of individuals with active bleeding or drainage;
- During all cleaning procedures.

Gloves shall be of appropriate material, intact latex or intact vinyl of appropriate quality for the procedures performed and of appropriate size for each wearer. Gloves shall not be washed or disinfected for reuse. Gloves are not a substitute for proper hand-washing. Hands are to be washed, using standard hand wash procedures, using warm water and liquid soap immediately after removing gloves.

No gloves shall be used if they are peeling, cracking or discolored or if they have punctures, tears or other evidence of deterioration.

III. SPILLS AND CLEANUP PROCEDURES

A. <u>Preparation</u>

- Determine the nature of the event. Vomit, urine, feces, etc. are not considered blood borne events if blood is not visible to the eye. Disposable gloves and Disinfectant/Virucide/Fungicide/Cleaner disinfectant cleaner are more than adequate for clean-up.
- If you are not sure, follow the blood borne guidelines below.
- Where possible, keep the bleeding person contained in one area. Do not allow them to travel through the building until the bleeding is stopped.

B. Personal Protection

- Before starting any clean up procedure, put on disposable gloves, at least, heavier duty gloves if available.
- If there is a large amount of blood, wear chemical splash goggles.

C. Small Area Clean-Up

- Spray area with Disinfectant/Deodorant Cleaner disinfectant and wipe with paper towel. Do not use a sponge or any other reusable item unless they can be laundered and dried through a dryer.
- Once the area is cleaned, re-spray with the Disinfectant/Deodorant Cleaner and allow it to sit for at least 10 minutes. If necessary, wipe any remaining chemical with a paper towel and place it in the red liner bag.
- Place excess waste into a red liner bag. Place a paper towel in the same bag. Once cleanup is completed, place disposable gloves in the red liner bag using proper procedure for removing gloves.

D. Large Area Clean-Up

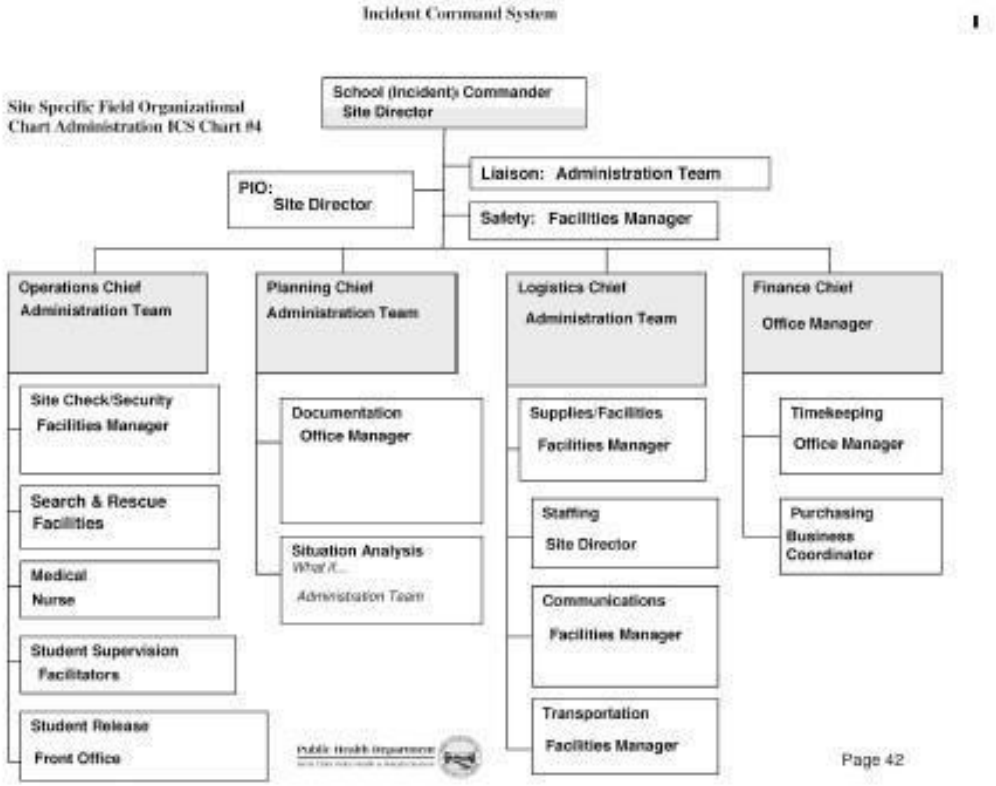
- For a major blood event, begin cleaning up with Disinfectant/Virucide/Fungicide/Cleaner in a mop bucket or sprayer. The more dwell time the better (10 minutes minimum with Disinfectant/Deodorant Cleaner.
- Any disposable items, such as paper towels, should be placed in the red liner bag (needles or syringes must be placed in an approved (Sharps) container.
- Spray affected areas with Disinfectant Cleaner and allow it to remain at least 10 minutes to properly disinfect the area.
- Mops should be removed from the handle and placed in a regular liner bag until they can be laundered.
- Empty the mop bucket and spray wringer and bucket with Disinfectant/Deodorant Cleaner Name. Allow to remain for (a minimum of) 10 minutes and flush with clear water.

E. Contaminated Supplies and Labeling Infectious Waste

Soiled items must be placed in an impervious (biohazard) bag. The tags applied to waste receptacles containing contaminated articles must have the signal word "BIOHAZARD" or the biological hazard symbol. If tags are not used, then other equally effective means of identification shall be used. Red bags are available through our custodial supplier. Disposal of bags or other biohazard containers will be analyzed on a case by case basis consulting OSHA guidelines and our Waste Management Company to determine appropriate disposal.

F. Hand Washing

Thorough hand-washing is to be performed before and after removal of gloves and immediately after any inadvertent contact with blood or body fluids. Individuals are not to use bar soap or cloth towels for hand-washing. The studio will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes.



c. Evacuation Locations

1. **During an emergency all learning spaces shall evacuate to their designated evacuation location by the designated evacuation route if it is safe to do so.**
    a. **If the designated route is blocked, the facilitator will assess the situation and determine a safe route to evacuate.**
    b. **If it is unsafe to evacuate to the designated "safe area" the facilitator should evaluate the situation and determine a safe location to evacuate to.**

i. Once everyone has been safely evacuated to an alternate location, the facilitator shall notify the Command Post the location where they evacuated to and their status.
ii. The Command Post will then document the location of the learners and will arrange for escort of the learners to the safe evacuation zone once it is safe to do so.

2. Prior to an emergency, the "Command Staff" shall develop an "off Campus evacuation zone.
    a. This should be large enough to provide safety for all who are on the campus.
    b. Any area around the campus should be designated and a plan developed on how to safely escort learners to the off campus evacuation zone.
    c. An off campus evacuation center will remain as a secure place where all learners and staff will be accounted for, and release of the learners will be documented and approved prior to a learner leaving the area.
        i. This should be a location with the required amenities if available (restrooms, food, water, shelter).

Check out/Release Procedure

1. When it has been deemed safe to do so, the Incident Commander may authorize the release of the learners.
    a. Learners will be released to an authorized parent/guardian only.
2. A location shall be developed by the site to designate as an emergency response area for the families.

a. This area will be away from the operations of the Command Post, and not have direct access to the learners.
b. The families will respond to the location and will check in with a designated staff member.
    i. The staff member(s) assigned to the Checkout/Release will be equipped with a two way radio to connect with staff members who are supervising the learners in the evacuation center and the Command Post.
    ii. The staff member(s) will check ALL identification of the individual requesting to pick up the learner. iii. The staff member will cross check the identification with the emergency contact forms in the Emergency binders to ensure the parent/guardian is authorized for pick-up.
    iv. Once the parent/guardian has been confirmed as an authorized Emergency contact, the learner will be escorted by an assigned staff member to the "pick-up zone" and released to the authorized parent/guardian.
    v. Prior the the learner being released, the staff member assigned to the "pick-up zone" will
        1. document the learner's name,
        2. the individual's name who took custody of the learner,
        3. the time the learner was "checked out".
    vi. The parent/guardian checking out the learner will then sign the release form

vii. The staff member releasing the learner will also sign the release form.

3. The staff member at the "pick up zone" will not release any information regarding the status of any learner or details regarding the emergency.
    a. All information regarding the incident will be directed to the Incident Commander, or the Media Relations personnel.

Emergency Safety Kits

Every learning space shall be equipped with an Emergency evacuation bag. These Emergency Bags are to remain near the emergency exit route and are to be taken any time the learners are evacuated from their learning space. These bags shall contain the following items:

1. Fully stocked first aid kit
2. Emergency folder; containing Class roster, emergency evacuation routes and maps, Evacuation procedures and learner release procedures.
3. Water bottles and emergency snacks.
4. Flashlight
5. Glow sticks
6. Whistle

Lockdown Emergency Kits are to be kept in every learning space to be used in the case of an extended lockdown or if trapped. These kits shall be stored in a safe space within the learning space where they will not be tampered with.

These kits shall remain sealed and fully stocked until an emergency occurs and the necessity arises to open the kit. These kits shall contain the following items.

1. **Emergency first aid kit (this kit shall be equipped with more emergency supplies and have enough supplies to provide for all members inside the learning space).**
2. **Emergency food and water supplies (Food bars with a high calorie count and need no preparation. Food shall have at least a 5 year shelf life. Water should be boxed water or other ready to drink water options)**
3. **Water purification tablets.**
4. **Heating source, (flint)**
5. **Goggles, safety gloves, and dust masks.**
6. **Emergency Blankets.**
7. **Sanitation kit (A bucket with disposable sanitation bags)**
8. **Flashlight**
9. **Extra batteries**
10. **Portable radio**
11. **Whistle**

Child Abuse Reporting Procedures

PENAL CODE SECTION 11164-11174.3

11164.

(a) This article shall be known and may be cited as the Child Abuse and Neglect Reporting Act. The intent and purpose of this article is to protect children from abuse and neglect.

(b) In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.

11165.

(a) As used in this article "child" means a person under the age of 18 years.

What must be reported:

Any of the below acts involving anyone under the age of 18 years:

- **Physical abuse**
- **Sexual abuse**
- **Emotional abuse**
- **Neglect**

The Mandated report is only required to have *Reasonable Suspicion* that a child has been mistreated in any way; No evidence or proof is required prior to making a report. The case will be further investigated by Law Enforcement and/or Child Welfare services.

Within the *School environment*, A Mandated Reporter includes:

- **Facilitator**

- **Care team member**
- **An aide**
- **Any Classified employee**
- **Any administrative personnel**
- **Counselor**
- **Nurse**
- **Any athletic coach**

How to report Suspected Child Abuse

By Phone; immediately, or as soon as possible, a call should be placed to Child protective services and the local Law enforcement Agency.

1. **Child Protective Services Phone # (800)540-4000**
2. **Police Department phone # (888) 693-5680**

In Writing; Within 36 hours, a written report must be sent, faxed, or submitted electronically. The written report shall be submitted on the state form 8572, which can be downloaded at:

http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Safeguards for Mandated Reporters:

The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.

As long as a report is filed in good faith, a mandated reporter cannot be held liable in civil or criminal court.

Failure to report: Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a $1,000 fine.

For the complete law and a list of mandated reporters refer to California Penal Code 11164- 11174.3.

This document and Mandated Reporting information can be found at: www.mandatedreporterca.com.

Discrimination/Harassment

U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202-1100
August 2010

Introduction

The Department of Education's (ED) Office for Civil Rights (OCR) enforces several statutes that protect the rights of beneficiaries in programs or activities that receive financial assistance from ED. These laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the *Civil Rights Act of 1964*), sex (Title IX of the Education Amendments of 1972), disability (*Section 504 of the Rehabilitation Act of 1973*), and age (*Age Discrimination Act of 1975*). OCR also has enforcement responsibilities under Title II of the *Americans with Disabilities Act*, which prohibits state and local governments from discriminating on the basis of disability. In addition, OCR enforces the *Boy Scouts of America Equal Access Act*, which addresses equal access to meet on school premises or in school facilities for the Boy Scouts of America and other designated youth groups.

This fact sheet explains the requirements for schools, colleges, and state and local governments that receive federal funds to issue notices of non-discrimination, clarifies the information that they should include in their non-discrimination notices, and provides a sample notice of non-discrimination. This fact sheet is designed to assist education institutions in establishing a

notice of non-discrimination that meets the requirements of the applicable regulations.

Notice of Non-discrimination Requirements

The regulations implementing Title VI, Title IX, Section 504, the *Age Discrimination Act*, and the *Boy Scouts Act* contain requirements for recipients to issue notices of non-discrimination. (See 34 C.F.R. Sections 100.6(d), 106.9, 104.8, 110.25, and 108.9, respectively.) The Title II regulation also contains a notice requirement that applies to all entities of state or local government, whether or not they receive federal financial assistance. (See 28 C.F.R. Section 35.106.)

These regulations require that recipients notify students, parents and others that they do not discriminate on the basis of race, color, national origin, sex, disability, and age, and, if applicable, that they provide equal access to the Boy Scouts of America and other designated youth groups. However, these regulations contain minor differences relating to the required content of recipient notices of non-discrimination and the methods used to publish them.

The Title VI regulation requires schools and colleges to notify students and others of the regulatory provisions in a manner that a responsible ED official would find necessary to tell students of their protections against discrimination under the statute and regulation.

The Boy Scouts Act regulation incorporates the Title VI regulatory provision concerning notice of non-discrimination. Public elementary and secondary schools and local and state educational agencies that receive funds made available through ED must make available information regarding the provisions of the Boy Scouts Act. This information must be made available in a manner that a responsible ED official would find necessary to inform people of the protections provided under the Boy Scouts Act and its regulation. Entities other than public elementary and secondary schools and local and state educational agencies that receive funds made available through ED need not provide this notice, as the Boy Scouts Act does not apply to them.

The Title IX and the Section 504 regulations both contain more detailed requirements that specify the information that must be included in a notice of non-discrimination. These regulations also require recipients to designate at least one employee to coordinate efforts to comply with and carry out responsibilities.

The Title IX regulation requires schools and colleges to implement specific and continuing steps to inform students and others of the protections against discrimination on the basis of sex. The notification must state that the requirement of non-discrimination in educational programs and activities extends to employment and admission. It also must say that questions about Title IX may be referred to the employee designated to coordinate Title IX compliance or to the assistant secretary for civil rights. Schools are required to include the name, address, and telephone number of the designated coordinator in their notifications.

The Section 504 regulation requires that schools and colleges employing 15 or more persons implement appropriate, continuing steps to notify students and others that the school does not discriminate on the basis of disability in violation of the statute and regulation. The notification must state, where appropriate, that the school or college does not discriminate in admission, treatment, or access to its programs or activities. The notification also must state that the school or college does not discriminate in employment in its programs or activities. The employee designated to coordinate compliance with the Section 504 regulation must be identified in the notification.

The Title II regulation requires that a public entity generally make information regarding the provisions of Title II available to applicants, participants and other interested persons in such a manner as the head of the entity finds necessary to

apprise such persons of the protections against discrimination under the Americans with Disabilities Act. The regulation implementing the Age Discrimination Act requires a school or college to notify its students and applicants, in a continuing manner, of information regarding the provisions of the act and these regulations. The notice must identify the compliance coordinator by name or title, address, and telephone number.

Methods of Notification

In accordance with the Title IX and Section 504 regulations, notification may include posting information notices, publishing in local newspapers, publishing in newspapers and magazines operated by the school or its students, publishing in alumnae or alumni newspapers or magazines, or distributing memoranda or other written communications to students and employees. In addition, recipients are required to include a statement of nondiscriminatory policy in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees. As noted in the pertinent Section 504 regulatory provision, schools may meet this requirement either by including appropriate inserts in existing materials and publications or by revising and reprinting the materials and publications.

Neither the Title VI regulation, the *Boy Scouts Act* regulation, the *Age Discrimination Act* regulation, nor the Title II regulation specify the methods to be used by recipients in publishing notices of non-discrimination.

Combined Requirements

OCR recognizes the variations among the regulations governing notice requirements and understands that schools and colleges may wish to use one statement to comply with all requirements of the regulations implementing Title VI, Title IX, Section 504, the *Age Discrimination Act*, and, if applicable, the *Boy*

Scouts Act*. Public institutions also may wish to include Title II of the *Americans

***with Disabilities Act* in their statement. OCR encourages one combined notice for the regulations.**

A combined non-discrimination notice should contain two basic elements: (1) a statement of non-discrimination that specifies the basis for non-discrimination; and (2) identification by name or title, address, and telephone number of the employee or employees responsible for coordinating the compliance efforts.

The regulations do not require that a recipient identify the pertinent regulations by title. Please see the sample notice at the end of this pamphlet.

The Title IX regulation requires a recipient to provide the name of the person responsible for its compliance effort in addition to the address and telephone number where that person may be contacted. However, because OCR recognizes that the inclusion of a person's name in a non-discrimination notice may result in an overly burdensome requirement to republish the notice if a person leaves the coordinator position, it is acceptable for a recipient to identify its coordinator only through a position title.

The Section 504 regulation does not require a recipient to include the address or telephone number of the responsible employee assigned to coordinate its compliance efforts. However, OCR considers that identifying the responsible employee without information on how to contact that person does not constitute an effective notice. An acceptable non-discrimination notice should provide information on how to contact the responsible employee.

Compliance with the notification requirements of Section 504 will also generally satisfy the notification requirements of Title II for state and local governments.

Although the Section 504 and Title IX regulations state that schools and colleges, where appropriate, shall specify non-discrimination in the areas of admission and

employment, a general statement indicating non-discrimination in all programs is acceptable.

The Title IX regulation indicates that inquiries concerning the application of the Title IX regulation may be referred to the coordinator or to the assistant secretary for civil rights. An acceptable notice may include the names and titles of either one or both individuals.

However, since the Section 504 regulation requires identification of a coordinator, a combined non-discrimination notice should include the name and/or title of the responsible employee. If a recipient designates two different people to coordinate compliance with Section 504 and Title IX, both names or titles should be included in the notice.

Sample Notice of Non-discrimination

The following sample notice of non-discrimination meets the minimum requirements of the regulations enforced by OCR:

The (Name of Recipient) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Rick Crunelle

28050 Hasley Canyon Road, Castaic CA 91384

rick.crunelle@ileadschools.org

For further information on notice of non-discrimination, visit http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Appendix A

Emergency Survival Kit Supplies

Emergency Food & Water
3 3600 Calorie Food Bars

30 Water Pouches 4.2 oz

Shelter & Warmth

3 Emergency Thermal Blanket

Emergency Radio & Lighting

1 Mini Radio with Batteries

1 Pump LED Flashlight

2 Light Sticks (12 hour)

First Aid

2 Pairs of Vinyl Gloves

Emergency Supplies

1 Plastic Whistle with Lanyard

1 Roll of Duct Tape

1 5' x 7' Plastic Tarp

Sanitation & Hygiene

2 Tissue Packs

2 Toilet Chemical Pouches

6 Toilet Bags

1 Roll of Toilet Paper

30 Moist Towelettes

Snap on Toilet Seat with Cover

Container1

1- 5 Gallon Red Pail with Airtight Lid

First Aid Kit Supplies

200 1 x 3 Plastic Bandages

1 2 x 2 Sterile Gauze Pads (100 count)

2 2" Non-Sterile Gauze Rolls (12 pack) 1 3 x 3 Sterile Gauze Pads (100 count)

10 Elastic Bandages 3"

15 Adhesive Tape 1 x 10 yards

1 Alcohol (16 ounces)

1 Ammonia Inhalant Ampoules (Box of 10)

1 Antiseptic Towelettes (100 count)

4 Bandage Shears

25 Bloodstoppers

2 Burn Care Kit (15 Pieces)

2 Cervical Collar

2 Eye Wash (4 ounces)

1 Hydrogen Peroxide (16 ounces)

12 Instant Ice Pack 4.5 x 6 Bag

1 Butterfly Bandages (100 count)

2 Latex Gloves (100 count)

20 Multi Trauma Dressing 10 x 30

5 Paramedic Blanket 54 x 80

2 Penlight

25 Emergency Blankets 6' x 4'

2 Splint Kit (1-18" & 1-24" + Gauze & Pins)

10 Triangle Bandages 36 x 52

School/Studio Emergency Operation Plan

School/Studio Site Special Assignments:

A: Assembly Area Supervisors:

Name: Area of Supervision:

1:

2:

3:

B: Command Post Team:

1:

2:

3:

C: Media Relations

1:

D: First Aid Team

1:

2:

3:

4:

E: Sweep Team

1:

2:

3:

4:

Bomb Threat Checklist

To be completed by person receiving the call

CALL RECEIVED BY: _____Date: _____Time:_____ REMAIN

CALM! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

1. ***What time is the bomb set for?_____***
2. ***Where has it been placed? _____***
3. ***What does it look like?_____***
4. ***Why are you doing this?_____***
5. ***Who are you?_____***

List words used by caller _____

Description of the caller: □ Male □ Female Estimated age of caller: _____

Voice characteristics: □ Loud □ Soft □ Deep □ High Pitched

□ Raspy □ Pleasant □ Intoxicated □ Nasal

Other: _____

Manner: □ Calm □ Coherent □ Emotional Accent: □ Local□ Angry □ Irrational □ Incoherent □

Deliberate □Righteous □ Laughing □ Excited □ Crying □Foreign

Other: _____

Background Noises: □Airplane □Animals □Industrial Machines □Static □Motors □Office Machines □Quiet □Music □Party Scene □Street Traffic □Trains □PA System □ TV □Voices □

Other:_____

Appendix B

Emergency Phone Numbers

In the Case of any emergency, always call 911

Local Police/Sheriff's Department .....(661) 948-8466

Local Fire Department.....(661) 940-7700

Local Hospital/Medical Center.....(661) 949-5000

Southern California Edison (Electricity).....1(800)655-4555

Southern California Gas Company .....1(800)427-2200

Water Company.....1(800)675-4357

Department Of Child and Family Services.....1(800)540-4000

Poison Control.....1(800)222-2221

Local Red Cross.....(661) 267-0650

FEMA.....1(800) 621-3362

Site Emergency Contact List

Deborah Autrey.....818-245-2217

Robert Hutson 661-236-5265

Lea Briseño 661-434-3938

Yarelli Blanco.....818-938-3688

Noemi Blanco 818-524-9036

Zenaida Morales.....818-271-7483

Jeff Krueger 661-433-9428

Ayby Noyola 323-556-1570

Jonathan Aguirre 818-517-5597

Claudia Garcia 661-236-2611

Shaana Scott 661-261-8098

Jose Gonzalez..... 661-305-1873

Kammy Bell 786-487-0430

Gabriela
Ramirez.....661-607-3453

Rasheda Young.....310-309-9633

Azalea Sandoval.....818-310-0673

Aylin Sandoval.....818-599-1469

Leticia Mejia.....661-349-3691

Sample Emergency Letter

BUILDING EVACUATION DUE TO BOMB THREAT

Dear iLEAD Families

iLEAD Schools is dedicated to maintaining a strong partnership with our families, in our effort to provide the very best education for learners. Key to that partnership is open communication. For this reason, I want to make you aware of the facts surrounding the building evacuation that occurred today.

We received a bomb threat today, and always take any threat to the safety of the Learners and Staff seriously. We involved law enforcement immediately and put our evacuation procedures in motion. We evacuated all learners and accounted for each and every one safely..

Once the building had been carefully checked and cleared, we re-entered and resumed our school day. We practice safety procedures regularly, and we are very pleased with how smoothly we were able to evacuate and with our ability to account quickly for the safety of everyone in our charge.

Our Learners behaved admirably, which made it possible for us to do our jobs efficiently, for us to re-enter the building calmly, and for us to resume the teaching and learning for which we are here. Please commend your child for his/her excellent behavior during the exercise, and if you have any further questions, do not hesitate to give us a call.

Sincerely,

FIRE AT SCHOOL/STUDIO

Dear iLEAD Families,

At iLEAD Schools, emphasis is placed on safety in every area of school/studio. That includes communicating accurate information to you which may involve issues of safety. We want to inform you of an incident that occurred today.

Today (date and time) a fire was started in the (*location)* and was quickly and safely extinguished. I am proud to report that our Learners and Facilitators knew exactly how to respond by following our Emergency Fire Procedures. Thanks to your Learners cooperation and the quick response by our staff, there were no injuries, and no damage was done to our facilities.

I'd like to take this opportunity to ask for your assistance in stressing fire safety. Please remind your Learners of the dangers of fire and review home safety precautions. We will continue to do the same at school.

We want you to be aware as we partner with you for the safety of your child. Thank you for

entrusting your child to our care. Please contact me should you have questions.

Sincerely,

LOCKDOWN

Dear iLEAD Families

iLEAD Schools is dedicated to maintaining a strong partnership with our families, in our effort to provide the very best education for learners. Key to that partnership is open communication. For this reason, I want to make you aware of the facts surrounding the lockdown which occurred today.

Today (date and time) we received notification from the local Law Enforcement agency of an emergency surrounding the site. As always we take any threat to the safety of the Learners and Staff seriously. Due to the nature of the emergency, and after advice from Law enforcement officials, we determined it would be in the best interest of the Learners and Staff to initiate our lockdown procedures. All Learners were safely locked down in a secure and supervised space. We had assigned personnel along with Law Enforcement to monitor the perimeter of the campus and ensure our campus remained secure.

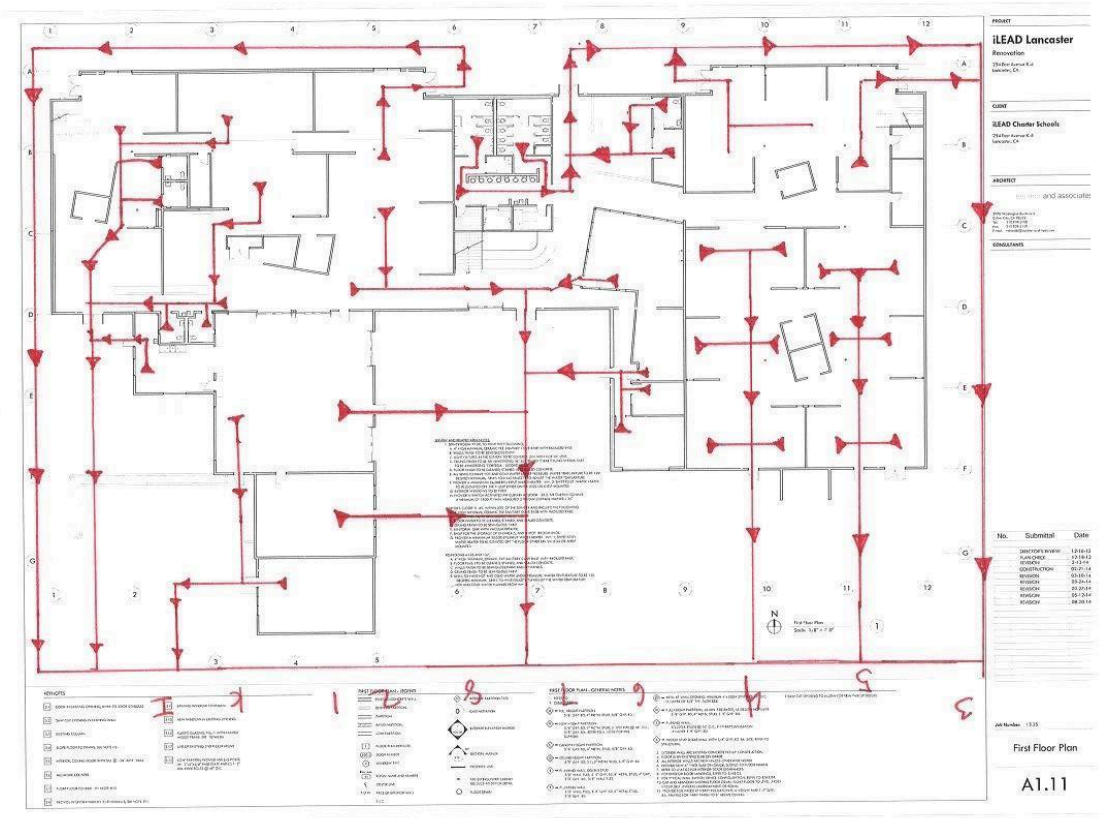
At (time) Law Enforcement informed us it was safe to continue our normal operations. We advised our staff to return to normal duties and the surrounding area was reported as all clear. We continued to have staff monitor the perimeter of the site and report any suspicious behavior or concerns they observed. The remainder of the day continued without any concerns.

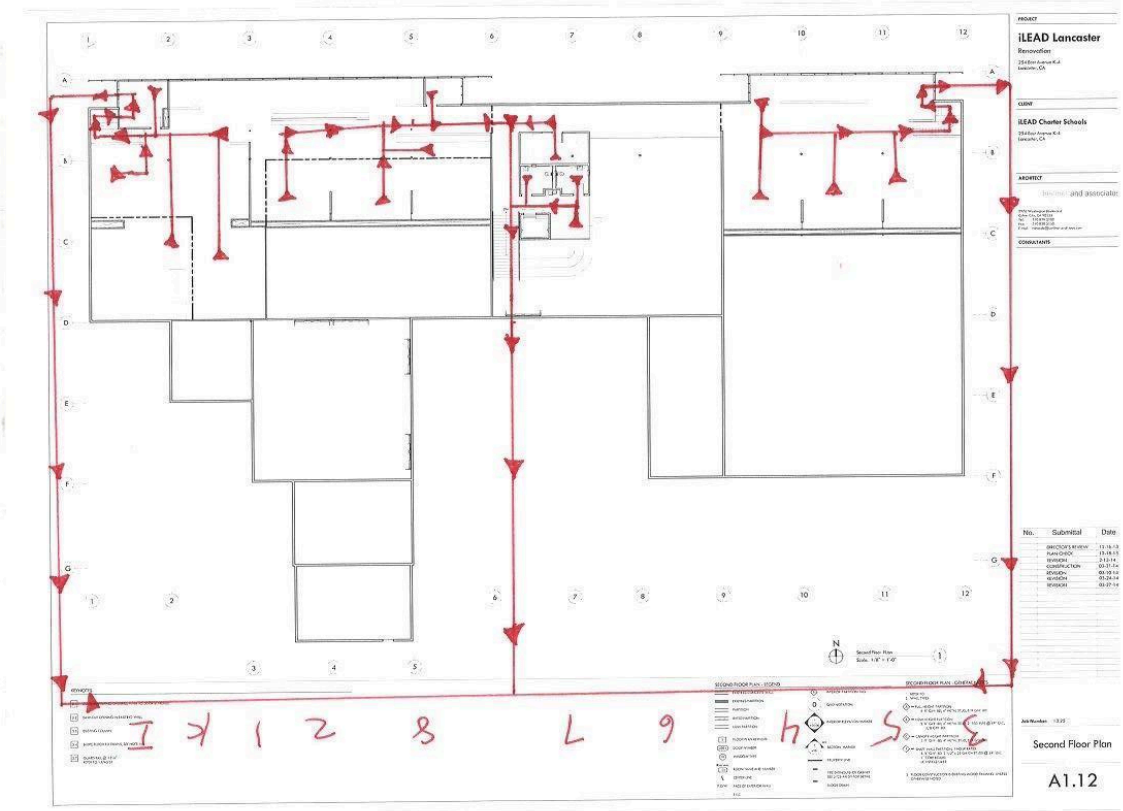
Our Learners behaved admirably, which made it possible for us to do our jobs efficiently, and for us to resume the teaching and learning for which we are here. Please commend your child for his/her excellent behavior during the exercise, and if you have any further questions, do not hesitate to give us a call.

Sincerely,

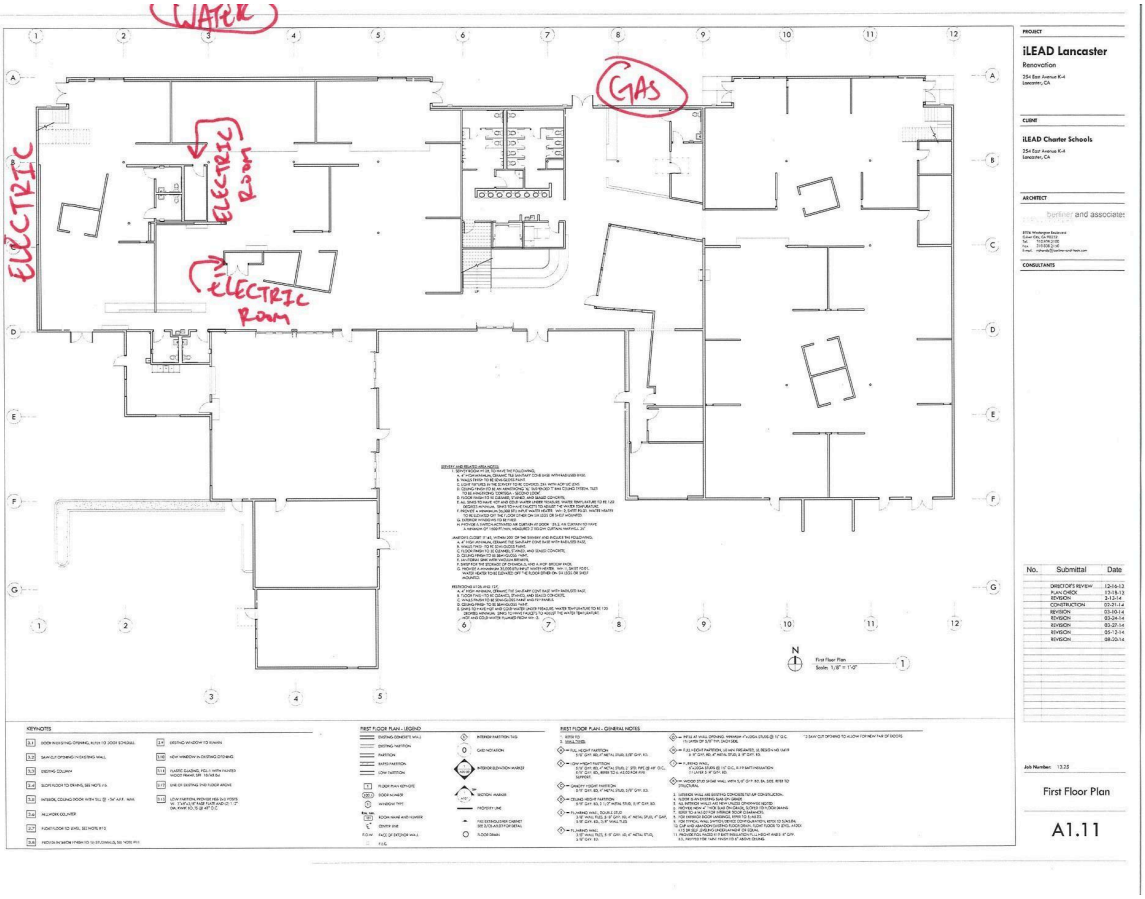
Appendix C

Evacuation Map:




iLEAD Lancaster
Renovation
iLEAD Charter Schools
No. Submittal Date
Second Floor Plan
A1.12

Emergency Shut Off Map:



Designated Safety Zones Map:

Child Abuse and Neglect Reporting

iLEAD Lancaster is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion. All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e., Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. An employee who knows or reasonably suspects a child has been the victim of child abuse or neglect shall report the instance to the Los Angeles County Department of Children and Family Services (800) 540-4000http://dcfs.co.la.ca.us/contactus/ childabuse.html. If the circumstance falls under a different county, please call (800) 540-4000 and request contact information for the appropriate county. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. The reporter should not contact the child's parents. iLEAD employees are required to report instances of child abuse or neglect when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. It does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, an iLEAD Director, an iLEAD counselor, coworker or other person shall not be a substitute for making a mandated report to **The Los Angeles County Department of Children and Family Services**. In addition, employees must also complete annual training as required by law.

Employees who have any questions about these reporting requirements should contact Employee Services.

Emergency Procedures

Emergency drills, such as earthquake and fire drills are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners. If an emergency occurs during regular school hours, learners will be directed by their facilitator to follow emergency procedures for the specific event. If an emergency occurs when the learners are not onsite, learners will be directed to the supervising aid, parent volunteer or other school staff member. These supervisors will call iLead Lancaster to provide an update and next steps.

Actual Emergency

If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only.When you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child. Please do not leave the school.

School Safety Plan

A Comprehensive School Site Safety Plan has been adopted at iLEAD Lancaster. This plan is available upon request from the school office.

Emergency plans for disabled Pupils

All learners and facilitators with disabilities and Access and Functional Needs (AFN) must have their individual needs integrated into the iLEAD Education emergency operations plan. Developing a “buddy system” for assistance evacuating or concealing themselves to avoid an attacker is key, think creatively about how to use personal assistive devices. When communicating with individuals with a disability or AFN during a disaster, it is important to always ask the person how you can best assist. Asking the individual before assisting maintains their safety, independence, and health, as they are the expert when it comes to their individual needs. Facilitators and learners will work together to

make a plan for response to emergencies, including how to evacuate, lockdown, take cover during an earthquake. This information is located in our School Safety Plan and is updated annually or as needed.

Suspension/Expulsion Policies

SUSPENSION

Rules of suspension and expulsion must follow due process mandates as stated below.

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact the parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the administrator. At the conference, the learner shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in their defense.
- A written notice of suspension must be sent or given within one school day to the parent/guardian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the administrator within fourteen (14) calendar days of the written notice of suspension. The administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD as the Board of Director's designee.

Note: A learner under suspension shall have the right to make up all academic work missed. From the day the learner returns to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

- Suspension and parental/guardian supervision: The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.

Expulsion

- Only the school director can recommend expulsion. [EDN 48900]
- The school director may grant an extension of time. If granted, the administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.
- The learner and parent/guardian must have an opportunity to appear, on request, before the school administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such a learner is withdrawn, the expulsion process must continue to be followed to its conclusion.
- Only the governing board may make the decision to expel a learner. Following that decision:

    - The letter of expulsion is sent.
    - Within one (1) school day, the administrator shall notify the Registrar in writing of the decision to expel.
    - The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school administrator within fourteen (14) calendar days of the written letter of expulsion. The administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

Emergency Removal

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/ or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Guidebook.

Learner Search

The school director or administrative designee may search the personal property of a learner, the learner, or the backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

Procedures to Notify Facilitators of Dangerous Pupils

Notification of Dangerous Pupils to Facilitators (Pursuant to Education Code 49079) The Board Directors shall inform the facilitators annually of learners who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

- Education Code 48900 subdivision [except subdivision (h)]
- Education Code 48900.2 (sexual harassment)
- Education Code 48900.3 (hate violence)
- Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
- Education Code 48900.7 (terrorist threat)

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the iLEAD education comprehensive school safety plan, the Board of Director's designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

The Board Directors designee shall ensure that facilitators are informed, in accordance with law, regarding crimes and offenses by learners who may pose a danger in the classroom.

Non-Discrimination

iLEAD Lancaster is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental/guardian status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The school assures that lack of English language skills will not be a barrier to admission or participation in School Name programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, this Guidebook will be updated. Please contact the Site Director Deborah Autrey at deborah.autrey@ileadlancaster.org if you would like more information on how to file a complaint with the school, prior to appealing to the CDE.Visit the CDE website for more information: https://www.cde.ca.gov/re/cp/uc/ ucpmonitoring.asp

BULLYING POLICIES

iLEAD Lancaster is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: https://www.cde.ca.gov/ls/ss/se/bullyres.asp If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact deborah.autrey@ileadlancaster.org to assist you in identifying and stopping this behavior.

All persons are to be treated with dignity and respect; therefore, the iLEAD Education, schools, learners, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. To that end, the iLEAD Education has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. These policies and procedures must be disseminated annually to staff, learners, and parents/guardians. iLEAD Education will not tolerate bullying or any behavior that infringes on the safety or well-being of learners, staff, or any other persons within the iLEAD Education jurisdiction whether directed at an individual or group. This includes but is not limited to bullying or harassment based on race, color, creed, national origin, ethnicity, gender, gender identity, gender expression, language, perceived or actual sexual orientation, physical or mental disability, political or religious ideology, physical appearance, or economic status, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts while on school grounds, at a school

sponsored activity, while traveling to and from school, on a school bus, during any activity related to school attendance.

Cyberbullying

iLEAD Lancaster provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, learners, and community members also may be provided with similar information.

Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the learner is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

Sexual Harassment

iLEAD Lancaster is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that they are being or have been sexually harassed at a school sponsored or school-related activity by another learner or adult to immediately contact their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified, the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at (661)722-4287.

Attire

Distracting clothing is discouraged and although we do not wish to limit our learners' freedoms by imposing guidelines we will contact the parents to inform them about the inappropriate choice of clothing when necessary.

Drop Off And Valet Procedures

iLEAD Lancaster offers a convenient valet drop off system. This is the safest and most efficient way to drop off your learner(s). We strongly encourage all families, regardless of the learner's grade level, to use the valet system.
For the safety of all learners and to alleviate traffic in front of school, please drop off at the specified valet only. If you would like your child to enter at the front entrance. Please park in the designated parking stalls and walk them in or have the use the designated sidewalk and crossing guard.
In order to keep the learners and families safe before and after school, we ask that you follow these parking lot procedures when driving your child to the iLEAD Lancaster Campus

- Drive slowly and watch for families and children walking through the parking lot;
- Do not use your cell phone while driving in parking lot;
- Give your attention to driving and exiting safely;
- Primary grade children should be accompanied through the parking lot by a parent or older sibling.

Please help us keep the valet line safe and efficient by following these guidelines:

- Have your child seated so that they can exit quickly.
- Be prepared- have your child ready to exit with backpack/school work/ lunch in hand.
- Please pull forward and wait for a valet attendant before exiting the vehicle.
- Make sure your child has exited safely and all volunteers are at a safe distance away from your vehicle before you drive away from the valet drop off area.
- If you need to get something out of your trunk, please park in the parking lot

Safe Place to Learn Act

iLEAD Lancaster is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any learner who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activities or attendance may be subject to disciplinary action up to and including expulsion. To report an incident and/ or to receive a copy of the school's anti-discrimination, anti-harassment, anti intimidation, and anti-bullying policies, please contact the school office at (661)722-4287.

Technological Hazard- Bus Accident

1. **PURPOSE**

School bus accidents may occur (field trips, interscholastic activities, etc.). While data continues to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained. Each bus should include a first-aid kit, fire extinguisher, flashlight, batteries and emergency warning devices (road flares and reflective devices, such as triangles, vests, etc.). The purposes of these procedures are to:

- Provide a standard approach in the management of school bus accidents.
- Provide emergency care, as appropriate for the incident, while making the most efficient use of available resources.

RESPONSIBILITIES

Bus Driver

- Call bus garage or appropriate school personnel by radio or other established means per policy and 9-1-1 emergency services (police, fire, ambulance), as required. Give the exact location of the accident, along with information about severity, injuries, and hazards, and resources needed.
- Set parking brake, turn off ignition switch, and activate hazard lights.
- Remain calm and reassure learners and/or other passengers.
- Be alert to the potential for, and check conditions that could cause a fire or other hazardous situation. Use or deploy warning devices as appropriate.
- Determine if evacuation of the bus is warranted. All passengers should remain in the bus unless fire or other hazardous conditions exist, requiring evacuation and/or relocation to a safer location. It is extremely important that injured persons are not moved unless a hazard exists that presents an imminent danger of further injury.
- Provide first-aid as needed.
- Regularly update school or emergency personnel on situation and conditions.
- If learners/passengers are transferred to another location (hospital, shelters, another bus) record and report information, including who was transported and location, to the bus garage or appropriate school personnel.
- Protect the passengers and vehicle from further accidents and injuries.
- Protect the scene from traffic and people so that evidence is not destroyed.
- Under normal circumstances, the vehicle(s) involved should not be moved

until law enforcement personnel advise the driver to do so.
- Cooperate with directions of emergency responders.
- Complete an incident report after the incident is resolved.

School Incident Commander/School Director

- Dispatch appropriate transportation or other staff to the accident location.
- Assess the level of support or resources needed and make it available.
- Obtain names of learners/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting parental notifications and information sharing with the media, as appropriate.
- Ensure that special health or medical information is provided to appropriate medical providers.
- Instruct designated staff to accompany injured learners to hospital, if needed.
- Determine if FAMILY REUNIFICATION procedures should be activated.
- Determine if MENTAL HEALTH AND HEALING procedures are needed.

OTHER PROCEDURES OF GENERAL OPERATIONS

- Emergency services agencies (police, fire, EMS), if called, will take charge of the accident scene upon their arrival. A school representative (the Leadership Support Team -iCA), School Director or designated person with decision-making authority) will be dispatched to the accident scene (distance and time permitting).
- Communication with parents/guardians and child care providers is critical since a late school bus always raises some anxiety. The Incident Commander in charge of the incident will decide when the school can begin individual parental notification.
- All injured and potentially injured persons (as determined by EMS personnel) will be transported to area hospitals.

- In the event that the School representative is, for any reason, unable to sign the Release Form or if there is greater potential for injury, all passengers will be transported to the closest appropriate hospital(s) for further evaluation. Anyone not requiring an ambulance will be transported in the following manner:
- A driver and school bus, which was not involved in the accident, will be dispatched to the scene on the request of the Incident Commander and School.
- EMS personnel, with at least one or more EMTs, will be placed on the bus with the passengers, and an ambulance will follow the bus to the hospital.
- In the event that a passenger's condition suddenly deteriorates, the bus will be stopped; the passenger will receive emergency care and will be placed in the ambulance for further care and transport to the hospital. The bus will then continue to the hospital with the remainder of the passengers.
- Additional ambulance(s) may be assigned to the bus based on need and available resources.

Protocol for Responding to Opioid Overdose (Grades 7-12)

1. Assess the Situation:

- Quickly assess the learner condition and the environment for any immediate dangers.
- Check for responsiveness by gently shaking the learner and asking loudly if they are okay.

2. Call for Help:

- Immediately call emergency services (911 or local emergency number) for medical assistance.
- Clearly communicate the learner's age, symptoms, and location to the dispatcher.

3. Administer Naloxone by trained school personnel (if available):

- If naloxone (Narcan) is accessible and the learner is showing signs of opioid overdose (unresponsive, shallow breathing, blue lips or fingertips), administer it according to the provided instructions.
- Follow dosage guidelines based on the learner's weight and age.

4. Perform Rescue Breathing:

- If the learner is not breathing or their breathing is irregular, begin rescue breathing.
- Place the learner on their back on a flat surface.
- Tilt their head back gently and lift their chin to open the airway.
- Pinch the learner's nose closed and cover their mouth with yours, creating a seal.
- Give two slow breaths into the learner's mouth, each lasting about one second, while watching for their chest to rise.
- Continue rescue breathing at a rate of one breath every five seconds until medical help arrives or the learner starts breathing on their own.

5. Monitor Vital Signs:

- Continuously monitor the learner's vital signs, including pulse and breathing, while waiting for emergency services to arrive.
- Stay with the learner and provide reassurance and comfort.

6. Follow-Up Care:

- After emergency services arrive and take over care, provide them with any relevant information about the learner's condition and the events leading up to the overdose.
- Follow any instructions provided by medical professionals regarding further treatment or follow-up care.

7. Prevent Future Overdoses:

- Educate the learner and their caregivers about the dangers of opioid misuse and overdose.
- Secure any medications in the household, especially opioids, to prevent accidental ingestion by learners.
- Encourage open communication about substance use and provide resources for support and treatment if needed.

Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity at School or School-Sponsored Activities:

1. Immediate Assessment:

- Upon receiving a report of dangerous, violent, or unlawful activity, the designated school authorities or security personnel should immediately assess the situation.
- Gather as much information as possible about the nature of the activity, its location, and any individuals involved.

2. Contact Emergency Services:

- If the situation presents an immediate threat to the safety of learners, staff, or others, immediately contact emergency services (911 or local law enforcement).
- Provide detailed information about the situation, including the nature of the activity, location, and any potential risks.

3. Secure the Area:

- If it is safe to do so, secure the area where the activity is taking place to prevent further harm.
- Follow established lockdown procedures if necessary to ensure the safety of learner and staff.

4. Notify School Administration:

- Inform school administration immediately about the reported activity.
- Provide them with all available information and updates on the situation.

5. Implement Safety Protocols:

- Follow established safety protocols and procedures to ensure the safety of learner, staff, and visitors.
- If necessary, evacuate learners and staff to a safe location following evacuation procedures.

6. Coordinate with Law Enforcement:

- Upon arrival, cooperate fully with law enforcement officers and provide them with any requested information or assistance.
- Allow law enforcement to take the lead in managing the situation and follow their instructions.

7. Communicate with Stakeholders:

- Keep parents, guardians, and other stakeholders informed about the situation through appropriate communication channels.
- Provide regular updates on the status of the situation and any actions being taken to address it.

8. Conduct Follow-Up Investigations:

- After the immediate threat has been addressed, conduct a thorough investigation into the incident.
- Gather evidence, interview witnesses, and work with law enforcement as necessary to determine the cause of the activity and prevent future occurrences.

9. Provide Support and Counseling:

- Offer support and counseling services to learners, staff, and others affected by the incident.
- Ensure that appropriate resources are available to address any emotional or psychological needs that may arise.

10. Review and Update Policies:

- After the incident has been resolved, conduct a review of existing policies and procedures to identify any areas for improvement.
- Make any necessary updates to ensure that the school is better prepared to respond to similar situations in the future.

Adaptations for learner with Disabilities in an Emergency:

1. Individualized Emergency Plans:

- Develop individualized emergency plans for learners with disabilities in collaboration with their parents or guardians, facilitators, and support staff.
- Consider the unique needs and abilities of each learner when creating these plans.
- Currently for the 2023-24 school year, we have 114 learners who have a one-on-one instructional aid, who have been trained on all IEP accommodations/needs for each of those learners.

2. Accessibility Considerations:

- Ensure that emergency procedures and evacuation routes are accessible to learners with

disabilities.

- Provide assistive devices, such as wheelchairs, walkers, or hearing aids, as needed during emergency situations.

3. Communication Support:

- Provide communication support for learner with speech or language disabilities, such as communication boards, picture schedules, or sign language interpreters.
- Ensure that emergency notifications and instructions are communicated in accessible formats, such as large print, braille, or audio recordings.

4. Personal Support:

- Assign designated staff members to provide personal assistance to learners with disabilities during emergencies, including helping them evacuate safely or providing emotional support.
- Train staff members on how to assist learners with disabilities effectively and respectfully during emergency situations.

5. Sensory Considerations:

- Consider sensory sensitivities when planning for emergencies, such as providing quiet spaces or noise-canceling headphones for learners with sensory processing disorders.
- Use visual cues or tactile prompts to communicate emergency instructions to learners with visual impairments or cognitive disabilities.

6. Practice and Rehearsals:

- Conduct regular emergency drills and rehearsals that include learners with disabilities.
- Provide additional time and support for learners who may require extra assistance during drills to ensure they understand and can follow emergency procedures.

7. Evacuation Assistance:

- Establish protocols for safely evacuating learners with mobility impairments or other physical disabilities from the building, including assigning trained staff members to assist them if necessary.
- Ensure that evacuation routes are clear of obstacles and that designated evacuation areas are accessible to all learners.

8. Medical Support:

- Ensure that learners with medical conditions or disabilities requiring specialized equipment or medications have access to their necessary supplies during emergencies.
- Train staff members on how to administer emergency medications or provide medical assistance to learners with disabilities if needed.

9. Continuous Evaluation and Improvement:

- Regularly review and update emergency plans and procedures to address the changing needs of learners with disabilities.
- Solicit feedback from learner, parents, and staff members to identify areas for improvement and make necessary adjustments to enhance emergency preparedness and response.

iLEAD Lancaster

Employee Guidebook

Board Approved May 20, 2025

Table of Contents

INTRODUCTION **5**
HIRING POLICIES AND PROCEDURES **6**
AT WILL EMPLOYMENT 6
OPEN DOOR POLICY **6**
WORKPLACE ANTI-VIOLENCE POLICY **6**
IMMIGRATION COMPLIANCE **8**
REASONABLE ACCOMMODATIONS, DISCRIMINATION, UNLAWFUL HARASSMENT, RETALIATION, AND COMPLIANT PROCEDURES **8**
REQUESTS FOR REASONABLE ACCOMMODATIONS: MEDICAL AND RELIGIOUS 9
EQUAL EMPLOYMENT OPPORTUNITY (DISCRIMINATION) 9
UNLAWFUL HARASSMENT 10
RETALIATION 12
COMPLAINT PROCEDURE—DISCRIMINATION, UNLAWFUL HARASSMENT, RETALIATION 13
TRAINING REQUIREMENTS 15
ANTI-BULLYING POLICY **15**
WHISTLEBLOWER POLICY **15**
EMPLOYEE CLASSIFICATION **16**
FAMILIAL AND RELATED CONFLICT OF INTEREST **17**
FINANCIAL CONFLICT OF INTEREST **18**
CERTIFICATION AND LICENSURE OF INSTRUCTIONAL STAFF **18**
Maintaining Learners' Grades 18
TUBERCULOSIS TESTING **19**
CPR Certification **19**
POLITICS AND RELIGION **20**
CRIMINAL BACKGROUND CHECKS **20**
EMPLOYEE-STUDENT RELATIONS POLICY **21**
BOUNDARIES DEFINED 21
UNACCEPTABLE AND ACCEPTABLE BEHAVIOR 21
REPORTING VIOLATIONS 25
INVESTIGATING 25
VIOLATIONS 25
CHILD ABUSE OR NEGLECT REPORTING **25**
DRUG AND ALCOHOL-FREE WORKPLACE **26**
PRESCRIPTION DRUGS 27
DRUG TESTING 28
COUNSELING AND REHABILITATION 28
HEALTH, SAFETY AND SECURITY POLICIES **28**
EMPLOYEES WHO ARE REQUIRED TO DRIVE 29
SMOKING 30
HOUSEKEEPING 30
PARKING 30
ILEAD PROPERTY & INSPECTIONS **30**
SOLICITING/CONDUCTING PERSONAL BUSINESS WHILE ON DUTY **31**

USE OF ILEAD COMMUNICATION EQUIPMENT AND TECHNOLOGY **32**
USE OF ARTIFICIAL INTELLIGENCE ("AI") TOOLS 33
PROHIBITED USE 33
CONFIDENTIALITY AND PRIVILEGES 34
ACCESS AND DISCLOSURE 34
TECHNOLOGY DEVICE AGREEMENT 35
DISCIPLINE FOR VIOLATIONS OF POLICY 36
POLICY MAY BE AMENDED AT ANY TIME 36
EMPLOYEE BLOGS AND SOCIAL NETWORKING **37**
SCOPE 37
STANDARDS OF CONDUCT 37
CREATING AND USING ILEAD SOCIAL MEDIA 38
SOCIAL MEDIA ACCOUNTS MAINTAINED BY iLEAD 39
ACCESS 39
DISCIPLINE 40
RETALIATION IS PROHIBITED 40
QUESTIONS 40
PARTICIPATION IN RECREATIONAL OR SOCIAL ACTIVITIES **40**
PERSONNEL FILES AND RECORD KEEPING PROTOCOLS **41**
HOURS OF WORK, OVERTIME AND ATTENDANCE **41**
WORK HOURS AND SCHEDULES 41
OVERTIME 41
MEAL AND REST PERIODS 42
LACTATION ACCOMMODATION POLICY **45**
PAY DAYS **46**
ATTENDANCE POLICY **46**
TIME RECORDS **47**
PROFESSIONAL LEARNING **47**
STANDARDS OF CONDUCT **48**
PERSONAL APPEARANCE 48
PROHIBITED CONDUCT 48
CONFIDENTIAL INFORMATION **50**
OUTSIDE EMPLOYMENT **51**
EXPENSE REIMBURSEMENTS **51**
EMPLOYEE BENEFITS AND LEAVES OF ABSENCE **51**
PAID SICK LEAVE 52
ELIGIBLE EMPLOYEES *52*
PERMITTED USE *52*
ACCRUAL RATE, MAXIMUM, AND CARRYOVER *52*
LIMITS ON USE *53*
NOTIFICATION *53*
TERMINATION *53*
NO DISCRIMINATION OR RETALIATION *53*
NON-CONTRACT DAYS OFF 54
INSURANCE BENEFITS **54**
INSURANCE 54

DISABILITY INSURANCE (WAGE SUPPLEMENT)..... 55
FAMILY LEAVE INSURANCE (WAGE SUPPLEMENT)..... 55
WORKERS' COMPENSATION INSURANCE..... 56
UNEMPLOYMENT COMPENSATION..... 56
LEAVES OF ABSENCE..... 56
FAMILY AND MEDICAL LEAVE ACT (FMLA)/ CALIFORNIA FAMILY RIGHTS ACT (CFRA)..... 57
PROCEDURES FOR REQUESTING AND SCHEDULING FMLA/CFRA LEAVE..... 59
PREGNANCY DISABILITY LEAVE..... 59
UNPAID LEAVE OF ABSENCE AFTER PROTECTED LEAVE HAS ENDED..... 60
DISCRETIONARY UNPAID LEAVE OF ABSENCE (NON-MEDICAL)..... 61
LONG-TERM DISABILITY..... 62
FUNERAL/BEREAVEMENT LEAVE..... 62
MILITARY LEAVE OF ABSENCE..... 62
FAMILY MILITARY LEAVE..... 63
DRUG AND ALCOHOL REHABILITATION LEAVE..... 63
TIME OFF TO ATTEND CHILD'S SCHOOL DISCIPLINE..... 64
TIME OFF TO ATTEND CHILD'S SCHOOL ACTIVITIES..... 64
TIME OFF FOR JURY AND WITNESS DUTY..... 64
RIGHTS FOR VICTIMS OF CRIME OR ABUSE..... 65
Right to Time Off:..... 65
Right to Reasonable Accommodation for Victims of Domestic Violence, Sexual Assault or Stalking:..... 65
TIME OFF FOR VICTIMS OF CRIME..... 66
TIME OFF FOR EMERGENCY DUTY/TRAINING FOR VOLUNTEER FIREFIGHTERS, RESERVE PEACE OFFICERS OR EMERGENCY RESCUE PERSONNEL..... 66
CIVIL AIR PATROL LEAVE..... 67
TIME OFF TO VOTE..... 67
WORKERS' COMPENSATION LEAVE..... 68
LEAVE FOR BONE MARROW AND ORGAN DONORS..... 68
ADULT LITERACY LEAVE..... 69
EMPLOYMENT EVALUATION AND SEPARATION..... 69
EMPLOYEE REVIEWS AND EVALUATIONS..... 69
DISCIPLINE AND INVOLUNTARY TERMINATION..... 70
VOLUNTARY TERMINATION..... 70
RETURN OF PROPERTY..... 70
REFERENCES / EMPLOYMENT VERIFICATIONS..... 70
ACKNOWLEDGEMENT OF GUIDEBOOK AND AT WILL EMPLOYMENT..... 72

INTRODUCTION

Welcome to iLEAD Lancaster!

We recognize that our greatest asset is our team of employees. We value the many talents and abilities of our employees and strive for an environment of teamwork, open communication, mutual support, and professionalism.

We designed this Employee Guidebook to provide you with general information about our policies, procedures and guidelines. We always strive to improve, and we encourage your ideas or suggestions. Please take some time to review this Guidebook and if you have any questions, please contact your Director or Human Resources.

The information contained in this Guidebook applies to all employees at iLEAD Lancaster ("iLEAD" or "School"). It is important that all employees read, understand and follow the provisions in this Guidebook. It is not intended to create any expectations of continued employment or as a contract between iLEAD and any of its employees.

This Guidebook supersedes any previously issued Guidebooks, policies, benefit statements and/or memoranda, whether written or verbal. iLEAD reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice with or without notice to you.

Once you have reviewed this Guidebook, please sign the employee acknowledgement form at the end of this Guidebook, keep one for your files and provide the other to Human Resources. This signed acknowledgement demonstrates to iLEAD that you have read, understand and agree to comply with the policies outlined in the Guidebook.

HIRING POLICIES AND PROCEDURES

AT WILL EMPLOYMENT

We hope to have a long and mutually beneficial relationship with you. Your employment with iLEAD is at-will and is voluntary and may be terminated by you or iLEAD at any time, with or without cause and with or without notice. Similarly, your status (for example, position, duties, salary, promotions, demotions, etc.) may be changed at-will, with or without cause and with or without notice at any time. Nothing in this Guidebook or in any document or statement shall limit iLEAD's right to terminate your employment at-will or limit iLEAD's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This Guidebook does not reflect a contract of employment, either express or implied, between you and iLEAD.

No iLEAD representative is authorized to modify this policy for any employee, unless in writing and approved in writing by the Governing Board of Directors.

OPEN DOOR POLICY

At some time or another, you may have a suggestion, complaint, or question about iLEAD, your job, your working conditions, or the treatment you are receiving. We welcome your concerns, suggestions, complaints, and questions, and encourage you to bring them to our attention. For issues other than prohibited harassment, discrimination, or retaliation, we ask that you take your concerns first to your supervisor, who will attempt to provide a solution or explanation. If the problem is still not resolved, you may present it to your Chief Executive Officer, preferably in writing, or to Human Resources by opening a Human Resources ticket in the self-service portal.

WORKPLACE ANTI-VIOLENCE POLICY

iLEAD is committed to providing a workplace that is free from acts of violence or threats of violence. In keeping with this commitment, iLEAD has established a strict policy that prohibits any employee from threatening or committing any act of violence in the workplace, while on duty, while on iLEAD-related

business, or while operating any vehicle or equipment owned or leased by iLEAD. This policy applies to all employees.

Workplace violence includes, but is not limited to, threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of iLEAD property; defacing iLEAD property or causing physical damage to the facilities; and bringing weapons or firearms of any kind on iLEAD premises or while conducting iLEAD business on or off iLEAD property.

In order to achieve our goal of providing a workplace that is secure and free from violence, iLEAD must enlist the support of all employees. Compliance with this policy and iLEAD's commitment to a zero-tolerance policy with respect to workplace violence is every employee's responsibility.

Compliance with this anti-violence policy is a condition of employment. Due to the importance of this policy, employees who violate any of its terms, who engage in or contribute to violent behavior, or who threaten others with violence may be subject to disciplinary action, up to and including immediate termination.

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, student, parent, visitor, or anyone else, he or she must immediately notify their supervisor or Human Resources. If these individuals are not available, report the incident to any other supervisor and report the incident to Human Resources as soon as possible. All reports will be investigated by iLEAD and appropriate corrective action will be taken.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact law enforcement authorities by dialing 911. Immediately after contacting law enforcement authorities, the employee must report the incident to Human Resources.

Employees should immediately inform their supervisor or Human Resources about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

In certain circumstances, iLEAD may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence. Furthermore, employees should notify Human Resources if any restraining order is in effect or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

Any person who violates this policy on iLEAD property may be removed from the premises as quickly and safely as possible, at the iLEAD's discretion, and may be required to remain off iLEAD premises pending the outcome of an investigation of the incident.

All reports of workplace violence will be taken seriously. If iLEAD determines that workplace violence has occurred, iLEAD will take appropriate corrective action and may impose disciplinary action, up to and including termination.

There will be no retaliation against any employee who brings a complaint in good faith under the Workplace Anti Violence Policy or who honestly assists in investigating such a complaint, even if the investigation

produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

IMMIGRATION COMPLIANCE

iLEAD does not discriminate against any individual because of his or her national origin, citizenship or intent to become a U.S. citizen. It is, however, the policy of iLEAD to only employ those individuals who are authorized to work in the United States. Therefore, iLEAD requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States.

As a condition of employment, each new employee must properly complete, sign and date the first section of the USCIS Form I-9, on or prior to the first day employment commences and present documentation establishing identity and employment eligibility within three business days after he or she begins work. If the employee cannot verify his/her right to work in the United States within three business days of employment, iLEAD will be required to terminate his/her employment immediately.

Upon the expiration of a work authorization form, iLEAD will be required to terminate his/her employment immediately unless a renewal or extension is provided prior to the expiration date.

REASONABLE ACCOMMODATIONS, DISCRIMINATION, UNLAWFUL HARASSMENT, RETALIATION, AND COMPLIANT PROCEDURES

iLEAD adopted the following policies pursuant to the California Fair Employment and Housing Act and related state and federal laws regarding discrimination, unlawful harassment, and retaliation.

iLEAD is committed to providing a professional work environment free from discrimination, unlawful harassment, and retaliation. Accordingly, iLEAD has adopted the following policies, which are designed to prevent unlawful conduct in the workplace, encourage professional and respectful behavior in the workplace, promote the reporting of potential violations, and foster taking corrective action where appropriate, even if the violation does not rise to the level of unlawful conduct. All employees are expected to assume responsibility for maintaining a professional work environment in accordance with the following policies. As such, all employees who experience potential violations of the following policies are strongly encouraged to promptly report such violations so that iLEAD may have an opportunity to address and resolve any concerns. All other employees (particularly supervisors) are required to immediately report any potential violations of the following policies. iLEAD is committed to responding to alleged violations of this policy in a timely and fair manner and to taking appropriate action aimed at ending the prohibited conduct.

REQUESTS FOR REASONABLE ACCOMMODATIONS: MEDICAL AND RELIGIOUS

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, iLEAD will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to iLEAD. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation by opening a Human Resources ticket in the self-service portal, and complete the Request for Reasonable Accommodation Form. iLEAD will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

The individual is required to fully cooperate with iLEAD in seeking and evaluating alternatives and accommodations. Supervisors that become aware of information that an employee may need a reasonable accommodation to perform the essential functions of his or her job must report it to Human Resources. iLEAD will engage in the interactive process in compliance with applicable law. iLEAD may require medical verification of both the disability and the need for an accommodation.

iLEAD will not discriminate against any individual in regards to compensation or any term or condition of employment because of a conflict with an individual's religious beliefs or observance and any employment requirement. To the extent an employment requirement conflicts with an individual's religious beliefs or observance, iLEAD will explore potential reasonable accommodations and will make a good faith effort to implement reasonable accommodations unless an undue hardship would result. An applicant or employee who believes he or she requires a religious accommodation in order to perform any job requirement should notify Human Resources and request an accommodation.

Pregnancy and lactation accommodations may also be requested. Please refer to the Lactation and Pregnancy Disability Leave policies set forth herein for further information.

EQUAL EMPLOYMENT OPPORTUNITY (DISCRIMINATION)

Covered Individuals: This policy protects all employees of iLEAD as well as interns, volunteers, and potential employees (applicants). All employees of iLEAD are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers.

Discrimination: As used in this policy, "discrimination" means taking any adverse employment action against an employee or applicant in any aspect of employment, solely or in part based on the individual's protected category. Discrimination may include, but is not necessarily limited to, factoring an individual's protected category in hiring, promotion, compensation, or other terms and conditions of employment unless otherwise permitted by law.

Adverse Employment Action: As used in this policy, "adverse employment action" may include, but is not necessarily limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusal to promote or consider for promotion; denial of employment opportunities; change of an employee's work assignments; failure to provide a workplace accommodation when required (i.e., disability, pregnancy, religion, transgender); failure to provide a leave of absence when required (i.e., medical, pregnancy, workers' compensation, military, domestic violence); or any other unequal treatment based on the individual's protected category resulting in an adverse employment action.

Protected Categories: iLEAD's policy prohibits discrimination based on race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, reproductive health decision making, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status (which includes undocumented individuals and victims of human trafficking) or related protected activities, protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

Scope of Policy: iLEAD is an equal employment opportunity employer and is committed to complying with all applicable laws providing equal employment opportunities. As such, iLEAD makes employment decisions, including, but not limited to, hiring, recruiting, firing, promotion, demotion, training, compensation, qualifications/job requirements, on the basis of merit and/or business necessity. Employment decisions are based on an individual's qualifications as they relate to the job under consideration pursuant to legitimate business purposes.

If you believe you have been subjected to, witnessed, or have knowledge about discrimination, please follow the complaint procedure outlined below

UNLAWFUL HARASSMENT

Covered Individuals: This policy protects all employees of iLEAD as well as interns, volunteers, and potential employees (applicants). All employees of iLEAD are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers. In addition, this policy prohibits unlawful harassment by any third parties. iLEAD will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees, including parents, students, vendors, contractors, and suppliers, who have workplace contact with our employees.

Protected Categories: iLEAD's policy prohibits harassment based on race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), religious creed

(which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, reproductive health decision making, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status (which includes undocumented individuals and victims of human trafficking) or related protected activities, protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- *Verbal conduct* such as unwanted sexual advances including flirting, sexually suggestive innuendos,conversations regarding sexual activities, and sexual invitations or comments, racial slurs or epithets,sexist or misogynistic comments, ethnic insults or jokes, religious aspersions or mockery, disability insults or ridicule, homophobic epithets or slurs, transphobic comments or derision, derogatory comments regarding gender, gender identity or gender expression, disparaging remarks regarding military or veteran status, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or mockery of an accent of language or its speakers, negative remarks regarding marital status, or any other belittling, negative or derogatory comments regarding any protected characteristic ("hostile work environment" harassment).
- *Disrespectful or unprofessional conduct* based on any of the protected categories listed above ("hostile work environment" harassment).
- *Comments or conduct that consistently target one gender*, even if the content is not sexual ("hostile work environment" harassment).
- *Visual conduct* such as derogatory and/or sexually oriented posters, photography, cartoons, objects, drawings, gestures, text messages, social media posts, instant messages, e-mails, letters, pictures, or gifts ("hostile work environment" harassment).
- *Physical conduct* such as assault, unwanted touching, blocking normal movement, or interfering with work because of any protected basis ("hostile work environment" harassment).
- *Threats and demands to submit to sexual requests* as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors ("quid pro quo" harassment).

Sexually harassing conduct does need not to be motivated by sexual desire and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

Scope of Policy: iLEAD is committed to providing a work environment free of unlawful harassment. This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training. In addition, this policy extends to conduct with a connection to an employee's work, even when the conduct takes place away from iLEAD's premises, such as a business or school trip, business or school-related social function, or social media activity (depending on the circumstances).

If you believe you have been subjected to, witnessed, or have knowledge about unlawful harassment, please follow the complaint procedure outlined below

RETALIATION

Covered Individuals: This policy protects all employees of iLEAD as well as interns, volunteers, and potential employees (applicants). All employees of iLEAD are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers.

Retaliation: As used in this policy, "retaliation" means taking any adverse employment action against an employee because he or she engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, the following: opposing a practice or conduct the employee reasonably believes to be unlawful; reporting or assisting in reporting suspected violations of this policy; cooperating or participating in investigations or proceedings arising out of a violation of this policy; or engaging in any other activity protected by applicable law. Additionally, iLEAD prohibits retaliation against an employee who refuses to report to, or leaves, the workplace place during an emergency condition (as defined by law) because the employee reasonably believes that the workplace or worksite is unsafe. An emergency condition means: (i) conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or (ii) an order to evacuate a workplace, a worksite, a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

Adverse Employment Action: As used in this policy, "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments because of engagement in activities protected under this policy; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when otherwise required

by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of protected activity may be unlawful and will not be tolerated. If you believe you have been subjected to, witnessed, or have knowledge about retaliation, please follow the complaint procedure outlined below.

COMPLAINT PROCEDURE—DISCRIMINATION, UNLAWFUL HARASSMENT, RETALIATION

Duty to Report: At iLEAD, we encourage all employees to be vigilant and aware of how we are treating others. Each Supervisor has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. All employees who believe they have been subjected to discrimination, unlawful harassment, and/or retaliation are strongly encouraged to promptly report the alleged violation(s) in accordance with the procedures set forth below. All employees (particularly supervisors) who believe they have witnessed or have knowledge of discrimination, unlawful harassment, and/or retaliation are required to immediately report the alleged violation(s) in accordance with the procedures set forth below. Immediate reporting allows iLEAD to quickly and fairly resolve any complaints in the workplace.

Title IX provides for separate processes and procedures for formal complaints of sexual harassment falling within the definitions provided in Title IX regulations. For those types of complaints, the School's grievance procedures can be found in its Title IX policy posted to the website. Please contact the School's Title IX Coordinator for further information.

In addition to reporting, any employee who experiences or witnesses conduct that the individual believes violates this policy is encouraged to tell the offending individual that the behavior is inappropriate and must be stopped, if the employee is comfortable doing so.

Where to Report Complaints to iLEAD: Submit a complaint to Administration, or your supervisor. If these individuals are not available, or in the event you believe that one of these individuals has engaged in inappropriate behavior in violation of these policies, submit a complaint to any other supervisor or to Human Resources by opening a Human Resources ticket in the self-service portal as soon as possible. There is no requirement to report your complaint to any designated supervisor within iLEAD. Select the individual with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. If you have a complaint that involves the Chief Executive Officer, submit the complaint directly to the Chair of the Board of Directors.

Should a supervisor become aware of any conduct that may constitute unlawful harassment, discrimination, retaliation, or other prohibited behavior, the supervisor must report the conduct to Human Resources immediately so that action may be taken to address and remediate such conduct. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Contents of Complaint: Your report should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints verbally or anonymously, but to ensure that the issue is fully investigated, a written complaint is strongly recommended.

Response to Complaint (Investigation): Upon notice of conduct requiring an investigation, iLEAD will look into the facts and circumstances of the alleged violation, as appropriate. iLEAD will attempt to resolve the situation by promptly undertaking an effective, thorough, and objective investigation through the use of "qualified personnel" and using methods that provide all parties with "appropriate due process." iLEAD's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

iLEAD may investigate conduct in the absence of a formal complaint if iLEAD has reason to believe that an individual has engaged in conduct that violates iLEAD policies or applicable law. Further, iLEAD may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

All employees are required to fully cooperate with iLEAD's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, iLEAD will provide regular progress updates, as appropriate, to those directly involved. iLEAD will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses. At the completion of its investigation, iLEAD will inform the complainant(s) and the accused of its findings and decisions to the extent permitted by applicable law.

Corrective Action: If iLEAD determines that violations have occurred, iLEAD will take appropriate corrective action in accordance with the circumstances involved, including appropriate action to deter future conduct.

Examples of potential corrective action include, but are not limited to, written or verbal disciplinary action, suspension, reassignment, demotion, or termination, among others. In addition, the offending individual may be legally liable for his or her conduct, depending on the circumstances. Due to privacy protections, iLEAD is not able to fully disclose its entire decision regarding corrective action to the complainant.

No Retaliation: There will be no retaliation against any employee who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. Please refer to iLEAD's Retaliation Policy above for further information.

How to Report Complaint to Government Agencies: Employees who believe that they have experienced unlawful conduct under these policies may also file a complaint with the local office of the California Department of Fair Employment and Housing ("DFEH") or the U.S. Equal Employment Opportunity Commission ("EEOC"). The DFEH and the California Fair Employment and Housing Council ("FEHC") as well as the EEOC can also order an employer to hire, reinstate, or promote a victim of discrimination, unlawful

harassment, and/or retaliation or make other changes in iLEAD's policies. The address and phone number of the local DFEH and EEOC offices can be found online.

TRAINING REQUIREMENTS

iLEAD requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

ANTI-BULLYING POLICY

In addition to iLEAD's commitment to providing an environment free from unlawful harassment, discrimination, and retaliation, iLEAD prohibits workplace bullying.

Any employee who believes that he or she has been bullied, is being coerced to participate in bullying or who has information about bullying conduct by a coworker, supervisor, agent, parent, vendor or other third party not employed by iLEAD should provide a written or verbal report to Human Resources, his or her supervisor, or any other member of Administration.

If the employee's supervisor is the individual about whom the employee has a complaint, or concern, the employee should make a report to Human Resources.

iLEAD will look into any complaints of workplace bullying. iLEAD will endeavor to protect the privacy and confidentiality of all parties involved to the extent possible. If a complaint of bullying is substantiated, appropriate disciplinary action, up to and including discharge, may be taken. iLEAD will not tolerate retaliation against any employee who makes a good faith complaint regarding workplace bullying.

WHISTLEBLOWER POLICY

In accordance with applicable law, iLEAD prohibits retaliation against any employee because of the employee's refusal to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation, or for disclosing information to a government or law enforcement agency, where the employee has reasonable cause to believe that the information discloses a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation. iLEAD also prohibits any retaliation against an applicant or employee, and does not discriminate against any

applicant or employee, based on that applicant or employee's "whistle-blowing" activity against a former employer.

Employees who have concerns about practices that are believed to be illegal or violate iLEAD's policies are encouraged to report them to their supervisor or Human Resources. Employees who come forward with credible information on practices believed to be illegal or violations of iLEAD policy will be protected from retaliation.

Any Employee who reasonably believes that he or she is a victim of retaliation may also call a State of California "whistle-blower hotline" to report the retaliation: (800) 952-5665.

EMPLOYEE CLASSIFICATION

iLEAD's employees are classified in the following categories: Exempt or Non-Exempt, Full-Time or Part-Time, or Regular or Temporary/On Call. All employees are either exempt or non-exempt according to provisions of applicable wage and hour laws. An employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee.

Because all employees are employed at-will and hired for an unspecified duration, these classifications do not guarantee employment for any specific length of time. Employment is at the mutual consent of the employee and iLEAD. Accordingly, either the employee or iLEAD can terminate the employment relationship at-will, at any time, with or without cause or advance notice.

Exempt: Exempt employees are those employees with job assignments that meet exemption tests under state and federal law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis and are not entitled to overtime pay.

Non-Exempt: Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. These employees are paid on an hourly basis and are entitled to overtime wages for overtime worked in accordance with the law. Non-exempt employees may have to work hours beyond their normal schedules as work demands require.

Non-exempt employees are required to take meal and rest periods in the manner described in this Guidebook.

Full-Time: Full time employees are those employees who are regularly scheduled to work at least 30 hours in a week.

Part-Time: Part time employees are those employees who are regularly scheduled to work less than 30 hours in a week.

Regular: Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Temporary/On Call: These are positions that work schedules of no particular hours or duration. Employees who occupy these positions may also be expected to work an on-going but irregular schedule OR to work short-term temporary schedules OR to work on-call. The status of a temporary employee may change only if the employee is notified of the change in status, in writing, by the Chief Executive Officer or the employee's supervisor.

Unless otherwise required by law, Part-Time and Temporary/On Call employees are not entitled to benefits provided by iLEAD. If you have any questions about your classification, please consult with Human Resources.

FAMILIAL AND RELATED CONFLICT OF INTEREST

iLEAD wants to preserve a working environment that has clear boundaries between personal and professional relationships. All employees must avoid situations involving actual or potential conflicts of interest.

Some situations such as the ones described below can create conflicts of interest requiring iLEAD to take the employee's relationship with another employee, parent, student, vendor, or contractor into account.

An employee should not be in a supervisory role with another employee who is a relative (e.g., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of actual or perceived favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest or situations of actual or perceived favoritism. If such a relationship arises, both employees should notify Human Resources so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

If a staff member forms a special social relationship or begins dating a parent of an iLEAD student, the staff member must immediately notify Human Resources so that appropriate measures may be taken to address the situation.

An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, iLEAD may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest may constitute grounds for disciplinary action.

Failure to comply with this policy and the School's Anti-Nepotism Policy may result in disciplinary action, up to and including termination.

FINANCIAL CONFLICT OF INTEREST

While employed by iLEAD, employees owe a duty of loyalty to iLEAD and are required to avoid any situation that presents an actual or potential conflict of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of iLEAD's business dealings.

Improper personal gain may result not only where an employee or relative has a significant ownership interest in a company with which iLEAD does business but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving iLEAD. The receipt of occasional flowers, candy or gifts worth less than $250.00 from students, parents, or vendors fall outside the intent of this policy and acceptance of such items is permissible. However, employees must obtain written approval from Human Resources before accepting any item worth in excess of $250.00 from students, parents, or vendors.

Failure to comply with this policy and the School's Conflicts of Interest Policy may result in disciplinary action, up to and including termination.

CERTIFICATION AND LICENSURE OF INSTRUCTIONAL STAFF

Each of iLEAD's core academic teachers is required to hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment in accordance with applicable state and federal law. If an instructional staff employee believes that he or she is assigned to teach in a subject in whom he or she does not have subject matter competence, the employee should immediately report the same to the Administration. A staff member who is required to meet State and federal certification, expertise, and related requirements must maintain such qualifications as a condition of employment at iLEAD. Expenses incurred for updating and/or maintaining the required credentialing certificates, licenses or related permits are borne by the employee.

Maintaining Learners' Grades

All teachers are required by California Education Code Section 49066 to maintain systematic and accurate records of learner grades. Grade records must reflect each learner's academic progress based on clearly communicated and standards-aligned criteria. Teachers must ensure that grading is timely, consistent, and based on objective evidence of student achievement. Grade records should be up to date and updated at least biweekly in the designated student information system and be available for review by learners, parents/guardians, and

school leadership upon request. Additionally, grade books should include documentation that supports how final grades were determined, such as assignment scores, rubrics, and notes on participation or performance. Maintaining accurate records not only supports transparency and fairness but also ensures that each learner's educational progress can be appropriately monitored and supported.

TUBERCULOSIS TESTING

No person shall be employed by the School unless he or she provides proof of having submitted to a tuberculosis ("TB") risk assessment within the past 60 days and that no risk factors have been identified. If TB risk factors are identified, or as an alternative to the assessment, the applicant must submit proof that a qualified professional has determined he or she is free of infectious TB following testing and examination. The examination, if required, shall consist of an approved intra-dermal tuberculin test or any other test for tuberculosis infection that is recommended by the federal Centers for Disease Control and Prevention ("CDC") and licensed by the federal Food and Drug Administration ("FDA"). If the test is positive, the test shall be followed by an X-ray of the lungs. Each employee shall cause to be on file with the School a certificate from a qualified professional showing the employee was assessed or examined and found free of risk factors or of infectious TB (as applicable). A person who transfers employment from another school can meet these requirements by providing: (a) a certificate from a qualified professional that shows he or she was found to be free of infectious TB within 60 days of initial hire or (b) a verification from the prior school employer that the person has a certificate on file showing the person is free from infectious TB.

An employee who has no identified risk factors or who tests negative for TB shall undergo the TB risk assessment and, if risk factors are identified, the examination, at least once every four years or more often if recommended by the local health officer.

The risk assessment, and examination if necessary, is a condition of initial employment, and the expense incident thereto shall be borne by the applicant. The School shall reimburse current employees for the cost, if any, of the tuberculosis risk assessment and the examination.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by iLEAD.

CPR Certification

Effective July 1, 2025 certain new hires in teaching positions must possess, and will need to demonstrate, CPR Certification at the time of hiring. These new hire include employees working with the following teaching credentials:

- Short-Term Staff Permit (STSP)
- Provisional Internship Permit (PIP)
- Temporary Permit to Substitute (TPSL)
- Career Technical Education (CTE)

Failure to provide certification at the time of hiring will result in immediate withdrawal of the employment offer and/or termination of employment.

POLITICS AND RELIGION

Public schools, as government institutions, cannot endorse or promote any particular religion or political party.

iLEAD will not host employer-sponsored meetings regarding opinions about religious or political matters. Political matters include, but are not limited to, elections for political office, political parties, legislation, regulation, and the decision to join or support any political party or political or labor organization.

Employees will not be retaliated against for reporting or not attending unauthorized meetings regarding opinions about religious or political matters.

CRIMINAL BACKGROUND CHECKS

As a condition of employment, iLEAD requires all applicants for employment to complete fingerprinting and background checks consistent with legal requirements. iLEAD will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. iLEAD shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification to the extent permitted by law.

Human Resources and/or the Administration shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

EMPLOYEE-STUDENT RELATIONS POLICY

BOUNDARIES DEFINED

For the purposes of this policy, the term "Boundaries" is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the Boundaries in interactions with students is deemed an abuse of power and a betrayal of public trust.

UNACCEPTABLE AND ACCEPTABLE BEHAVIOR

Some activities may seem innocent from an employee's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as inappropriate, sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Employees must understand their own responsibilities for ensuring that they do not cross the Boundaries as written in this policy. If a student specifically requests that he or she not be touched, then that request must be honored. Violations could subject the staff member to discipline up to and including termination. Disagreeing with the wording or intent of the established Boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters iLEAD's mission of academic excellence, employee student interaction has Boundaries regarding the activities, locations, and intentions.

The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the School Director or the Executive Director. It is recommended that any such gifts be filtered through the School Director or the Executive Director along with the rationale therefor.
- Kissing of ANY kind

- Massage (Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.)
- Full frontal or rear hugs and lengthy embraces
- Sitting student on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from iLEAD
- Furnishing alcohol, tobacco products, or drugs to a student or failing to report knowledge of such items
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual double entendre
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator or caretaker
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from iLEAD or school activities without the express, advance written permission of the Chief Executive Officer or the Executive Director and the student's parent or legal guardian
- Being alone in a room with a student with the door closed

- Allowing students in your home without signed parent permission for a preplanned and precommunicated educational activity that must include the presence of another educator, parent, or other designated school volunteer
- Excessive attention toward a particular student
- Sending e-mails, text messages, instant messages, social media messages, or letters to students if the content is not about iLEAD activities and not in accordance with applicable iLEAD policies or in violation of iLEAD's Social Media Policy
- Being "friends" with a student on any personal or non- iLEAD social media website
- Communicating with students or parents/guardians in violation of iLEAD's Social Media Policy
- Engaging in inappropriate and/or unprofessional communications with students on iLEAD's social media
- Using profanity with or to a student
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- Pats on the shoulder or back
- Side hugs
- Handshakes
- "High-fives" and hand slapping
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property. Restraint should not be used as discipline or punishment, or as a behavior control if less restrictive options are available. Also, prolonged physical restraint is not permitted unless absolutly necessary. Only trained personnel should use behavioral restraints or seclusion.
- Obtaining parents' written consent for any after-school activity on or off campus (exclusive of tutorials)

- Obtaining formal approval (iLEAD and parental) to take students off iLEAD's property for activities such as field trips or competitions including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus
- E-mails, text messages, phone conversations, and other communications to and with students must be professional and pertain to iLEAD activities or classes, and communication should be initiated via iLEAD-based technology and equipment
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and students
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Asking for advice from senior staff or administrators (such as Human Resources) if you find yourself in a difficult situation related to Boundaries
- Involving your supervisor if conflict arises with a student
- Informing Human Resources about situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or coworkers
- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges
- Asking another employee to be present, or within close supervisory distance, when you must be alone with a student
- Giving students praise and recognition without touching them in questionable areas
- Keeping your professional conduct a high priority during all moments of student contact
- Asking yourself if any of your actions that go contrary to these provisions are worth sacrificing your job, your career, and the reputation of iLEAD

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted.

Excessive force is prohibited.

REPORTING VIOLATIONS

When any employee becomes aware of an employee having crossed the Boundaries specified in this policy, he or she must promptly report the suspicion to the Chief Executive Officer or Human Resources. If the allegation also constitutes a reportable event under California Penal Code section 11666, the employee shall comply with the requirements under California Penal Code section 11166. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and iLEAD as a whole. Employees must also report to the Administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse.

INVESTIGATING

Human Resources and the School Director will promptly investigate any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as deemed necessary and appropriate under the circumstances.

Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

VIOLATIONS

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

CHILD ABUSE OR NEGLECT REPORTING

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. An employee who knows or reasonably suspects a child has been the victim of child abuse or neglect shall report the instance to the Los Angeles County Department of Children and Family Services (800) 540-4000 https://dcfs.lacounty.gov/contact/report-child-abuse/. If the circumstance falls under a different county, please call (800) 540-4000 and request contact information for the appropriate county. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which

may be sent by fax or electronically. The reporter should not contact the child's parents. iLEAD employees are required to report instances of child abuse or neglect when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. It does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, an iLEAD Director, an iLEAD counselor, coworker or other person shall not be a substitute for making a mandated report to **The Los Angeles County Department of Children and Family Services**. In addition, employees must also complete annual training as required by law. Employees who have any questions about these reporting requirements should contact Human Resources.

DRUG AND ALCOHOL-FREE WORKPLACE

Our employees are our most valuable resource, and we are committed to providing a safe working environment to protect our employees and others, and to minimize the risk of accidents and injuries. It is iLEAD's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils (in person or virtually), at an iLEAD-related event or function, or on iLEAD property at any time. It is expected that all employees will assist in maintaining a work environment free from the effects of alcohol, illegal drugs or other intoxicating substances.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Marijuana" means and includes medical marijuana, marijuana vaping or other recreational marijuana use.

"Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, marijuana and/or illegal drugs in any detectable manner.

iLEAD prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, marijuana, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils (in person or virtually);
- Use, possession, purchase, or offer for sale of illegal drugs, marijuana, drug paraphernalia, or alcohol on School property at any time;

- Use, possession, purchase, or offer for sale of illegal drugs, marijuana, drug paraphernalia, or alcohol while attending a School function or event;
- Storing alcohol (if unauthorized), illegal drugs, marijuana or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;
- Refusing to submit to an inspection or testing when requested by the School;
- Being under the influence of illegal drugs, marijuana, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event, or while interacting with pupils virtually;
- Conviction under any criminal drug statute for a violation occurring in the workplace; or
- Failure to keep all prescribed medicine in its original container.

Engaging in any of the activities above shall be considered a violation of iLEAD's policy and the violator will be subject to discipline, up to and including termination. iLEAD complies with all federal and state laws and regulations regarding drug use while on the job.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by iLEAD where alcohol is served or while entertaining donors and prospective donors of iLEAD. However, employees must remember their obligation to conduct themselves appropriately at all times while at iLEAD-sponsored functions or while representing iLEAD.

Any employee who is convicted of a violation of any criminal drug statute for a violation occurring in the workplace shall notify iLEAD no later than five days after such conviction.

PRESCRIPTION DRUGS

The proper use of medication prescribed by your physician is not prohibited; however, we do prohibit the misuse of prescribed medication. Employees' prescription drug use or nonprescription medication may affect their job performance, such as by causing dizziness or drowsiness.

It is the employee's responsibility to determine from his/her physician whether a prescribed drug may impair safe job performance and to notify a supervisor of any job restrictions that should be observed as a result. An employee is not required to reveal the name of the medication or the underlying medical condition. If you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

DRUG TESTING

iLEAD may require a test by intoxilator, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom iLEAD reasonably suspects of using, possessing, or being under the influence of an illegal drug or alcohol. Such testing will be conducted if two or more employees observe an employee acting in such a manner to raise suspicion that the employee is under the influence of an illegal drug, marijuana or alcohol or is acting in such a manner that they may harm themselves or another employee or students.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. iLEAD shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees were jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

COUNSELING AND REHABILITATION

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Abuse Policy is a condition of employment at iLEAD. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, iLEAD may report such illegal drug activities to an appropriate law enforcement agency.

HEALTH, SAFETY AND SECURITY POLICIES

iLEAD is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, iLEAD has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. The Injury and Illness Prevention Program is kept by the Administration and is available for your review.

All employees are expected to know and comply with iLEAD's general safety rules and to follow safe and healthy work practices at all times. Please immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, iLEAD will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

iLEAD has also developed guidelines to help maintain a secure workplace. It is important for all employees to be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees and our students, depends upon the alertness and sensitivity of every individual. Employees shall not be prohibited from accessing their mobile device or other communication device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to confirm their safety during an emergency condition. An emergency condition means: (i) conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or (ii) an order to evacuate a workplace, a worksite, a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

EMPLOYEES WHO ARE REQUIRED TO DRIVE

Employees who are required to drive their own vehicle on approved iLEAD business will be required to show proof of a current, valid license and proof of current, effective insurance coverage. To the extent permitted by law, iLEAD retains the right to transfer to an alternative position, suspend, or terminate an employee whose license is revoked or who fails to maintain personal automobile insurance coverage. Employees who drive their own vehicles on approved iLEAD business will be reimbursed at the per mile rate established by the Internal Revenue Service. As a condition of employment, employees who drive their own vehicle on approved iLEAD business are required to use good judgment.

Pursuant to applicable law and safety standards, employees whose job responsibilities include regular or occasional driving and who are issued a cell phone for business use must refrain from using their phone while driving unless they are using a hands-free device. Safety must come before all other concerns.

Thus, unless an employee is using a hands-free device in a safe-manner, he or she must safely pull off to the side of the road and safely stop the vehicle before placing, accepting, or continuing a call. Sending or reviewing text messages while driving is also prohibited.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by iLEAD or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves, students, or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability. Violations of this policy will be subject to disciplinary action, up to and including termination.

SMOKING

All School buildings and facilities are non-smoking facilities. Smoking is prohibited on the School's premises or within twenty (20) feet of a School building and within 25 feet of a school playground, whichever is farther. This includes, but is not limited to, nicotine and non-nicotine cigarettes including herbal cigarettes and marijuana, cigars, pipes as well as e-cigarettes and vaping. Employees who wish to smoke must limit their smoking to tobacco products during meal and rest periods off premises. Smoking while interacting with pupils (in-person or virtually) is strictly forbidden at all times.

HOUSEKEEPING

iLEAD strives for a clean, safe and sanitary environment. All employees are expected to keep the premises orderly and to clean up after themselves, which includes leaving their work areas, common areas, the kitchen and the refrigerator neat and clean. Employees who work in open areas should not eat at their desks.

PARKING

Employees may use iLEAD parking facilities as may be available and as directed by iLEAD. iLEAD is not responsible for any loss or damage to employee vehicles or contents while parked on School property.

ILEAD PROPERTY & INSPECTIONS

iLEAD is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, iLEAD provides property and facilities to its employees to carry out business on behalf of iLEAD. Desks, files, copiers, storage areas, work stations, file cabinets, lockers, and supplies, both office and household, are iLEAD property and must be maintained according to iLEAD rules and regulations. They must be kept clean and are to be used only for work-related purposes.

Accordingly, employees do not have a reasonable expectation of privacy when using any iLEAD property or facilities. In accordance with these policies, all iLEAD facilities and property may be inspected by iLEAD at any time, with or without prior notice to the employee. iLEAD reserves the right to deny entry to any person who refuses to cooperate with any inspections by iLEAD. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Prior authorization must be obtained before any iLEAD property may be removed from any iLEAD premises. All iLEAD property must be immediately returned upon request, when employee is on an extended leave of absence, and/or upon termination of the employment relationship.

For security reasons, employees should not leave personal belongings of value in the workplace. Employees are responsible for the security of their personal belongings. iLEAD is not responsible for any lost or stolen personal items at work, on iLEAD premises, or during iLEAD-related functions.

Terminated employees should remove any personal items at the time they leave the iLEAD. Personal items left in the workplace by previous employees are subject to disposal if not claimed at the time of the employee's termination, unless the parties have arranged otherwise. iLEAD will make reasonable efforts to help terminated employees collect any personal items left behind during the usual business hours of Monday through Friday, 8am to 4pm.

SOLICITING/CONDUCTING PERSONAL BUSINESS WHILE ON DUTY

In order to maintain and promote efficient operations, discipline, and security, iLEAD maintains rules applicable to all employees that govern solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly enforced. Any employee who is in doubt concerning the application of these rules should immediately consult with his or her supervisor. These rules are:

1. No employee shall sell merchandise or solicit or promote support for any cause or organization during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in these rules, working time excludes meal and break periods.

2. No employee shall distribute or circulate any written or printed material, other than those approved by management for business purposes, in work areas at any time or during his or her working time or during the working time of the employee(s) at whom such activity is directed.

3. No employee shall enter or remain in iLEAD work areas for any purpose except to report for, be present during, and conclude a work period. Non-exempt employees must not begin work and clock

in at his or her working area more than 10 minutes before they are scheduled to begin and must stop work and clock out from his or her work area no later than 10 minutes after their work scheduled for the day is completed. Work area does not include iLEAD parking lots, gates, or other similar outside areas unless an employee is assigned to work in such areas.

4. Under no circumstances will non-employees be permitted to solicit or distribute written material for any purpose on iLEAD property.
5. Non-employees must sign in at the front office before entering iLEAD property.

Violations of this policy may result in disciplinary action, up to and including termination.

USE OF ILEAD COMMUNICATION EQUIPMENT AND TECHNOLOGY

iLEAD has a commitment to protect our employees and our students. One of the ways to protect our employees and students is to monitor and limit technology use within safe boundaries. iLEAD's electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, cellular phones, tablets, PDAs, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks. All iLEAD-owned Communications Systems remain the property of iLEAD and are provided to the employee to carry out business on behalf of iLEAD, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using iLEAD owned equipment and technology. Communications (including any attached message or data) made using iLEAD owned communications equipment and technology are subject to review, inspection and monitoring at any time by iLEAD. All communications and information transmitted by, received from, or stored in these systems are iLEAD records and the property of iLEAD. Electronic communications are a means of business communication. iLEAD requires all users to conduct themselves in a professional manner. Users should conduct all electronic communications with the same care, judgment, and responsibility that they would use when sending letters or memoranda written on iLEAD letterhead. Special care must be taken when posting any information on the Internet because of the potentially broad distribution of and access to such information.

Protecting our students and the children at iLEAD is one of our top priorities. In order to do so, iLEAD uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voicemail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by iLEAD for any number of reasons. As a result, employees do not have an expectation of privacy in this regard. Employees who do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

USE OF ARTIFICIAL INTELLIGENCE ("AI") TOOLS

Artificial Intelligence ("AI") is a machine learning system capable of complex tasks and can be a valuable tool to enhance learning. iLEAD recognizes the inevitable reality that AI is improving at an exponential rate, and is quickly becoming embedded in all facets of everyday life. iLEAD has chosen to embrace this new technology and is committed to teaching and supporting the responsible use of AI to both employees and Learners.

AI use must align with iLEAD's core values, and adhere to iLEAD's standards of conduct. AI must not be used for plagiarism, and all sources, including AI, must be cited. AI should not be solely relied upon for fact-checking, and users are prohibited from using AI for obscene, harmful or inappropriate purposes or for sharing confidential information.

As AI tools are quickly evolving and becoming more accessible, iLEAD reserves the right to limit or designate types of AI tools which are acceptable for use by employees and Learners. Any disregard of these guidelines will result in disciplinary action, up to and including possible termination of employment.

PROHIBITED USE

The Communications Systems is provided solely for the purpose of conducting iLEAD business. Incidental and occasional personal use of the Communications Systems is permitted, but such communications must not disrupt iLEAD business, and users do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems. Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the appropriate prior written authorization. Employees are not permitted to use iLEAD's Communications Systems to view visual images that are obscene, child pornography and/or images harmful to minors.

The e-mail system and Internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of a protected category as defined in the Discrimination, Unlawful Harassment, Retaliation and Complaint Procedures policy herein or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. iLEAD has policies against discrimination, harassment, and retaliation, and those policies apply to the use of the Communications Systems. Users are also prohibited from using the Communications Systems

for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of information of others.

The e-mail system and Internet access is not to be used in any manner that is against the policies of iLEAD, contrary to the best interest of iLEAD or for personal gain or profit of the employee against the interests of iLEAD. Employees must not use iLEAD's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Users must not alter, copy, transmit, or remove iLEAD information, proprietary software, or other files without proper authorization from iLEAD.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter employee's express permission. Each employee is responsible for the content of the messages sent out using iLEAD's Communications Systems. It is strictly prohibited to use any Communications Systems assigned to another employee to send messages to create the appearance that they are from that employee, unless the latter employee expressly authorizes such use. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their e-mail and voice mail mailboxes.

CONFIDENTIALITY AND PRIVILEGES

Information stored on the Communications Systems is intended to be kept confidential within iLEAD. iLEAD has taken all reasonable steps to assure confidentiality and security. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside iLEAD, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its final destination. All users must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

ACCESS AND DISCLOSURE

iLEAD, as owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right upon authorization of the Administration, to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of or prior notice to any user.

Although iLEAD entrusts you with the use of voice mail, e-mail, computer files, software, or similar iLEAD property, you should keep in mind that these items have been installed and maintained at great expense to iLEAD and are only intended for business purposes. At all times, they remain iLEAD property. Likewise, all records, files, software, and electronic communications contained in these systems also are iLEAD property. You are advised that electronic files, records, and communications on iLEAD computer systems, electronic

communication systems, or through the use of iLEAD telecommunications equipment are not private. Although they are a confidential part of iLEAD property, you should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by iLEAD for any number of reasons. As a result, employees do not have an expectation of privacy in this regard. Accordingly, these systems and equipment should not be used to transmit personal messages, except in necessary situations or when exceptions are specifically sanctioned by management. Voice mail messages and e-mail messages should be routinely deleted when no longer needed. iLEAD is not responsible for costs incurred when employees use iLEAD telephones or e-mail systems for personal matters.

You should be advised to use voice mail and e-mail as cautiously as you would use any more permanent communication medium such as a memorandum or letter. You should realize that e-mail messages:

- May be saved and read by third parties.
- May be retrieved even after "deletion."
- May be accessed by authorized service personnel.
- May be examined by management without notice.

There will be times when iLEAD, in order to conduct business, will utilize its ability to access your e-mail, voice mail, computer files, software, or other iLEAD property. iLEAD also may inspect the contents of your voice mail, e-mail, computers, computer files, or software to monitor job performance, for training or quality control purposes, or when iLEAD suspects that iLEAD property is being used in an unauthorized manner.

iLEAD reserves the right to use and disclose any electronic communication on its Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials.

TECHNOLOGY DEVICE AGREEMENT

When an employee is provided with school owned technology, they will be required to review and accept the following terms:

1. Exclusive Device Use: The MacBook ("Device") issued to you is the property of the Company and is designated for your exclusive use for business-related purposes. You understand and agree that the Device must not be utilized by any other individuals under any circumstances. You bear the responsibility for maintaining the Device in good working order.

2. Password Security: You agree to maintain the confidentiality of all passwords associated with the Device and any software issued to you by the Company. These passwords must never be shared, either internally within the Company or externally, under any circumstances.

3. Damage or Theft Reporting: You agree to promptly report any damage, loss, or theft of the Device to the IT department as soon as reasonably possible, and in any event, within 48 hours of such an occurrence. Failure to report may lead to you being held accountable for replacement costs.

4. Return Upon Separation: Upon separation of employment for any reason, you agree to immediately return the Device and all accompanying chargers and accessories to an authorized representative from the IT department, HR department, or your Director. The Device should be in good working order, excluding normal wear and tear. Unauthorized persons should not receive or handle returned devices. Failure to return the Device to the appropriate personnel may result in legal action for the recovery of the Device or its value.

5. Software Use: All software installed by the Company on the Device is to remain on the Device. Unauthorized installation or deletion of software may result in disciplinary action.

6. Software Licensing and EULAs: Employee acknowledges the importance of adhering to software licensing laws and agrees to comply with all relevant regulations and licensing requirements. In addition, the employee shall review and comply with all software licensing agreements and end-user license agreements ("EULAs") associated with the software installed on the Device.

7. Home Network Management: You understand that the management and security of your home network, when using the Device for remote work or otherwise, is your responsibility. The Company will not be held accountable for issues arising from your home network.

8. Privacy: You acknowledge that you have no expectation of privacy in anything you create, store, send, or receive on the Device. The Company reserves the right to monitor any and all activities on the Device.

9. Compliance with Laws, Policies, and Guidebook: You agree to use the Device in accordance with all applicable local and federal laws and regulations, as well as the Company's policies and guidelines as stipulated in the board-approved Employee Guidebook.

DISCIPLINE FOR VIOLATIONS OF POLICY

Any person who discovers misuse of the Internet access or any of iLEAD's Communications Systems should immediately contact Human Resources. Any user who violates any part of this policy will be subject to discipline, up to and including immediate termination.

POLICY MAY BE AMENDED AT ANY TIME

The pace of technological change and growth in electronic communications is rapid. This policy applies to all present and future electronic communications systems and devices and to improvements and innovations to existing systems and devices and to completely new technologies, devices, and systems. iLEAD reserves the right to amend this policy at any time.

EMPLOYEE BLOGS AND SOCIAL NETWORKING

SCOPE

In light of the explosive growth and popularity of social media technology in today's society, iLEAD has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to iLEAD; (2) engage in social media activities during working hours; (3) use iLEAD equipment or resources while engaging in social media activities; (4) use your iLEAD e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with iLEAD; or (6) interact with iLEAD students or parents/guardians of iLEAD students on the Internet and on social media sites. For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, TikTok, Twitter, Pinterest, LinkedIn, YouTube, Instagram, and Snap Chat, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums.

Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, iLEAD's other policies, rules, and standards of conduct. For example, iLEAD policies on confidentiality, use of iLEAD equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all iLEAD policies whenever your social media activities may involve or implicate iLEAD in any way, including, but not limited to, the policies contained in this Guidebook.

STANDARDS OF CONDUCT

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of iLEAD policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.

- Maintain the confidentiality of iLEAD's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know how, and technology. Do not post internal reports, policies, procedures, student names or information, or other internal School related confidential communications. This prohibition applies both during and after your employment with iLEAD
- While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with your job duties or responsibilities. Do not use your iLEAD authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with iLEAD's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Human Resources.
- Be knowledgeable about and comply with iLEAD's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from Human Resources.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, suppliers, or other people or organizations who are affiliated with or work on behalf of the School, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, suppliers, people or organizations who are affiliated with or working on behalf of the School, or competitors.
- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, suppliers, or other people or organizations who are affiliating with or working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."
- Never be false or misleading with respect to your professional credentials.

CREATING AND USING ILEAD SOCIAL MEDIA

Employees are only permitted to communicate and connect with students on social media that is owned and operated by iLEAD. Employees are only permitted to communicate and connect with students' parents or guardians regarding iLEAD-related matters on social media that is owned and operated by iLEAD. All communications with parents or guardians regarding iLEAD-related matters on non-iLEAD or personal social media may result in disciplinary action, up to and including termination. Any communication whatsoever with

students on non-iLEAD or personal social media may result in disciplinary action, up to and including termination.

The IT Department, in addition to Human Resources and members of the Administration, are responsible for approving requests for iLEAD social media, monitoring iLEAD social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). iLEAD has final approval over all content and reserves the right to close the social media account at any time, with or without notice. Any inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up a social media account that is owned and operated by iLEAD in compliance with this policy, employees must adhere to the following procedures:

- Request and obtain permission to create an iLEAD social media account from the Chief Executive Officer.
- Contact the IT Department to set up the social media account. Provide the IT Department with the username and password that you would like assigned to the account. If you change the username and/or password, you must immediately update this information with the IT Department. Failure to do so may result in disciplinary action, up to and including termination.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

SOCIAL MEDIA ACCOUNTS MAINTAINED BY iLEAD

iLEAD maintains accounts in various social media platforms. As an employee of iLEAD, your image, likeness, or work product may from time to time be used in iLEAD social media posts. Upon termination of employment, iLEAD will not recognize requests to delete historical posts in social media platforms, unless required by law.

ACCESS

Employees are reminded that iLEAD's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of iLEAD. All communications and information transmitted by, received from, or stored in these systems are iLEAD records.

As a result, iLEAD may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. iLEAD may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with iLEAD has

engaged in a violation of this, or any other, iLEAD policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to iLEAD's various electronic communications systems.

DISCIPLINE

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

RETALIATION IS PROHIBITED

iLEAD prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

QUESTIONS

In the event you have any questions about whether a particular social media activity may involve or implicate iLEAD, or may violate this policy, please contact Human Resources.

Social media is in a state of constant evolution, and iLEAD recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each iLEAD employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

PARTICIPATION IN RECREATIONAL OR SOCIAL ACTIVITIES

To encourage teamwork at iLEAD, we encourage participation in recreation and social activities sponsored or supported by iLEAD. Please note that employee participation is strictly voluntary and employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and iLEAD disclaims any and all liability arising out of the employee's participation in these activities.

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

At the time of your employment, a personnel file is established for you. iLEAD strives to keep accurate and up to date personnel records. Please keep Human Resources advised of changes that should be reflected in your personnel file. Such changes include: change in name, home address, email address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable iLEAD to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of an iLEAD representative, at a mutually convenient time. A request for information contained in the personnel file must be in writing and directed to Human Resources.

Current and former employees, or employee representatives, may also request inspection in writing. Please contact Human Resources to schedule a convenient time. You may request copies from your file of all documents. iLEAD may charge the requesting employee or employee representative for the actual cost of reproduction of personnel file documents. If you desire, you may add a written statement to your file explaining any disputed item.

Access to information in personnel files is restricted. Only authorized managers and management personnel will have access to your personnel file. However, iLEAD will cooperate with—and provide access to your personnel file to—law enforcement officials or local, state or federal agencies or as otherwise required in accordance with applicable law.

HOURS OF WORK, OVERTIME AND ATTENDANCE

WORK HOURS AND SCHEDULES

iLEAD's normal working hours are from 8:00 a.m. – 4:30 p.m., Monday through Friday. The work schedule for full-time non-exempt employees is normally 40 hours per week. Your supervisor will assign your work schedule, which may fall outside of the normal working hours. Employees are expected to be punctual and ready to start work at their scheduled time.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination.

Overtime compensation will be paid in accordance with all state and federal laws. Exempt employees are not entitled to overtime pay.

For purposes of calculating overtime, iLEAD's standard workweek begins on Saturday at 12:00 a.m. (midnight), and ends on Friday at 11:59 p.m. iLEAD's standard workday is 12:00 a.m. (midnight) to 11:59 p.m. each day.

Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked. Any overtime must be preauthorized in writing by your supervisor.

MEAL AND REST PERIODS

Meal Periods: All non-exempt employees must take an uninterrupted meal period of at least 30 minutes for each work period in excess of 5 hours in accordance with this policy. Further, all non-exempt employees must take a second uninterrupted meal period of at least 30 minutes for each work period in excess of 10 hours in accordance with this policy. Employees must begin their first meal period within five hours of starting work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon). Further, employees must begin their second meal period (if applicable) within ten hours of starting work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her second meal period no later than 5:00 p.m.

An employee whose work period is 5 to 6 hours may waive, in writing, his or her right to a first meal period. Further, an employee may waive his or her right to a second meal period for a work period as long as the employee does not work more than 12 hours and did not waive his or her first meal period for that work period. iLEAD offers written Meal Period Waiver Agreements that govern an employee's entire employment, which are voluntary and may be revoked at any time, to document the employee's waiver of first and second meal periods.

Employees are eligible for the following number of meal periods:

Length of Workday in Hours	**# of Meal Periods**	**Explanation**
0 to ≤ 5	0	An employee who works 5 hours or less in a workday is not entitled to a meal period.
> 5 to ≤10	1	An employee who works more than 5 hours in a workday, but who does not work more than ten hours in a workday, must take a 30-minute uninterrupted meal period, unless the employee works six or fewer hours and voluntarily waives his or her first meal period.

> 10	2	An employee who works more than ten hours in a workday must take a second uninterrupted 30-minute meal period, unless the employee works 12 or fewer hours, did not waive the first meal period, and voluntarily waives his or her second meal period.

Employees must take their meal periods according to the following schedule:

Which Meal Period	**When**
First Meal Period	An employee's first meal period must begin within 5 hours of starting work (in other words, by the end of the fifth hour of work or 5 hours and 0 minutes on the clock). By way of example, if an employee clocks in 8:30 a.m., then the employee must clock out and start his or her meal period no later than 1:30 p.m.
Second Meal Period	An employee's second meal period must begin within ten hours of starting work (in other words, by the end of the tenth hour of work or 10 hours and 0 minutes on the clock). By way of example, if an employee clocks in 8:30 a.m., then the employee must clock out and start his or her second meal period no later than 6:30 p.m.

During meal periods, employees are absolutely prohibited from performing work of any kind or any amount. Employees are excused from all duties and are free to leave the premises. Non-exempt employees must record the exact start and stop times of each meal period through iLEAD's timekeeping system so that iLEAD may monitor time records for compliance. Employees may not join together required meal periods to take a longer break.

Rest Periods: All non-exempt employees are authorized, permitted, and strongly encouraged to take a 10-minute rest period every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10-minute rest periods per 8-hour workday. The first rest period should be taken roughly in the middle of the 4-hour work period prior to lunch, and the second rest period should be taken roughly in the middle of the 4-hour work period following lunch. You do not need to record the times of these rest periods. You will be paid for the time spent on your rest periods.

Employees are eligible for the following number of rest periods:

Length of Work Period in Hours	# of Rest Periods	Explanation
0 to < 3.5	0	An employee whose work period is less than 3.5 hours is not entitled to a rest period.
≥ 3.5 to ≤ 6	1	An employee whose work period is 3.5 hours up to and including 6 hours is eligible to take one rest period.
> 6 to ≤ 10	2	A non-exempt employee whose work period is more than 6 hours up to and including 10 hours is eligible to take two rest periods.
> 10 to ≤ 14	3	A non-exempt employee whose work period is more than 10 hours up to and including 14 hours is eligible to take three rest periods.

During your rest periods, employees are absolutely prohibited from performing work of any kind or any amount. You are excused from all duties. In addition, please understand that you may not join together required rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier.

Any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to his or her supervisor and accurately enter their time in the time keeping system. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to his or her supervisor on the same workday that he or she experienced the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by iLEAD), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a parent call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period to their supervisor, and accurately enter their time in the time keeping system.

Non-exempt employees are required to take their meal and rest periods in accordance with this policy. If you encounter any challenges with taking meal or rest periods in accordance with this policy, please immediately contact your supervisor or Human Resources.

Failure to comply with iLEAD's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

LACTATION ACCOMMODATION POLICY

Employees have the right to reasonable time and access to a private area during the workday to express milk. In compliance with state and federal law, iLEAD provides a supportive environment to enable nursing mothers to express breast milk during the work day.

If the lactation break time cannot run concurrently with rest and meal periods already provided or additional time is needed for the employee, the lactation break time will be unpaid. Where unpaid breaks or additional time are required, the employee should work with their Supervisor regarding scheduling and reporting the extra break time as unpaid in iLEAD's time reporting system.

Because exempt employees receive their full salary during weeks in which they work and they are not normally required to identify break and meal times, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as "unpaid."

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, iLEAD shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, iLEAD may provide another cooling device suitable for storing milk, such as an iLEAD-provided cooler. Employees should discuss with their Supervisor the location for storage of expressed milk. Employees may also provide their own portable small storage unit or cooler for keeping expressed breast milk cold.

To request the above, please contact your Supervisor or Human Resources. iLEAD will respond accordingly, generally within two business days.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone at 833-526-4636 or visit a local office by finding the nearest one on their website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PAY DAYS

Employees who are paid a predetermined salary will have paydays scheduled on the 15th and the last day of each month. All other employees (i.e., those on an hourly basis, etc.) will have paydays scheduled on a

bi-weekly basis paid, every other Friday, of each month (see the ADP/WorkforceNow home page for the schedule). iLEAD reserves the right to modify its payroll practice as it deems necessary. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the last day of work before the holiday. Employees are required to report any overpayment of wages to the Payroll Department. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

ATTENDANCE POLICY

iLEAD strives for a healthy and positive work environment. Good attendance and punctuality are an important part of the day-to-day operations. Excessive absenteeism and/or tardiness might place a burden on fellow employees and iLEAD.

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with your supervisor to the extent possible. If it is not possible to arrange your absence or tardiness in advance, you must notify your supervisor no later than one-half hour before the start of your workday or as soon as reasonably practicable, if you are absent or tardy in accordance with iLEAD's sick leave policy. Because voice mail messages may go unheard for significant periods of time, leaving a voice mail message is not a sufficient method of notifying your supervisor—you must personally contact your supervisor in a timely manner. If you are required to leave work early, you must also personally contact your supervisor and obtain his or her permission.

If you are a teacher and need a substitute for any absence other than those taken under iLEAD's sick leave policy, you are responsible for communicating with the designated contact for your specific site and submitting a request for the designee to arrange for a substitute. This request must be submitted in advance. If you are absent from work longer than one day please communicate this with your supervisor or designated contact.

Excessive unexcused absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. Except as otherwise provided by law, if you fail to report for work without any notification to your supervisor and your absence continues for a period of three consecutively scheduled workdays, iLEAD will, in most cases, consider that you have abandoned your employment and have voluntarily resigned.

TIME RECORDS

To ensure compliance with all applicable laws, non-exempt employees must accurately record all hours worked. This means non-exempt employees must record their time whenever they begin, cease, or resume working during the course of a workday. While you need not record when you begin or end your rest periods, you must record when you begin and end your meal periods. Under no circumstances may one employee record time for another employee. Non-exempt employees are expected to clock in and out, in real time, using the ADP/WorkforceNow timekeeping system. While occasional "missed punches" can be corrected by submitting an edit request, this method of recording your hours worked on a regular basis is unacceptable and will result in discipline up to and including potential immediate termination.

Exempt employees may also be expected to record their time worked and report absences from work due to personal needs or illness as directed. If instructed by your supervisor, you will be expected to record time worked on a timesheet for each pay period. Recording inaccurate time on your timesheet or recording time on another employee's time sheet is a violation of iLEAD policy and may result in discipline, including immediate termination. Employees are strictly prohibited from working "off the clock" or failing to record all time worked. Falsification of any timecard may result in disciplinary action, up to and including termination.

PROFESSIONAL LEARNING

As a commitment to our team's professional growth, iLEAD holds minimum days on certain designated days to allow for professional learning, collaboration opportunities and meetings. All staff, including Facilitators, Care Team, Student Support, etc. are required to attend the meetings and/or work days that apply. If a staff member is unable to attend, they must notify their supervisor by requesting the time off in the time and attendance system. Various professional learning opportunities will be offered throughout the year. Staff is required to attend all professional learning opportunities prior to the start of the school year. Staff is encouraged to visit other charter schools (as appropriate), attend applicable conferences, and conduct a research activity/presentation and other approved professional learning activities.

STANDARDS OF CONDUCT

PERSONAL APPEARANCE

iLEAD encourages all employees to maintain professionalism in appearance and in behavior. Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well groomed and appear within professionally accepted standards suitable for the employee's position, and must at all times wear shoes. Your supervisor will inform you of any specific dress requirements for your position.

PROHIBITED CONDUCT

iLEAD expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by iLEAD. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by iLEAD.

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Violation of iLEAD's Drug and Alcohol-Free Workplace policy
- Theft or embezzlement
- Willful destruction of property
- Falsification, fraud or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health or wellbeing of another individual
- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to iLEAD
- Misuse of iLEAD property or funds
- Possession of firearms, or any other dangerous weapon, while acting within the course and scope of your employment with iLEAD
- Acts of discrimination or unlawful harassment based on gender, ethnicity or any other basis protected by applicable law or policies

- Failure to comply with iLEAD's safety procedures
- Insubordination such as a failure to follow a supervisor's legitimate and legal direction.
- Failure to follow any known policy or procedure of iLEAD or gross negligence that results in a loss to iLEAD
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance
- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.
- Unauthorized use of iLEAD equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Failure to take meal and/or work breaks
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from iLEAD.
- Sleeping or malingering on the job
- Unfit for service, including the inability to appropriately instruct or associate with students.
- Performing unauthorized work on iLEAD time.
- Unauthorized use of cameras or other recording devices on iLEAD's premises.
- Making false or malicious statements about any employee or iLEAD.
- Using abusive, profane, threatening, indecent, or foul language and/or having inappropriate physical contact with students, parents, or other employees at any time on iLEAD's premises or while performing duties on behalf of iLEAD.
- Violation of the Employee-Student Relations policy
- Violation of any safety, health, security, or other iLEAD policies, rules, or procedures.

Although employment may be terminated at will by either the employee or iLEAD at any time, without following any formal system of discipline or warning, iLEAD may exercise discretion to utilize forms of discipline that are less severe than termination. Examples of less severe forms of discipline include verbal

warnings, written warnings, demotions and suspensions. While one or more of these forms of discipline may be taken, no formal order or procedures are necessary. This statement of prohibited conduct does not alter or limit the policy of employment at will. Either you or iLEAD may terminate the employment relationship at any time for any reason, with or without cause, and with or without notice.

CONFIDENTIAL INFORMATION

It is important to iLEAD to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, all parent and student information, parent and student lists, lesson plans, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

Personal, private information about other employees and personnel matters are also confidential, if learned as a part of the employee's job performance. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

iLEAD devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of iLEAD you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by iLEAD. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of iLEAD, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to iLEAD during extended leaves of absence or upon termination of employment.

During your employment with iLEAD, you will not be permitted nor required to breach any obligation to keep in confidence, proprietary information, knowledge, or data acquired during your former employment.

You must not disclose to iLEAD any confidential or proprietary information or material belonging to former employers or others. Employees must refer any person seeking school records or information to Human Resources for handling. iLEAD prohibits audio or video recordings in the workplace, during working hours, without authorization of iLEAD due to privacy and confidentiality concerns and protections. Failure to comply with this policy may result in disciplinary action, up to and including termination.

OUTSIDE EMPLOYMENT

All newly hired employees are required to inform iLEAD of any existing employment or consulting relationship with another person or entity outside of iLEAD. All employees are required to inform iLEAD, before accepting any employment or consulting relationship with another person or entity while employed by iLEAD. While iLEAD does not uniformly prohibit outside employment, employees will not be permitted to accept outside work that is competitive with iLEAD, that creates a conflict of interest, or that interferes with the employee's work for iLEAD or that reflects negatively on either the employee or iLEAD. Employee will not render services in person or by electronic means, paid or otherwise, for any other persons or entity during work hours with iLEAD.

Employee understands that violating this rule may result in a report to the Commission on Teacher Credentialing, as well as disciplinary action up to and including termination.

EXPENSE REIMBURSEMENTS

iLEAD will reimburse employees for reasonably necessary expenses incurred in the furtherance of iLEAD's business. In order to be eligible for reimbursement, employees must follow the protocol set forth in iLEAD's current 'Fiscal Policies & Procedures' regarding expense reimbursements. In general, all expenses must have been previously approved by supervisor. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted with a completed and approved Reimbursement Request Form, in a timely manner, to the Business Office for payment process.

EMPLOYEE BENEFITS AND LEAVES OF ABSENCE

iLEAD is happy to provide eligible employees with a wide range of benefits. The description of Benefits that follows is only a brief summary for your general information. For details and exact information, please see the Benefits Guidebook located on the home page of ADP/WorkforceNow.

PAID SICK LEAVE

iLEAD enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

ELIGIBLE EMPLOYEES

All employees (including full-time, part-time and temporary employees) who work more than 30 days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and caps set forth in this policy.

PERMITTED USE

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member.

For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee as well as any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship or a designated person. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law. "Designated person" means a person identified by the employee at the time the employee requests paid sick days. Only one individual may be a "designated person" per 12-month period. Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

ACCRUAL RATE, MAXIMUM, AND CARRYOVER

Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee's normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence. Accrued but unused PSL will carry over from year to year, subject to a maximum carry over cap as described below.

> **All Regular Full-Time Exempt and Non-Exempt Employees:** iLEAD provides full-time employees with up to 12 days (or 96 hours) of PSL each school year at an accrual rate of 1 day (or 8 hours) per month beginning immediately upon hire or upon the beginning of the school year, whichever occurs first. All unused PSL will carry over from year to year.

All Other Employees: Eligible employees will accrue one hour of PSL for every 30 hours worked beginning immediately upon hire or upon the beginning of the school year, whichever occurs first. There is a cap on PSL accrual. Employees may accrue up to a maximum accrual of 80 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

For STRS eligible employees: To the extent permitted by applicable law, unused sick leave may be counted as additional service credit upon retirement with the California State Teachers Retirement System ("STRS") for those employees who are eligible to participate in such benefits in the year in which they earn the sick leave.

Employees who are not eligible for STRS when they earn sick leave may not apply unused sick leave toward any future STRS benefits if those employees later become eligible.

Unused sick leave will be transferred to any subsequent California public school when requested in writing by the former employee and/or employing district/school to the extent permitted by applicable law. Moreover, incoming employees may transfer unused sick leave from any prior California public school when requested in writing by the incoming employee and verified by the former California public school employer to the extent permitted by applicable law. Such transferred sick leave is only available for credit to STRS and is not credited to the employee's sick leave balance at iLEAD.

LIMITS ON USE

Eligible employees may use accrued PSL beginning on the 90th day of employment, and PSL may be taken in minimum increments of two hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use accrued PSL to make up for the absence.

NOTIFICATION

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

TERMINATION

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

NO DISCRIMINATION OR RETALIATION

iLEAD prohibits discrimination or retaliation against employees for using their PSL.

NON-CONTRACT DAYS OFF

Certain Exempt employees may be eligible for paid days off designated as non-contract days. Requests for non-contract days should be submitted to the supervisor via ADP/WorkforceNow with as much advance notice as possible. Non-contract days do not accrue, do not carry over from school-year to school-year, and are not paid out upon termination of employment.

Employees who directly work with school staff, and have been designated as having non-contract days, must use non-contract days during school breaks when the employee is not required to support staff and/or learners.

For CalSTRS eligible employees, you are required to work all of your designated contract days to receive one year of creditable service for CalSTRS purposes.

INSURANCE BENEFITS

INSURANCE

Full-time employees are entitled to insurance benefits offered by iLEAD. These benefits will include medical, dental, and vision. iLEAD will have a defined contribution towards the employee's insurance premiums that are iLEAD sponsored insurance plans. This amount will be determined on an annual basis, and can be found in the Benefits Guidbook located on the home page of ADP/WorkforceNow. The employee's portion of monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

Full-time employees may also be covered under an insurance policy that includes Life, Short-Term Disability, and Long-Term Disability at no cost to the full-time employee. Additional voluntary insurance plans paid entirely by the employee, may be offered through iLEAD, and premiums will be deducted from the employee's paycheck on a post-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance ("SDI"), which is a partial wage-replacement insurance plan for California workers.

Employees may be eligible for SDI when they are ill or have non-work related injuries. Employees may also be eligible for SDI for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate.

Specific rules and regulations relating to SDI eligibility can be found at www.edd.ca.gov/disability.

FAMILY LEAVE INSURANCE (WAGE SUPPLEMENT)

Eligible employees are covered by California's Paid Family Leave ("PFL") benefit. Paid Family Leave does not provide employees with a protected leave of absence. Rather, Paid Family Leave provides only partial wage replacement benefits when an employee has been approved for a leave of absence. In order to obtain approval for leave of absence for the reasons set forth below, the employee must contact Human Resources. Leave to care for certain family members may be covered by applicable law for certain eligible employees. Leave that is not covered by applicable law may or may not be approved by iLEAD, in iLEAD's sole discretion. Nothing in this policy guarantees that iLEAD will provide additional leaves of absence other than those already required by applicable law.

The PFL fund is administered by the California Employment Development Department ("EDD"), not iLEAD, which means that employees must apply to the EDD to receive this benefit. Through the PFL fund, the EDD will provide eligible employees with a wage supplement for a maximum of six weeks within a 12-month period.

PFL benefits may be available from the EDD for a leave of absence for the following:

- For the birth or placement of a child, as defined by the PFL law, for adoption or foster care within one year of the birth or placement of the child; or
- To care for an immediate family member (spouse, registered domestic partner, child or parent, grandparent, grandchild, sibling and parent-in-law, as defined by the PFL law) who is seriously ill and requires care.
- To participate in a qualifying event because of a family member's (i.e. a spouse, registered domestic partner, parent or child) military deployment to a foreign country

PFL benefits will be coordinated with an otherwise authorized leave of absence. In such circumstances, the use of PFL benefits and/or paid time off during the leave period will not extend the length of the leave beyond what is required by applicable law and/or iLEAD policy.

PFL leaves will run concurrently with any CFRA leaves.

Employees are not required to use any accrued Vacation Time prior to receiving PFL benefits.

WORKERS' COMPENSATION INSURANCE

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

If you are injured while on the job, you must:

- **Emergency**
  - 1st Call 911
  - 2nd Call Rick Crunelle to notify @ 1-818-281-9721 and he will call 1-877-480-3947 to alert Berkley, the workers' compensation insurance provider
- **Not Emergency**
  - 1st Call - Injured Person calls the workers' compensation hotline 1-877-480-3947
  - 2nd Call Rick Crunelle to notify @ 1-818-281-9721

If medical treatment is needed in a non-emergency situation, you must call the workers' compensation provider at 877-480-9721 and they will direct you to a local medical provider.

The supervisor will complete the Accident/Incident Investigation Form, and will coordinate with any witnesses to complete the Witness Statement Form.

UNEMPLOYMENT COMPENSATION

iLEAD contributes a significant amount of money each year to the California Unemployment Insurance Fund on behalf of its employees. Under certain circumstances, you may be eligible for unemployment insurance benefits.

LEAVES OF ABSENCE

At iLEAD, we understand employees may experience personal or medical matters during their time of employment here. If an employee has a need for a Leave of Absence, please notify your supervisor and follow the guidelines outlined below.

Under certain circumstances, iLEAD may grant leaves of absence to employees. Employees must submit requests for leaves of absence in writing to Human Resources by opening a Human Resources ticket in the self-service portal as far in advance as possible. To open the lines of communication, while on leave, we ask employees to keep in contact with Human Resources and notify Human Resources if the date to return to work changes. If an employee's leave expires and the employee fails to return to work without contacting Human Resources, it will be presumed that the employee abandoned his/her position with iLEAD and employment may be terminated. If an employee is unable or unwilling to return to work at the expiration of his/her leave of absence, his/her employment may be terminated as permitted by law.

This Guidebook summarizes leave that may be available to employees. Most leave policies have differing requirements for eligibility, duration, benefits, etc.

Therefore, employees should contact Human Resources to request specific information relating to a particular leave policy. Employee benefits, including, but not limited to, paid sick leave, do not accrue during a leave of absence unless otherwise required by law or by applicable iLEAD policies. While out on a leave of absence, employees may not accept employment with another school employer or person unless agreed to in advance in writing by Human Resources. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with iLEAD, and employment may be terminated.

FAMILY AND MEDICAL LEAVE ACT (FMLA)/ CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Under the Family and Medical Leave Act ("FMLA") and California Family Rights Act ("CFRA"), eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by iLEAD for at least 12 months (not necessarily consecutive) and have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence for purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of iLEAD within 75 miles. Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use iLEAD's request form, which is available on the home page of ADP/WorkforceNow, or upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the care of an employee's newborn child (i.e., baby bonding) or a child placed with the employee for foster care or adoption. Leaves for these reasons must be completed within 12 months of the birth or placement of the child;
2. the care of the employee's spouse, child or parent grandparent, grandchild, sibling, registered domestic partner, or designated person[1] with a "serious health condition";

[1] Designated person means any individual related by blood or whose association with the employee is the equivalent of a family relationship. Only one individual may be a "designated person" per 12-month period.

3. the “serious health condition” of the employee (including serious health condition resulting from an on-the job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job. For FMLA leave only, a serious health condition also includes a disability caused by pregnancy, childbirth, or related medical conditions, which runs concurrently with the Company’s separate pregnancy disability policy;
4. (FMLA ONLY) the care of the employee’s spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness: or
5. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee’s spouse, child, registered domestic partner or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A “serious health condition” is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, parent-in-law, grandparent, grandchild, sibling, registered domestic partner, or designated person (as may be applicable for FMLA/CFRA purposes) requires your care or assistance as certified in writing by the family member’s health care provider. If you are seeking a leave under paragraph (3) above, you must provide iLEAD with a medical certification from your health care provider establishing eligibility for the leave, and you must provide iLEAD with a release to return to work from the health care provider before returning to work. Employees requesting FMLA leave must provide the required medical certification in a timely manner, generally within 15 days of the request. If additional time is needed due to circumstances beyond their control, employees should notify Human Resources as soon as possible. Failure to provide certification within a reasonable timeframe may result in a delay or denial of FMLA leave. You may obtain the appropriate forms from Human Resources.

FMLA/CFRA leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12- month period will be defined as a “rolling twelve months” looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You may choose to use any accrued PSL during unpaid family and medical leave that is due to your own serious health condition. If mutually agreed upon between iLEAD and the employee, PSL may be used for the care of a qualifying family member or designated person or in connection with the birth, adoption or foster care of a child. However, receiving compensation for PSL may potentially reduce or disqualify you from receiving wage replacement from the state (such as State Disability or Paid Family Leave).

Benefit accrual, such as PSL and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed, unless you choose to suspend your coverage during your leave. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave. Upon your request for a leave of absence, Human Resources will provide you with a form that will outline your options regarding payment for your benefits while on leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or a comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as may be required by law. In certain circumstances under FMLA leave, "key" employees may not be eligible for reinstatement following a family and medical leave. iLEAD will provide written notice to any "key" employee who is not eligible for reinstatement.

An absence for less than two (2) weeks due to sickness or injury will not be counted as FMLA/CFRA.

FMLA will run concurrently with any leave covered by State Disability Insurance or Pregnancy Disability Leave.

CFRA will run concurrently with any Paid Family Leave, and in some cases will run concurrently with FMLA.

PROCEDURES FOR REQUESTING AND SCHEDULING FMLA/CFRA LEAVE

An employee should request FMLA/CFRA leave by completing a Leave of Absence Application (available on the home page of ADP/WorkforceNow or from Human Resources) and submitting it to your supervisor and to Human Resources. As mentioned above, employees should provide not less than 30 days' notice of their intent to take FMLA/CFRA leave or if such notice is not possible, employees should provide notice as soon as is practicable, for foreseeable childbirth, placement or any planned medical treatment for the employee or his/her qualifying family member. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he/she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position. If an FMLA/CFRA leave request is granted, iLEAD will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

PREGNANCY DISABILITY LEAVE

iLEAD provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of

foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to iLEAD. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

iLEAD will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a healthcare provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, iLEAD may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Pregnancy disability leave runs concurrently with FMLA, so any time off will count against your FMLA allotment. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave. Benefit accrual, such as sick leave and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

Additionally, you may choose to suspend your medical, dental, and vision benefits during your leave. Human Resources will provide you with a form to select how your benefits will be handled.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is required to provide iLEAD with the expected date of return when the leave is first requested, and at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

UNPAID LEAVE OF ABSENCE AFTER PROTECTED LEAVE HAS ENDED

In an effort to comply with its duty to accommodate employees with qualifying disabilities, if the employee does not qualify for FMLA or CFRA, or has exhausted their annual allotment, iLEAD may provide leaves of

absence without pay when an employee is temporarily unable to work due to a mental or physical disability, certified in writing by his or her health care provider, unless such leave would cause an undue hardship to iLEAD. Employees granted unpaid medical leave have no right to guaranteed reinstatement.

Benefit accrual, such as paid sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, iLEAD does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave once their FMLA and/or CFRA job protection ends. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

DISCRETIONARY UNPAID LEAVE OF ABSENCE (NON-MEDICAL)

Under emergency circumstances for personal or other non-medical reasons, you may need to be temporarily released from the duties of your job with iLEAD. It is the policy of iLEAD to allow its eligible employees to apply for, and be considered for, certain specific leaves of absence not otherwise set forth in this Guidebook. However, this policy is intended only for extreme circumstances, and must be approved by the School Director.

Failure to return to work as scheduled from an approved leave of absence, or failure to inform Human Resources of an acceptable reason for not returning as scheduled, will be considered to have abandoned his/her employment.

All requests for leaves of absence shall be submitted in writing to Human Resources. Each request shall provide sufficient detail, including the reason for the leave, the expected duration of the leave, and the relationship of family members, if applicable.

Regular full-time employees must have completed one year of service to be eligible to request an unpaid personal leave of absence of no more than thirty (30) calendar days. During that time, you may remain covered under iLEAD's medical plans subject to plan eligibility and requirements and must continue to pay your portion of the applicable premiums. Any non-medical leaves of absence that last longer than 30 days will be considered a break in employment.

A request for a personal leave will be evaluated on a number of factors, including anticipated operational and staffing requirements during the proposed time of absence. In the case where the initial 30 calendar days are insufficient, consideration may be given for an extension of 30 more days if your manager is informed in writing.

If you are on leave for more than 30 days, your insurance benefits will be suspended. However, you may continue those benefits by paying the full costs of your insurance benefits through COBRA. iLEAD will resume payments when you return to active employment.

Employees do not continue to accrue sick leave or holiday benefits while they are on unpaid discretionary leaves of absence. Further, employees have no guaranteed reinstatement of employment following the expiration of any leave of absence granted under this Discretionary Unpaid Leave of Absence policy.

LONG-TERM DISABILITY

One of the benefits that may be provided by iLEAD is Long-Term Disability Insurance. iLEAD employees who are on a leave of absence, and qualify for long-term disability benefits will be required to provide a doctor's note defining the estimated date for returning to work. If no note is provided, or if the return date is indefinite, or if the return date is unreasonably distant (at the discretion of the School Director), employment with iLEAD will be terminated.

FUNERAL/BEREAVEMENT LEAVE

iLEAD employees who have worked with iLEAD for at least 30 days may be eligible for up to 5 working days off upon the death of a family member. Regular exempt full-time employees will receive this time with pay. For all other employees, the time off will be unpaid. Bereavement leave must be completed within three months of the date of the death of the family member, but need not be consecutive.

Upon request, employees must provide documentation of the death of the family member within 30 days of the first day of the leave. "Documentation" may include, but is not limited to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency.

For purposes of this policy, an employee's family member includes a spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law. "Child" means a biological, adopted, or foster child, a stepchild, a legal ward, a child of a domestic partner, or a person to whom the employee stands in loco parentis. "Parent" means a biological, foster, or adoptive parent, a parent-in-law, a stepparent, a legal guardian, or other person who stood in loco parentis to the employee when the employee was a child. "Sibling" means a person related to another person by blood, adoption, or affinity through a common legal or biological parent. "Grandchild" means a child of the employee's child. "Grandparent" means a parent of the employee's parent.

Bereavement leave as stated above must be approved by the employee's supervisor. Employees may use accrued vacation(if applicable) or paid sick leave for unpaid portion of their leave. If the employee does not have accrued vacation or paid sick leave, the absence will be without pay.

This Bereavement leave policy also applies to leave due to "reproductive loss". Reproductive loss includes situations like miscarriage or stillbirth, unsuccessful assisted reproduction, failed surrogacy or failed adoption. Supporting documentation will not be required when the leave is related to reproductive loss.

MILITARY LEAVE OF ABSENCE

All employees who leave iLEAD for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or

duty, provided an application for reinstatement is made within 90 days of discharge, or as otherwise provided by law.

Time spent on military leave counts for purposes of determining "length of service." However, you will not accrue sick leave or receive holiday pay during military leave.

FAMILY MILITARY LEAVE

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.

If you are eligible for such leave, please submit a written request for leave to Human Resources within two business days of receiving official notice that your spouse or registered domestic partner will be on leave from deployment. You will also be required to provide written documentation certifying that your spouse or registered domestic partner will be on leave from deployment.

The employee may take this time off without pay unless otherwise required by applicable law. However, employees who need time off to participate in a qualifying event resulting from a family member's deployment to a foreign country may be eligible for Paid Family Leave benefits through the California Employment Development Department.

DRUG AND ALCOHOL REHABILITATION LEAVE

iLEAD will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program, provided that the accommodation does not impose an undue hardship on iLEAD. iLEAD will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact Human Resources. iLEAD will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use paid sick leave, if any, during requested leave.

Nothing in this policy shall prohibit iLEAD from refusing to hire or from discharging an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others. This policy in no way restricts iLEAD's right to discipline an employee, up to and including termination of employment, for violation of iLEAD's Drug and Alcohol Abuse Policy.

TIME OFF TO ATTEND CHILD'S SCHOOL DISCIPLINE

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact your supervisor to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

To be eligible for time off to attend a child's school, the employee must present the school's letter, which requests the employee's appearance at the school, to his or her supervisor at least two days before the requested time off (if advanced notice is provided). This type of leave will be unpaid.

TIME OFF TO ATTEND CHILD'S SCHOOL ACTIVITIES

If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency. You may take no more than eight hours off for this purpose in any one calendar month. Unless it is to address an emergency, you should schedule this time off with your supervisor in advance.

You may be asked to provide documentation from the school or day care facility that you participated in the activity to confirm your attendance at its facility for reasons covered under this policy on the specific date and time that you took the leave. This time off is unpaid.

TIME OFF FOR JURY AND WITNESS DUTY

iLEAD encourages employees to serve on jury or witness duty when called. An employee must notify their supervisor of the need for time off for jury or witness duty as soon as a notice or summons from the court or a subpoena is received. Any jury pay or mileage may be kept by the employee. Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek.

Verification from the court clerk of having served may be required and you will be expected to report or return to work for the remainder of your work schedule on any day you are dismissed from jury or witness duty.

In the event that the employee must serve as a witness within the course and scope of his or her employment with iLEAD, iLEAD will provide time off with pay.

RIGHTS FOR VICTIMS OF CRIME OR ABUSE

Right to Time Off:

If you are the victim of stalking, domestic violence, sexual assault, or a crime that caused physical injury or that caused mental injury and a threat of physical injury, or if your immediate family member is deceased because of a crime, you are permitted to be absent from work to seek relief related to the crime or abuse. Relief includes, but is not limited to, obtaining a temporary restraining order, a restraining order, or other injunctive relief to help ensure the health, safety, or welfare of you or your child. You are permitted to take leave for this purpose whether or not any person is arrested for, prosecuted for, or convicted of committing the crime. All employees can also take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking.

Employees may use available accrued PSL. Otherwise, the time off is unpaid. In general, employees are not required to provide documentation for time off under this policy. However, employees shall provide reasonable advance notice of their intent to take time off, unless advance notice is not feasible. If employees are unable to provide advance notice for time off under this policy, they can provide certification of their absence (such as a police report, court order, or health care provider certification, or other documentation that reasonably verifies that the crime or abuse occurred and your absence was for an authorized purpose) within a reasonable time period thereafter.

iLEAD will not discriminate or retaliate against employees or their family members for taking time off for the following purposes:

- Obtaining or attempting to obtain relief, such as a restraining order.
- Seeking medical attention or recovering from injuries.
- Seeking services from a domestic violence shelter or similar organization.
- Seeking psychological counseling or other mental health services.
- Participating in safety planning.
- Relocating or securing a new residence.
- Providing care to a family member who is recovering from injuries.

- Assisting a family member to seek civil or criminal legal services.

If employees provide reasonable advance notice or provide documentation within a reasonable time period thereafter for an unscheduled absence, they will not be subject to any disciplinary action for time off under this policy.

Right to Reasonable Accommodation for Victims of Domestic Violence, Sexual Assault or Stalking:

Employees have the right to ask iLEAD for help or changes in their workplace to make sure they are safe at work. iLEAD will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. iLEAD may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation. iLEAD will maintain confidentiality regarding any requests for accommodations under this policy.

Prohibition on Retaliation and Discrimination: iLEAD is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of a crime or abuse.
- The employee asked for time off to get help
- The employee asked iLEAD for help or changes in the workplace to ensure safety at work.

Right to File a Complaint: If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 833-526-4636 or visit a local office by finding the nearest one on its website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

TIME OFF FOR VICTIMS OF CRIME

If you are the victim—or an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child of a registered domestic partner) of the victim—of a violent felony, serious felony (as defined by the California Penal Code), or felonies related to theft or embezzlement, you are permitted to be absent from work to attend judicial proceedings related to the crime.

You must provide your supervisor with written notification for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid. The types of verification iLEAD may require for an unscheduled judicial processing include: documentation evidencing the judicial proceeding from any of the following entities: the court or government agency setting the hearing; the district attorney or prosecuting attorney's office; or the victim/witness office that is advocating on behalf of the victim.

TIME OFF FOR EMERGENCY DUTY/TRAINING FOR VOLUNTEER FIREFIGHTERS, RESERVE PEACE OFFICERS OR EMERGENCY RESCUE PERSONNEL

If you are a registered volunteer firefighter, reserve peace officer, or emergency rescue personnel (including an officer, employee or member of a disaster medical response entity sponsored or requested by the state) who intends to perform emergency duty/training during work hours, please alert your supervisor so iLEAD is aware of the fact that you may have to take time off to perform emergency duty/training. In the event any employee

needs to take time off for this type of emergency duty/training, a supervisor must be notified before leaving work. All time off for these purposes is unpaid.

Registered volunteer firefighters, reserve peace officers or emergency rescue personnel are eligible to take temporary unpaid leaves of absence for fire or law enforcement training not to exceed 14 days per calendar year. In the event you need to take time off for this type of emergency duty/training, you must notify your supervisor and Human Resources in advance.

If you feel you have been treated unfairly as a result of taking or requesting emergency duty/training, you should contact your supervisor or any other manager, as appropriate.

CIVIL AIR PATROL LEAVE

iLEAD will not discriminate against an employee for membership in the Civil Air Patrol. Additionally, iLEAD will not retaliate against an employee for requesting or taking Civil Air Patrol leave, which is unpaid.

iLEAD will provide not less than 10 days per year of leave but no more than 3 days for a single emergency operational mission unless the emergency is extended by the entity in charge of the operation and iLEAD approves the leave. Employees must have been employed by iLEAD for at least 90 days immediately preceding the commencement of leave, and must be duly directed and authorized by a political entity that has the authority to authorize an emergency operational mission of the California Wing of the Civil Air Patrol.

Employees must request leave with as much notice as possible in order to respond to an emergency operational mission of the California Wing of the Civil Air Patrol.

Leave under this policy is unpaid. Following leave under this policy, an employee must return to work as soon as practicable and must provide evidence of the satisfactory completion of civil air patrol service. If the employee complies with these requirements, the employee will be restored to their prior position or to a position with equivalent seniority status, pay, and other benefits, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee.

TIME OFF TO VOTE

iLEAD encourages all employees to fulfill their civic responsibilities and to vote in all public elections. Most employees' schedules provide sufficient time to vote either before or after working hours.

Because polls are generally open from 7:00 a.m. until 8:00 p.m., employees generally are able to find time to vote either before or after their regular work schedule. If you do not have sufficient time outside of working hours to vote and have not requested an absentee ballot, you may receive up to two hours of paid time off to vote. Any additional time off will be without pay.

Employees must request time off from their supervisor at least two working days before election day so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to normal work schedules.

If approved for time off, you will not incur any attendance infractions for missing work to vote. Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

WORKERS' COMPENSATION LEAVE

iLEAD will grant you a workers' compensation disability leave in accordance with state law if you incur an occupational illness or injury. As an alternative, iLEAD may offer you modified work. Leave taken under the workers' compensation disability policy runs concurrently with family and medical leave under both federal and state law (if eligible) and is unpaid (although certain wage replacement benefits may be available).

An employee who sustains a work-related injury or illness should inform his or her supervisor and Human Resources immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage.

LEAVE FOR BONE MARROW AND ORGAN DONORS

Pursuant to California law, iLEAD will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, iLEAD will also provide up to 30 business days of paid leave within a one-year period and up to 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. This one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

iLEAD requires that bone marrow donors use up to five days of available accrued sick time during the course of the leave. Organ donors must use up to ten days of available accrued PSL time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide iLEAD with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, iLEAD will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give iLEAD as much notice as possible of the intended dates upon which the leave would begin and end.

ADULT LITERACY LEAVE

Pursuant to California law, iLEAD will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on iLEAD. iLEAD does not provide paid time off for participation in an adult literacy education.

EMPLOYMENT EVALUATION AND SEPARATION

EMPLOYEE REVIEWS AND EVALUATIONS

To encourage open communication with employees and supervisors, iLEAD supports an annual performance review. iLEAD strives to conduct employee performance reviews annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

There are several advantages to work planning:

- It helps you and your supervisor establish priorities among different work activities. It sets standards or goals that can help you increase your own productivity by providing a focus on your efforts in relation to goals.
- It provides an opportunity for you to share your ideas on doing your job better.
- It establishes expectations in advance, together with the results that will be used to determine success, which will help to ensure that your performance is judged fairly.

The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of iLEAD and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship. Failure by iLEAD to conduct a performance review will not prevent iLEAD from terminating your employment.

DISCIPLINE AND INVOLUNTARY TERMINATION

Violation of iLEAD's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. iLEAD's disciplinary system is informal and iLEAD may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

VOLUNTARY TERMINATION

Either the employee or iLEAD may terminate the employment relationship at any time, with or without notice and with or without cause. We hope that you will enjoy your employment with iLEAD. However, if you decide to resign, while it is not required, iLEAD requests that you give as much advance notice as possible (preferably two weeks) to allow iLEAD to plan for your departure.

iLEAD values its employees and is committed to providing a positive, rewarding and productive work environment. As a result, we appreciate your honest feedback during your exit interview. Upon resignation you will be provided an Employee Exit Checklist and Survey, and an exit interview may be scheduled on the last day of work with Human Resources. The purposes of the exit interview are to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any iLEAD property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at iLEAD. Final pay will be provided in accordance with state law.

RETURN OF PROPERTY

Employees are required to return iLEAD property that is in their possession or control in the event of termination of employment, resignation, or layoff, or immediately upon request. We may also take all action deemed appropriate to recover or protect iLEAD property.

REFERENCES / EMPLOYMENT VERIFICATIONS

All requests for references and employment verifications must be promptly directed to Human Resources. When contacted for a reference or employment verification, iLEAD will only provide information concerning dates of employment and the title of the last position held. Other employment information will only be provided if accompanied by a signed release from the employee or by a court order. Employees outside of Human Resources are not permitted to provide any employment verification.

In accordance with California law, including Assembly Bill (AB) 2534, which strengthens compliance with educational policies related to employment procedures and educator evaluations, iLEAD is committed to upholding transparency and accountability in our hiring of certificated staff.

Applicants for certificated positions must provide a comprehensive list of all previous employment with school districts, county offices of education, charter schools, and state special schools. This list should include sufficient details to enable prospective employers to contact former employers regarding any past allegations, investigations, or disciplinary actions related to egregious misconduct.

Any intentional withholding of information regarding previous employers will result in disciplinary action up to and including termination.

All offers of employment are contingent on the results of this background check. iLEAD reserves the right to withdraw an offer of employment, or to terminate employment at any time based on the results of the background check.

ACKNOWLEDGEMENT OF GUIDEBOOK AND AT WILL EMPLOYMENT

I acknowledge that I have received the Employee Guidebook. I have read the Guidebook and understand the contents of the Guidebook. I agree to abide by all of iLEAD's policies.

I understand and agree to my at-will employment status as described in the Guidebook, summarized as follows:

- This Guidebook does not in any way reflect a contract of employment, either express or implied between iLEAD and me.
- iLEAD is an at-will employer. I am free to terminate the employment relationship with iLEAD at any time; iLEAD, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, iLEAD may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Guidebook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between me and iLEAD for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that no supervisor or representative of iLEAD has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at will. I understand that only the Board of Directors has the authority to make any such agreement and then only in writing signed by the Board of Directors.

Employee's Name: _____

Employee's Signature: _____

Dated: _____

[TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE]

iLEAD Lancaster School Mental Health and Suicide Prevention Policy

Board Approved: April 7, 2022

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

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

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

Background

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

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

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

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

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

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

Prevention

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

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

Instruction

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

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

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

Teaching and Reinforcing Social-Emotional and Life Skills

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

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

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

School-wide Screening and Early Identification of Problems

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

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

Staff Development

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

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

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

Building Awareness

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

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

Intervention

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

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

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

Comprehensive Learner Support Programs

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

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

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

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

Coordination of School and Community Resources

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

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

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

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

Postvention

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

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

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

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

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

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

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

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

Resources links: **At-Risk Student Intervention Programs**

Matrix for Guide from South Carolina to help with drop-out rate
https://www2.ed.goy/rschstat/eval/sectech/pathways2careers/AtRiskStudentGuide.pdf

Warning Signs-FACTS: Feelings, Actions, Changes, Threats, Signs
http://www.sptsusa.org/wp-content/uploads/2015/05/FACTS Warning Signs of Suicidel.pdf

Non-Violent Crisis Prevention Intervention Training NCPI
https://www.crisisprevention.com/What-We-Do/Nonviolent-Crisis-lntervention

California Teen Hotline
https://teenlineonline.org/yyp/california-youth-crisis-line/

National Suicide Prevention
https://suicidepreventionlifeline.org/
https://www.crisistextline.org

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

PBIS Resources

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

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

School Interventions to Prevent Youth Suicide (Technical Assistance Sample)
Author: Center for Mental Health in Schools at UCLA Date: Revised 2016
Web link: http:/Ismhp.psych.ucla.edu/pdfdocs/sampler/suicide/suicide.pdf
Description: This packet of author-produced and other collected materials provides the following: an overview of the problem; a suicide risk assessment; information on planning school interventions and training personnel; guidance on providing support and preventing contagion in the aftermath of a suicide; and sources for hotlines, consultants, and mental health services

Screening/Assessing Students: Indicators and Tools
Author: Center for Mental Health in Schools at UCLA Date: Revised 2015
Web link: http://smhp.psych.ucla.edu/pdfdocs/assessment/assessment.pdf
Description: This packet of author-produced and other collected materials includes overviews, outlines, checklists, instruments, and recommendations and guidelines from Federal agencies related to early identification through screening. It also examines the controversy related to the many false positives resulting from universal screening, as well as issues related to screening high- risk youth.

Suicide Prevention (Quick Training Aids)
Author: Center for Mental Health in Schools at UCLA Date: Revised 2007
Web link: http://www.smhp.psych.ucla.edu/pdfdocs/quicktraining/suicideprevention.pdf
Description: These quick training aids provide factsheets on suicide rates and methods to assess suicide risk and prevent suicide. Author-produced and other collected materials include several tools and handouts for use with presentations.

Helping Every Living Person (HELP) Depression and Suicide Prevention Curriculum
Author: Sue Eastgard, Washington State's Youth Suicide Prevention Program
Web link: http://www.yspp.org/
Description: This pilot-tested and evaluated curriculum is most appropriate for 9th and 10th grades but may be used in 11th and 12th grades. It consists of four 45-minute lessons designed to be taught by a classroom teacher and can be easily incorporated into existing health classes. The program aims to build students' resiliency, increase their help-seeking behavior, and empower them to help other youth. Activities include discussion, problem-solving, and skill practice. The curriculum includes the DVD "A Cry for Help," Training to learn how to teach this curriculum is strongly recommended but not required
Cost: In Washington State: materials are $100; training is free.
Outside of Washington State: materials are $250; training is a negotiable fee.

LEADS: for Youth (Linking Education and Awareness of Depression and Suicide)
Author: Suicide Awareness Voices of Education
Web link: https:/(www.save.org/what-we-do/education/leads-for-youth-program/
Description: Student Curriculum: This three-hour curriculum is designed to be presented in three separate class sessions and is usually given during health classes. It is geared toward students in grades 9-12 and combines lecture and discussion. It covers signs and symptoms of depression, risk and protective factors and warning signs for suicide, and the barriers and benefits of seeking

help. iLEAD's emphasizes connecting students and teachers to school and community resources and increases skills in how to seek help for oneself or a friend. Training for teachers is included in the curriculum materials. Technical assistance is also available.
Protocols: Also included is a guide to help implement a school suicide crisis management plan that covers prevention, intervention, and postvention.
Cost: $125
Review: http:/(legacy.nreppadmin.net/ViewIntervention.aspx?id=269

iLEAD LANCASTER (Enrollment)

SCHOOL ENROLLMENT INTEREST FORM

Select Language

Powered by Google Translate

UID:
jrFDx2

SELECT THE SCHOOL YEAR YOU ARE APPLYING FOR

Please confirm the school year you are applying for

- ○ **I am applying for the 2025/26 School Year *(starting August 2025)***

Getting Started Question

If admitted would your family be new to **iLEAD Lancaster** next year?

- ○ **Yes**
- ○ **No**

Lottery Application

Privacy - Terms

ACKNOWLEDGMENT(S): By checking these boxes, you acknowledge that you have read and understand the following:

- [ ] **I understand that to be eligible to attend iLEAD Lancaster my child must reside in Los Angeles, Orange, Ventura, San Bernardino, or Kern counties.**
- [ ] **In order to submit a valid application, you must be the parent, legal guardian or authorized caregiver. I certify that I am the parent or legal guardian of the named student on this application.**
- [ ] **I understand that this application is not a guarantee for admittance into iLEAD Lancaster.**
- [ ] **It is the responsibility of the parent(s)/guardian(s) to review this application for accuracy. Acceptance is based solely on the information provided on this form. Any inaccuracies in the grade/program applied for, date of birth, lottery preferences, or other details may lead to the rescinding of acceptance, and the student will be placed at the end of the correct grade level waitlist.**
- [ ] **Kindergarten eligibility requires turning 5 by Sept 1, and Transitional Kindergarten (TK) requires turning 4 by Sept 1 (Cal. Ed. Code § 48000(c)(3)(B)(i) and Cal. Ed. Code § 48000(a)).**

Learner Information

Learner first name

Learner middle name

Learner last name

Learner Preferred name

What grade is this child CURRENTLY in

Date of birth

MMDDYYYY

Your child's age as of September 01, 2025

Age (Calculated automatically)

Home address

City

CA

Zip code

Home phone

Has this child ever attended an iLead school?

- ○ **Yes**
- ○ **No**

Add Another Learner

Lottery Preference

To check what school district you are in, you can click here.

Does this child reside in the Lancaster Elementary School District?

- ○ **Yes**
- ○ **No**

Is one of the parents or guardians on the board or an employee of this organization?

- ○ **Yes**

○ **No**

Is this learner applicant a sibling of a currently enrolled **iLEAD Lancaster** learner?

○ **Yes**

○ **No**

Parent/Guardian Information

Parent Guardian relationship to student

Parent/Guardian first name

Parent/Guardian last name

Parent/Guardian home phone

Parent/Guardian cell phone

Parent/Guardian work phone

Parent/Guardian email

Mailing Address

○ **Same as Family Address**

○ **Different**

Add another Parent Guardian

Survey

Please tell us how you heard about us or if you were referred by someone...

- [ ] Social Media
- [ ] Radio or Streaming Service
- [ ] Print Advertisement
- [ ] Web Search
- [ ] Current iLead Lancaster Family Referral (please provide their name below)
- [ ] We Currently Attend another iLEAD School (please provide the name of the school)
- [ ] Other

Notifications

On lottery day, results will be emailed directly to you; your presence is not required. Please ensure you provide accurate email addresses, with consent from all contacts listed. Consider adding multiple email addresses to ensure timely receipt of time-sensitive notifications; by providing multiple contact points, you help ensure you do not miss critical notifications. Important: Notifications will only be sent to the email addresses listed here. You can manage your notifications, and opt-out of SMS/Text in your Parent Portal after submitting your application.

Enter email address

Confirm email address

Add Another Email Address

Enter mobile phone for SMS/TXT

Confirm mobile phone number

Add Another Mobile Number

E-Signature

iLEAD Lancaster requires that you certify your application by submitting an electronic signature. Please read the certification and provide an electronic signature (type your name) and click Confirm Signature.

I CERTIFY: By confirming my signature below, I certify to the best of my knowledge and belief that the information in this application is complete and accurate, that I am the legal guardian of the children listed above, and that I understand that any false information, omission, or misrepresentation of facts may result in the rejection of this application or future dismissal of the applicant(s).

Enter your full name here

☐ **Confirm Signature**

SUBMIT

Student Registration Form 2025 - 2026

Initial Year Registration in a CA Public School

Form #:
Tracking #:

First Name:	Middle Name:	Last Name:	Suffix:
Alias First Name:	Alias Middle Name:	Alias Last Name:	Alias Suffix:

Gender:	Gradelevel:	10-digit State ID:	Birthdate:

Physical Address | Permanent Housing? ☐ Yes ☐ No (If No, please describe below) | Proof of residency on file? ☐ Yes ☐ No

**Note: If Physical address does not represent Permanent Housing, please briefly describe what type of Temporary Housing the physical address represents:

Street Address:	City:	State:	Zip:

Mailing Address

Mailing Address:	City:	State:	Zip:

Home Phone:	Student Cell Phone:	County of Residence:	School District of Residence:

Student E-mail Address:

Ethnicity * New federal ethnicity and race data collection/reporting requirements beginning in 2009-2010 require all students to identify their ethnicity from the 2 choices below:

Is this student Hispanic or Latino?

☐ No, not Hispanic or Latino ☐ Yes, Hispanic or Latino

☐ Student ethnicity was intentionally left unanswered

Race * In addition to ethnicity, at least one race must also be selected below:

☐ American Indian or Alaskan Native
A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

☐ Black or African American
A person having origins in any of the black racial groups of Africa.

☐ White
A person having origins in any of the original peoples of Europe (including South/Central Americans), the Middle East, or North Africa.
☐ Middle Eastern

Asian
☐ Asian Indian
☐ Cambodian
☐ Chinese
☐ Filipino
☐ Japanese
☐ Korean
☐ Laotian
☐ Vietnamese
☐ Other Asian

Pacific Islander
☐ Guamanian
☐ Hawaiian
☐ Samoan
☐ Tahitian
☐ Other Pacific Islander

☐ Student race was intentionally left unanswered

Office Use Only: Pre-Enrollment Information

Anticipated Start Date:	Program Placement: (General Ed, Special Ed, or Adult Ed)
Primary School Site:	Anticipated Education Program: (Classroom Based, Ind. Study, Modified - IS, ...)

Pre-Registration Information

Intake Date:	Anticipated :	Anticipated Educational Program:	Anticipated School Track: **Track**

Previous School/Enrollment Details

Entry Type:			
Previous County:	Previous School Name:	Previous School Address:	Last Attendance Day at Previous School:
Previous School Type:			
☐	IF BORN OUTSIDE THE US and its territories, enrolled less than 3 cumulative years in the U.S.		
☐	The majority of school years completed were outside the U.S.		
☐	The student has earned a degree or diploma outside the U.S.		
DATE First Enrolled in the U.S.:		DATE First Enrolled in this state:	
DATE First Enrolled in Kindergarten:		DATE First Enrolled in the District:	
Grade First Enrolled in District:	Grade First Enrolled in School:	Years of School Completed:	
Schoolyear Student First Entered 9th Grade: (High School student, or for High School students born outside the country)			

Parent/Guardian Information

Parent/Guardian 1		Parent/Guardian 2	
Name:		Name:	
Relationship to student:		Relationship to student:	
Street Address: ☐ Same as student		Street Address: ☐ Same as student	
City:		City:	
State:	Zip:	State:	Zip:
Mailing Address: ☐ Same as student		Mailing Address: ☐ Same as student	
City:		City:	
State:	Zip:	State:	Zip:
Employer:	Federal Employee?	Employer:	Federal Employee?
Active Duty Military:	Military Branch or Service:	Active Duty Military:	Military Branch or Service:
Employer Address:	Duty Station:	Employer Address:	Duty Station:
Home Phone:	Cell Phone:	Home Phone:	Cell Phone:
Work Phone:	E-mail address:	Work Phone:	E-mail address:
Lives with student?	Send student mailings?	Lives with student?	Send student mailings?
Parent/Guardian 1 Highest Level of Education (check one) ☐ Graduate Degree - Holds MA, MS, PhD or EdD (10) ☐ College Graduate - Holds BA or BS (11) ☐ Some College - Holds AA or has completed 2 full years at a 4-year university (12) ☐ High School Graduate - Holds diploma or GED (13) ☐ Not a high school graduate (14) ☐ Decline to State (15)		Parent/Guardian 2 Highest Level of Education (check one) ☐ Graduate Degree - Holds MA, MS, PhD or EdD (10) ☐ College Graduate - Holds BA or BS (11) ☐ Some College - Holds AA or has completed 2 full years at a 4-year university (12) ☐ High School Graduate - Holds diploma or GED (13) ☐ Not a high school graduate (14) ☐ Decline to State (15)	

Home Language Survey

Which language did your child learn when they first began to talk?	Which language does your child most frequently speak at home?
Which language do you (the parents and guardians) most frequently use when speaking with your child?	Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)
Is the student fluent in English? Yes No	

Dashboard Alternative School Status (DASS)

(check all that apply)

☐	Expelled (Ed. Code 48925[b]) including situations in which enforcement of the expulsion order was suspended (Ed. Code 48917)
☐	Suspended (Ed Code 48925[d]) more than 10 days in a school year
☐	Wards of the court (WIC 601 or 602) or dependents of the court (WIC 300 or 654)
☐	Pregnant and/or parenting
☐	Habitually truant (Ed. Code 48262) or habitually insubordinate and disorderly (Ed Code 48263), and whose attendance at the school is directed by a school attendance review board (SARB) or probation officer (Ed. Code 48263)
☐	Retained more than once in kindergarten through grade 8.
☐	Recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days.
☐	Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
☐	Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
☐	Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
☐	Foster Youth (EC Section 42238.01[b])
☐	Homeless Youth

APLUS+ Schools Home Survey

Does the student have access to a computer at home?	☐ Yes ☐ No
Does the student have access to the Internet from home?	☐ Yes ☐ No
How many times has the student's family moved in the past 12 months?	

Enrollment Enhancements/Modifiers

Is parent/guardian employed in one or more agricultural or fishing activities on a seasonal or other temporary basis?	☐ Yes ☐ No
Immunization information is included with this enrollment information?	☐ Yes ☐ No
Birth Certificate is included with this enrollment information?	☐ Yes ☐ No
Has the student opted out of completing the FAFSA?	☐ Yes ☐ No

Parent/Guardian Release

Permission for the school directory information to be made available to institutions of higher learning	☐ Yes ☐ No
Permission for school directory information to be made available to military recruiters	☐ Yes ☐ No
Grants the student permission to sign themselves in and out of the school	☐ Yes ☐ No
Agree to the "Open Campus" Policy (for High School)	☐ Yes ☐ No
Student is allowed to use computers at school	☐ Yes ☐ No
Student allowed to access the Internet at school	☐ Yes ☐ No
Permission to include student information in the School Directory	☐ Yes ☐ No
Grant permission to use pictures of the student for school purposes	☐ Yes ☐ No
Grant permission to use pictures of the student in Yearbook ONLY	☐ Yes ☐ No
Grants permission to use student work produced by this student for school purposes	☐ Yes ☐ No
Grants permission to use student audio/video for school purpose	☐ Yes ☐ No
Parent wishes to opt-out of Cal-Grant GPA Submissions (AB2160)	☐ Yes ☐ No
Permission to use student's name in school publications	☐ Yes ☐ No
Permission for the school to use student pictures, audio, video, and student work on social media	☐ Yes ☐ No
Opt out of ELC? (Eligibility in the Local Context)	☐ Yes ☐ No

The information submitted on this form is a confidential educational record and is therefore protected by all relevant federal and state privacy laws that pertain to educational records including, without limitation, the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (20 U.S.C. § 1232g; 34 CFR Part 99); Title 2, Division 4, Part 27, Chapter 6.5 of the California Education Code, beginning at Section 49060 et seq.; the California Information Practices Act (California Civil Code Section 1798 et seq.) and Article 1, Section 1 of the California Constitution

I certify that all of the statements and information given above are true and correct to the best of my knowledge:

Parent Signature X _____ Date X _____

Section V

INTRODUCTION TO THIS PETITION

Introduction and Review

Across the nation, the need for education system reform has taken many forms. The charter school, a movement created in the 1990s, allows local educators and parents/guardians to develop their own schools of choice for the betterment of their children. Each charter school shares in the universal goals for educational reform but differs in its overall methods of delivery. National and state leaders have recognized that one size does not fit all when it comes to learning environments and methods of teaching our young people.

The Charter Schools Act of 1992 (Education Code Section 47600, et seq.) was enacted by the legislature to provide opportunities for teachers, parents, guardians, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this law accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools (Education Code Section 47601).

iLEAD Lancaster, supports the content of the California Charter Schools Act's intent as stated in Education Code Section 47601 to provide opportunities for teachers, parents/guardians, pupils, and community members to establish and maintain schools which operate independently from the existing school district structure in order to improve pupil learning, with special emphasis on expanded learning experiences for those identified as academically low achieving; encourage the use of different and innovative teaching methods; create new professional opportunities that are available within the public school system; provide a performance-based accountability system, and provide rigorous competition to stimulate continual improvements in all public schools.

This petition is a request for renewal for iLEAD Lancaster Charter School operated as a California nonprofit public benefit corporation for educational and charitable purposes. The charter school will continue to provide a voluntary public educational choice for parents/guardians with learners in grades TK-8 who choose to have their children educated in an alternative learning environment. iLEAD Lancaster will serve pupils for whom the District would otherwise be responsible for providing direct education-related services in the manner described below (Education Code 47605.5).

iLEAD Lancaster plans to continue to operate as a classroom-based charter school.

iLEAD Lancaster plans to continue having one site which is located within the territorial jurisdiction of the District.

iLEAD Lancaster will continue to provide quality educational instruction and guidance, curricular support, and selected resource materials to ensure that learners make appropriate progress toward achievement of iLEAD Lancaster's school-wide outcomes, based on the Common Core State Standards. This charter school's objective is to provide a vehicle for the delivery of a hands-on, developmentally appropriate, and personalized educational experience outside of the traditional public school setting.

The iLEAD Lancaster model is based on approaching each learner as a whole child, each with unique needs, talents, interests and goals. Our terminology – "learners" and "facilitators" – reflects the vision that learners are in the driver's seat of their own education, "facilitated" by competent and caring adults (i.e., "the guide on the side" versus the "sage on the stage" approach to education). iLEAD Lancaster will continue to provide an exceptional academic program for all learners in grades TK-8 that encourages deeper learning through self-directed learning in a developmentally appropriate educational environment. iLEAD Lancaster will focus on personalizing instruction to meet individual learner needs and will serve a diverse population of learners that represents overall ethnic diversity.

iLEAD Lancaster's personalized approach to learning, with Individualized Learning Plans (ILPs) developed for each learner that guides their learning each year, along with comprehensive support from "Care Team" staff for learners with special needs (including special education, English Learners, High Achieving and other needs) is designed to meet the learner with "just right" instruction, rather than expecting the learner to meet the needs of the Charter School.

iLEAD Lancaster provides an exceptional academic program in grades TK through 8 that encourages deeper learning through hands-on, inquiry-based, self-directed learning, and collaborative learning in a developmentally appropriate environment. The Charter School will continue to focus on differentiating instruction to meet individual learner needs.

At iLEAD Lancaster, all learners in grades TK-8 have access to a rigorous, standards-based course of study that encourages deeper thinking through:

- Self-directed learning, with learners taking age-appropriate responsibility and exercising autonomy in their daily learning activities;
- Engaging, constructivist, and Project-Based Learning that incorporates the arts, technology, world languages, and health and fitness; and
- Support for learners' social-emotional development.

This charter petition reflects the content required by the California Education Code. The Charter Schools Act requires a charter to describe fifteen (15) required elements in reasonably comprehensive detail. The language of each of the fifteen required elements under Education Code Section 47605 precedes each element described in this petition.

Founding Affiliations and Consultants

The iLEAD Lancaster Board of Directors is committed to providing an innovative learning environment in which learners feel safe, supported, and respected as they actively learn and develop both academically and morally. By engaging learners in a rigorous standards-based curriculum, aligned with the Common Core and California State Standards, the Charter School promotes learning for leadership, moral growth, academic growth, the ability to construct knowledge, and individual responsibility in a caring environment. Our ultimate goal is for each and every learner to demonstrate academic excellence, responsible independence, moral integrity, and community leadership as they go forth as self-motivated, competent lifelong learners and successful citizens of the world. The following organizations will assist the iLEAD Lancaster team in successfully operating iLEAD Lancaster .

California Charter Schools Association (CCSA)

iLEAD Lancaster is a member of CCSA, a membership and professional organization serving public charter schools in the State of California. Its mission is to improve student achievement by strengthening and expanding California's quality public charter school movement. CCSA serves its membership and will strengthen the charter school movement through focus in many areas, including member services**,** providing an array of products, services, expertise and financing tools to strengthen their member schools and allow them to focus on what matters most: school quality and educating students.

Charter School Development Center (CSDC)

iLEAD Lancaster is a member of CSDC. CSDC is the nation's oldest charter school support organization and is a comprehensive resource center for charter schools anywhere in the country. Their leadership training, publications, consulting and membership services offer clients almost 30 years of experience in charter school start-up, operational support and advocacy. CSDC staff are recognized as the leading experts in charter school law, policy, finance, school design, charter authorizing, governance, and personnel. CSDC has assisted with the drafting of charter laws in states across the country and plays a prominent role in the decision making of school reform policy at both the state and national levels.

iLEAD California Charters 1

iLEAD California is a dedicated nonprofit partner that offers comprehensive educational and operational support through a shared resource agreement, approved by each school's Governing Board. Their approach is rooted in the iLEAD methodology, which emphasizes individualized, project-based, and social-emotional learning. This partnership encompasses a wide range of services, including instructional development, training, execution, and assessment support for all students. In addition to instructional support, iLEAD California provides expertise in leadership, governance, human resources, information technology, financial management, and operations. They also ensure compliance and reporting requirements are met and assist with development and outreach efforts. These shared resources allow schools to concentrate on delivering high-quality instruction and addressing the unique needs of every student. iLEAD California is passionate about providing alternative educational models that are personalized and relationship-driven. Their mission is to empower individuals to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers.

Young Minney and Corr

iLEAD Lancaster's California legal expertise is provided by Young Minney and Corr. Young Minney and Corr represent clients involved in the public sector throughout California, including charter schools and school districts. Charter schools throughout California rely on Young Minney and Corr for advice on

charter development, renewal, incorporation, and other matters. They have experience representing more than 500 charter schools, statewide organizations, and public agencies of every size.

Christy White Associates

Christy White Associates have been successful in maintaining long-term relationships with public school clients. The organization provides top-quality audit, accounting, and consulting services to iLEAD Lancaster.

ELEMENT A (1): EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. [California Education Code Section 47605(c)(5)(A)(i)]

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. [California Education Code Section 47605(c)(5)(A)(ii)]

Overview

iLEAD Lancaster is a public charter school committed to fostering a dynamic, learner-centered environment that nurtures creativity, collaboration, and critical thinking. Serving students in grades TK-8, iLEAD Lancaster embraces a project-based learning approach that integrates real-world problem-solving, social-emotional learning, and leadership development.

At iLEAD Lancaster, we believe in the power of inquiry-based education to cultivate curiosity and a lifelong love of learning. Our diverse and inclusive community prioritizes student voice and choice, ensuring that each learner is empowered to take ownership of their educational journey. Through personalized learning plans, hands-on projects, and a strong emphasis on 21st-century skills, we equip students with the tools they need to succeed in an ever-evolving world.

Our educational philosophy is rooted in the principles of deeper learning, fostering collaboration among students, educators, and families. With a deep commitment to innovation, social-emotional growth, and academic excellence, iLEAD Lancaster continues to inspire and empower the next generation of leaders and changemakers.

Mission and Vision

The mission statement of iLEAD Lancaster is "Free to Think. Inspired to Lead." iLEAD Lancaster is committed to providing a rigorous, relevant, inquiry-based, self-directed, and collaborative learning environment for all learners in grades TK-8 to prepare them for secondary school.

The vision of iLEAD Lancaster is to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers, we can create a better future for all.

Core Values
At iLEAD Lancaster, we are very intentional about not only the quality of education that our schools provide for our learners but also the environment in which we choose to work. Each of our teammates deserves to work in a welcoming, high-impact environment. For this reason, we hold fast to these core values:

- **Solution-Oriented:** We are solution-oriented and take responsibility for our own development. We identify and address challenges and are proactive to prevent issues from arising. We work independently and collaboratively to achieve our individual and organizational goals.
- **Inclusive Collaboration:** We work respectfully with others toward a common goal. We communicate effectively, listen actively, and appreciate the perspectives and ideas of others. We seek mutually beneficial solutions and consider one another when conflicts arise. We recognize the strengths of our team members and leverage these for the benefit of our organization and community.
- **Commitment to Excellence:** We hold ourselves to high expectations and continued growth. We are dedicated to being innovative, lifelong learners who strive toward achieving results.
- **Servant Leadership:** We lead by example and honor others by considering their needs, seeking first to understand. We create a culture of service, respect, trust, and empowerment that inspires others to achieve their best and contribute positively to our organization and community.
- **Integrity:** We hold true to iLEAD's mission and vision, demonstrate high moral and ethical standards, consistently act in an equitable, trustworthy, and principled manner, and are respected for our honesty and reliability. We hold our values steadfast in all settings.
- **Empathy:** We lead with the heart. By supporting the needs of others, we create emotional connections, an engaging and positive environment, and a culture of compassion and understanding.

School-Wide Learner Outcomes
iLEAD Lancaster believes that education should extend beyond traditional academic knowledge. Our purposeful approach revolves around the iLEAD School-Wide Learner Outcomes, a collective vision that encapsulates our aspirations for each individual's education. The iLEAD School-Wide Learner Outcomes serve as our compass, guiding us in shaping each child's educational journey. In the course of a child's career with iLEAD Lancaster, our learners will engage with a relevant and rigorous curriculum that will prepare them for success personally and professionally. The following are the expected School-Wide Learner Outcomes that our learners develop:

i-LEAD by being a/an…

- **Lifelong Learner**
  - I am a self-directed learner, focused on personal growth and development.

- **Empathetic Citizen**
  - I seek to understand and appreciate what others are thinking, feeling, or experiencing.

- **Authentic Individual**
  - I am true to myself, my personality, values, beliefs, and principles.

- **Design Thinker**
  - I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.

At iLEAD Lancaster, a commitment has existed to establish a new paradigm in education. The culture is accepting, kind, caring and demonstrates community, which contributes to a better society. The focus on developing empathy fosters an engaging, positive, rich environment. iLEAD Lancaster believes people are natural-born leaders. Opportunities for discovery and wonder to nurture a lifelong love of learning are provided. Success is demonstrated through leadership, self-direction, problem-solving skills, creativity, collaboration, innovation, and service. iLEAD Lancaster embraces stepping out of one's comfort zone to embrace joy, fun, choice, and voice, as well as celebrating that differences contribute to our common humanity. Learners who matriculate from iLEAD Lancaster are well equipped to succeed in high school and beyond, with the knowledge, skills, and mindset to best utilize their high school experience to prepare for the adult world. iLEAD Lancaster provides a rigorous, relevant, and attainable education program based on the Common Core State Standards. iLEAD Lancaster will accomplish its mission and vision through the following best practices:

Educational Approach and School Design

iLEAD Lancaster is a traditional classroom-based charter school that adopts a personalized and project-based-learning approach, tailored to meet the individual needs, skills, and interests of each learner. Emphasizing a student-centered environment, iLEAD Lancaster encourages learners to actively participate in their educational journey with regular feedback and support from facilitators. The curriculum includes social-emotional learning, fostering well-rounded development, and incorporates global and cultural perspectives to prepare learners as informed global citizens. iLEAD Lancaster promotes community and collaboration through advisory, morning meetings, CTE exploratory courses, rigorous instruction, project design, activities, and field studies.

School Design/Learning Setting

iLEAD Lancaster is a classroom-based charter school rooted in a personalized, project-based learning approach that nurtures each learner's unique needs, strengths, and interests. With a student-centered philosophy at its core, learners are empowered to take ownership of their education, guided by facilitators who provide ongoing feedback and support.

The physical learning environment reflects the school's commitment to collaboration and creativity, with open, flexible classroom spaces—"caves" and shared areas—designed to foster group work, discussion, and inquiry. Every element of the environment is intentionally curated to serve as a teaching tool, supporting curriculum goals and sparking curiosity.

At the core of our program is a standard of excellence, ensuring that rigorous, standards-based academics challenge students to think critically, solve problems, and apply their knowledge in meaningful ways. This is integrated with social-emotional learning and supported through personalized instruction and authentic assessment.

iLEAD Lancaster also views the community as an extension of the classroom. Through strong partnerships, learners engage in real-world learning experiences—such as field studies, community projects, and mentorships—that build social capital and deepen understanding. Family involvement is highly valued, with parents seen as partners in the educational journey.

Technology is thoughtfully integrated across all grade levels, offering tools like virtual reality, AI, 3D modeling, and flight simulators that connect learners to modern innovations and future-ready skills. The Exploratorium and Makery provide hands-on STEM and design-thinking experiences that bring projects to life.

To ensure every learner thrives, iLEAD Lancaster implements a robust Multi-Tiered System of Supports (MTSS), including academic interventions, a full-time social worker, and wraparound services that address the whole child. Enrichment opportunities like clubs, leadership programs, and arts further enhance student engagement and development.

At iLEAD Lancaster, learning is immersive, inclusive, and designed to prepare students not only for academic success but for life beyond the classroom.

Technology

iLEAD Lancaster integrates the ISTE Standards for Students to foster future-ready learning, ensuring that technology is seamlessly embedded into the educational experience. Our approach empowers students to explore, create, and innovate while developing essential digital literacy and problem-solving skills. These standards emphasize creativity, collaboration, research, critical thinking, and digital citizenship, preparing learners to thrive in an ever-evolving technological landscape.

Technology-Enhanced Learning Environment

Each learner has access to digital devices, which are integrated into daily instruction to support personalized and project-based learning. Our facilitators leverage technology to:

- Develop digital literacy, ensuring learners build proficiency in essential software and platforms.
- Support project-based learning, using interactive tools and real-world simulations.
- Provide scaffolding and differentiation, tailoring instruction to diverse learning needs.
- Enhance feedback and reflection, using digital platforms to facilitate real-time assessment.
- Connect learners globally, fostering collaboration beyond the classroom.

Technology Tools & Resources

Learners gain hands-on experience with industry-relevant tools, such as:

- Google Workspace, Microsoft Office, Adobe Creative Suite, and iOS platforms for productivity and creativity.

- Audio and visual engineering software for digital storytelling and media arts.
- Coding and computational tools, promoting problem-solving through logic and design.
- Research-based educational programs.

Innovative Learning Spaces: The Exploratorium & Makery

At iLEAD Lancaster, learning extends beyond traditional classroom settings. The Exploratorium serves as a fully integrated STEM and media arts learning environment, where students engage in hands-on exploration. Through SmartLab® programs, aligned with Common Core and NGSS standards, learners participate in interactive projects that develop critical thinking and engineering skills.

The Makery provides opportunities for learners to design, prototype, and build using a blend of traditional tools and high-tech equipment like 3D printers, programmable laser cutters, and woodworking tools. Students apply design thinking to bring 3D-rendered models to life, connecting academic learning with real-world problem-solving.

Collaboration & Digital Citizenship

Technology at iLEAD Lancaster is not just about consumption but creation and collaboration. Learners engage in blogs, wikis, social media, and digital storytelling, expanding their communication skills. Digital citizenship is a core component, ensuring students understand the ethical and responsible use of technology while navigating the interconnected digital world.

Personalized & Connected Learning

Technology enhances personalized learning at iLEAD Lancaster through platforms such as iLEAD Online, offering learners a flexible, project-based digital curriculum. Facilitators use Google Classroom and web-based tools to provide timely feedback, streamline revision processes, and encourage parent involvement in student progress.

By integrating technology into every aspect of learning, iLEAD Lancaster creates a dynamic, student-driven educational experience that fosters creativity, critical thinking, and collaboration, preparing learners to be innovative leaders in a technology-driven world.

Equitable Access

- At iLEAD Lancaster, digital platforms are used both to create more opportunities to challenge accelerated learners who are looking to deepen expertise and learning as well as to help struggling learners to work on fundamental skills.
- iLEAD Lancaster's one-to-one model of instruction ensures each learner has ready access to a device and connection to the internet.

Technology at iLEAD Lancaster encompasses features such as:

- Network infrastructure
- IT infrastructure

- Safety and security
- Devices
- Operations software
- Curriculum, instruction, assessment software, and programs in alignment with iLEAD methodology and MTSS (Tier I, II, III curriculum and support)
- Assistive technology for qualified students with disabilities
- Professional development to enhance facilitator expertise
- Google for Education
- GenAI for facilitators and learners, such as MagicSchool
- Other production software

iLEAD Lancaster uses technology to serve several purposes:

- Develop learners' basic technology proficiency
- Incorporate exciting, real-world curricula
- Provide scaffolds and differentiation for learning
- Enhance learners' and facilitators' channels for feedback, reflection, and revision
- Connect learners and facilitators with other learners and resources around the globe
- Expand opportunities for facilitator learning and parent/guardian involvement
- Develop real-world industry-relevant technology skills
- Collaborate as a staff
- Execute LCAP actions and measure progress

Technology use is reviewed and updated annually in the Employee Guidebook and Family Guidebook to ensure that effective and ethical use in the school aligns with current legislation and evidence-based best practices.

Parent/Guardian/Family Involvement

Outreach, leadership, and staff offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school ensures that parents/guardians and families are valued and have the opportunity to contribute to the school's vision and mission. The school also conducts an annual survey for input on the school and its programs. Historically, parent/guardian survey data demonstrates strong support of the program. Annually, data from surveys, board meetings, School Site Council meetings, ELAC meetings, and iSUPPORT meetings are reviewed and utilized to inform LCAP actions and budget to ensure that educational partners' voices are included in ongoing continuous improvement efforts. Parents/guardians are highly encouraged to volunteer at school community gatherings, but parental involvement is not a requirement for acceptance to, or continued enrollment at, iLEAD Lancaster.

iLEAD Lancaster communicates with parents/guardians about learner progress on an ongoing basis as parents/guardians interact with facilitators, counselors, and administrators informally and by request, as well as by using web-based technology. Additionally, iLEAD Lancaster holds learner-led conferences and issues reports of progress at least two times per year and sends annual reports to educational partners. iLEAD Lancaster emails newsletters to families and staff. iLEAD Lancaster implements policies and practices that promote effective communication between parents/guardians, facilitators,

counselors, and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, as well as staff training to minimize conflicts, such as equity training, effective communication strategies, and harassment prevention.

School Calendar and Instructional Minutes
iLEAD Lancaster's school year, complying with the requirements set forth in CA Education Code, is 175 days long. iLEAD Lancaster observes all federal holidays and will closely align winter break, spring break, and other pupil-free days to other iLEAD schools. The schedule allows iLEAD Lancaster to offer, at a minimum, the following number of minutes of instruction to pupils in the following grades:

- TK/Kindergarten: 36,000 minutes
- 1st-3rd: 50,400 minutes
- 4th-8th: 54,000 minutes

Attached in Appendix A, the current school year calendar outlines instructional days for learners.

Independent Study

iLEAD Lancaster offers a small independent study program. iLEAD Lancaster adheres to CDE regulations and requirements for independent study programs at charter school sites and California Education Code §47612.5 and §51745 *et seq*. For purposes of calculating Average Daily Attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and iLEAD Lancaster shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of the California Education Code §47612.5. If iLEAD Lancaster offers non-classroom-based instruction in excess of 20% of its total instructional minutes authorized in California Education Code §47612.5(e)(1), then iLEAD Lancaster is subject to the determination for funding requirement of §47634.2. iLEAD Lancaster shall submit a request to the District for material revision in the event it surpasses the 20% threshold for non-classroom-based instructional minutes.

iLEAD Lancaster shall not charge any fees for learners to enroll or participate in the independent study Program and shall ensure that independent study is an optional educational alternative in which no pupil may be required to participate.

Description of Learners Who Are Eligible to Participate in the Program
The independent study program provides a high-quality learning experience to learners for whom the daily requirements of a traditional school setting are less appropriate or not feasible. For the non-traditional learner, the independent study program provides an opportunity for comprehensive resources, offering core academics tailored for the individual.

All iLEAD Lancaster classes are taught and supervised by appropriately credentialed facilitators per EC 51747.5(a) who are part of the iLEAD Lancaster teaching staff. iLEAD Lancaster complies with the pupils-to-certificated-employee ratio and will meet the requirement related to the ratio of ADA-to-FTE certificated employees as prescribed under Education Code 51745.6(a).

Independent study allows for flexible and individualized pacing, as determined by the educational facilitator. It is believed that academic success results from establishing course benchmarks, monitored and communicated weekly among learner, facilitator, and parent. Learners are encouraged to meet with facilitators weekly and turn in all assignments on time. Learners understand they are responsible for viewing assignments and completing them based on the work assigned by the educational facilitator. In between monthly learning period meetings, learners communicate with teachers and staff via email and phone.

In accordance with EC 51747, a learner's completed assignments are submitted according to the due dates posted by the IS facilitators. Graded assignments are kept in each IS learner's individual file. Grades and progress, emails and behavior comments are entered in the student information system by the IS teachers and are available to parents/guardians and learners on an ongoing basis via this internet-based system.

The iLEAD Lancaster Board of Directors monitors and reviews the independent study board policy which can be found on their website.

Attendance and Absences in Independent Study
Learners are accountable to meet with facilitators to turn in work and complete assessments that demonstrate mastery of standards. For purposes of attendance accounting, iLEAD Lancaster will comply with all independent study requirements of the California Department of Education to assign attendance credit. iLEAD Lancaster shall use the time value method of attendance accounting prescribed in EC 51747.5(b). iLEAD Lancaster may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by the certified teacher per EC 51747.5(b).

Policy and Written Agreement
iLEAD Lancaster's independent study and truancy policy outlines the procedures for eligible students to enroll in independent study programs, detailing the structure of these programs, including the roles of teachers, student-teacher ratios, and eligibility criteria. The policy mandates a written independent study agreement for each student, which specifies expectations, timelines, evaluation methods, and support services, and must be signed by the student, parent/guardian, and supervising teacher. This agreement also outlines the process for monitoring student progress, addressing academic challenges, and defines parameters for student success, including assignment completion timelines, tolerance for missed assignments, and the frequency of live interaction and synchronous instruction based on grade level. To ensure accountability and transparency, the agreement details the process for submitting assignments, reporting progress, setting learning objectives, evaluating student work, and providing necessary resources. The agreement specifies the duration of the independent study period along with the expected academic outcomes, such as credits earned or other appropriate measures.

Educational Philosophy
iLEAD Lancaster's vision, mission, and values exemplify its educational design and philosophy, which aim to provide a rigorous, relevant, attainable education for the school's target population that prepares them for success in the 21st century. Through intentional design, iLEAD Lancaster has implemented a model that brings to life the constructivist philosophy.

Whom the Charter School Is Attempting to Continue to Educate and Serve

iLEAD Lancaster serves a diverse student population of learners in grades TK-8 reflective of the District, encompassing a broad range of ethnic, cultural, and linguistic backgrounds. The school welcomes learners of all academic levels, including advanced students, those facing academic challenges, students with special needs, English Learners, and individuals with diverse learning styles.

Drawing students from across the Antelope Valley and surrounding areas, iLEAD Lancaster provides an inclusive, supportive environment that fosters academic and personal growth. Its innovative instructional approach is particularly effective for learners who may not have thrived in traditional classroom settings, offering personalized, project-based learning experiences that align with their unique strengths. Additionally, iLEAD Lancaster attracts learners with an entrepreneurial mindset, eager to be at the forefront of innovation and change.

iLEAD Lancaster has demonstrated consistent enrollment since opening.

	2024-2025	2025-2026	2026-2027
Projected Enrollment	771	771	771

What It Means to Be an Educated Person in the 21st Century

In today's global marketplace, being educated means continuously learning and adapting. Learners need flexible thinking and coping skills, moving beyond rote memorization to become creators and problem-solvers. They must think critically, apply knowledge in new contexts, and navigate a politically and economically interconnected world, valuing diversity and effective communication.

A 21st-century educated person requires a strong foundation in language arts, mathematics, science, and social sciences. Beyond core academic content, an emphasis in arts integration as a means to bridge learning gaps and increase academic engagement is critical in the 21st century. Learners need critical thinking skills to solve problems as well as the willingness to take risks. Practical abilities to define problems, find solutions, and implement them are essential.

To be educated in the 21st century means more than mastering academic subjects. It encompasses developing a robust set of life skills, including critical thinking, problem-solving, creativity, and communication. Students must become adept at navigating a rapidly changing world, collaborating effectively, and demonstrating mental and physical well-being. Furthermore, a 21st-century education cultivates global citizenship, ethical decision-making, and a lifelong passion for learning, preparing individuals to be not only knowledgeable but also adaptable, empathetic, and engaged contributors to society.

Being educated in the 21st century requires a deep understanding of digital citizenship and leadership. This means navigating the digital landscape with responsibility, respect, and critical thinking. Students learn to protect their online identities, discern credible information, and communicate effectively in digital spaces. Beyond responsible consumption, they develop the skills to create and share content ethically, fostering positive online communities. Digital leadership involves using technology to solve problems, inspire others, and drive positive change, making students not just consumers but active and responsible contributors to the digital world.

At iLEAD Lancaster, the following Learner Outcomes have been defined and aligned with the definition of what it means to be an educated person for the 21st-century global economy:

- **LIFELONG LEARNER:** I am a self-directed learner, focused on personal growth and development.
    - Demonstrate a sense of wonder and curiosity
    - Initiate learning for professional and personal fulfillment
    - Apply academic knowledge and skills successfully
    - Identify strengths and areas for growth
    - Persist through difficulties
    - See risks as opportunities to fail forward

- **EMPATHETIC CITIZEN:** I seek to understand and appreciate what others are thinking, feeling, or experiencing.
    - Embrace diverse cultures, beliefs, and unique perspectives
    - Impact the local and global community responsibly
    - Listen, speak, and act with empathy and respect
    - Seek a diversity of opinions and perspectives
    - Show respect for the ideas, opinions, values, and feelings of others

- **AUTHENTIC INDIVIDUAL:** I am true to myself, my personality, values, beliefs, and principles.
    - Seek opportunities to bring my unique gifts to the world
    - Explore personal dreams and passions
    - Speak opinions honestly in a healthy, respectful way
    - Demonstrate actions that match words, beliefs, and values
    - Nurture my mind, body, and emotional health

- **DESIGN THINKER:** I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.
    - Use the design process to solve problems and create products
    - Explore multiple possibilities
    - Challenge the status quo
    - Seek to continually improve processes and products
    - Employ an entrepreneurial spirit
    - Use the arts for creative expression

By cultivating lifelong learners who possess empathy, authenticity, and a design thinking mindset, iLEAD Lancaster empowers individuals to become engaged and compassionate citizens. Through creative exploration and problem-solving, learners develop the critical thinking and innovation skills necessary to thrive in an ever-changing world. This positions them as future leaders capable of addressing complex challenges with empathy and creativity. Ultimately, this prepares learners to become leaders who can address complex challenges with empathy and creativity.

How Learning Best Occurs

iLEAD Lancaster's unique design reflects beliefs about how learning best occurs. Through a constructivist paradigm, iLEAD Lancaster adheres to the iLEAD Methodology: individualized learning, project-based learning (PBL), and social-emotional learning (SEL). iLEAD Lancaster inspires learners to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers.

In order to support all learners, including those with disabilities, English Learners, or learners who struggle to succeed in school, high expectations for their success are clearly communicated. Targeted support is provided to achieve the stated goals, and meaningful opportunities are provided for learners to demonstrate their accomplishments and successes. Multi-tiered systems of support allow learners to retain concepts and skills that are delineated in the state standards and, even more importantly, to be equipped to handle the challenges of the future.

Project-Based Learning (PBL)

Project-based learning encourages all students to develop into competent lifelong learners. Project-based Learning (PBL) is the teaching methodology that connects rigorous state standards to actively engage learners by challenging them to deeply investigate a complex question, problem, or challenge. Then from this deep investigation, learners create and publicly present a unique authentic response that demonstrates mastery of learning. This develops deeper learning required for success in college, career, and civic life. Through the PBL methodology, learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way into the future. The development of rigorous, authentic projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

Individualized Learning

Individualized learning is an educational approach that tailors the learning experience to address the whole child. Developmentally appropriate educational programming focuses on the unique needs, abilities, and interests of each learner. It recognizes that individuals have distinct learning styles and pacing needs and aims to create a personalized learning experience to optimize their educational outcomes. Through the use of a wide variety of technology, materials, activities, and assessments, individualized learning provides learners with voice and choice in their educational program. This allows them to progress at their own speed, experience inquiry-based deeper learning, and receive targeted support where needed. This learner-centered approach promotes autonomy, engagement, and mastery by acknowledging and addressing the diverse needs of each learner.

To that end, iLEAD Lancaster's methodology provides ample opportunity for learners to develop into self-motivated learners through individualized learning components:

- Individualized Learning Plans (ILPs): In the fall, learners and facilitators create ILPs that generate individual academic, social-emotional, and career-connected learning goals. Each learner, their family, and their facilitator work together to monitor the ILP and make adjustments as needed. The primary goal of the ILP is to ensure that each child is treated as an individual and, therefore, will be working toward attainable goals appropriate to their individual development.
- Learner-Led Conferences (LLCs): In late winter, learners lead their family and facilitator through a protocol that checks in on progress on the ILP and reflects on progress of the Learner Outcomes. LLCs help ensure that learners are accountable to their families, their facilitators, and

the school community as a whole. Learners take ownership of their learning journey thus far and ensure they have a plan for success in the spring to achieve their ILP goals.

- Learning Showcase: In spring, learners develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles in a year-end celebration and reflection. These showcases serve as a summative reflection on achievement of ILP goals.
- Weekly Morning Meeting/Advisory: Morning Meetings and Advisory are key strategies for developing the whole child, for individualizing the educational program, and for creating a supportive school environment. Through the Morning Meeting/Advisory, learners and facilitators develop closer relationships, creating a safe space for activities such as social-emotional and personal and academic skill-building and goal-setting, and career-connected learning. Morning Meeting/Advisory provides the learners and facilitators with a space to connect and discuss their school community, working collaboratively to address any challenges for individual learners, the classroom, or the school community as a whole. The Morning Meeting/Advisory is used to facilitate every child's participation in the school's decision-making process. The meetings provide time for facilitators to announce upcoming activities and classroom guests.

Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) teaches learners to manage their emotions, resolve conflict, and make responsible and well-thought-out decisions. iLEAD Lancaster's core values lead learners to develop skills like social awareness, self-management, regulation of emotions, and self-awareness early so they can begin to weave these abilities through every facet of their lives. SEL at iLEAD Lancaster encompasses the following:

- 7 Habits of Highly Effective People: Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others.
- Restorative Practices: Restorative practices shift the focus from punishment to repairing harm and building relationships. Instead of traditional disciplinary actions, these practices prioritize dialogue, empathy, and accountability. Through techniques like community circles and restorative conferences, students and educators work together to address conflicts, understand the impact of actions, and create solutions that promote healing and a positive school climate. Restorative practices aim to foster a sense of belonging, responsibility, and conflict resolution skills, ultimately leading to a more supportive and inclusive learning environment for all students.
- Love and Logic: Love and Logic is a discipline and classroom management approach emphasizing strong relationships between facilitators and learners. It focuses on setting clear limits with empathy, allowing students choices within those limits, and using natural and logical consequences. By empowering students to make decisions and experience the outcomes, this method aims to foster responsibility, problem-solving skills, and self-discipline. Teachers using Love and Logic often create a classroom environment where learners feel cared for, respected, and motivated to learn, reducing power struggles and promoting a positive learning atmosphere.

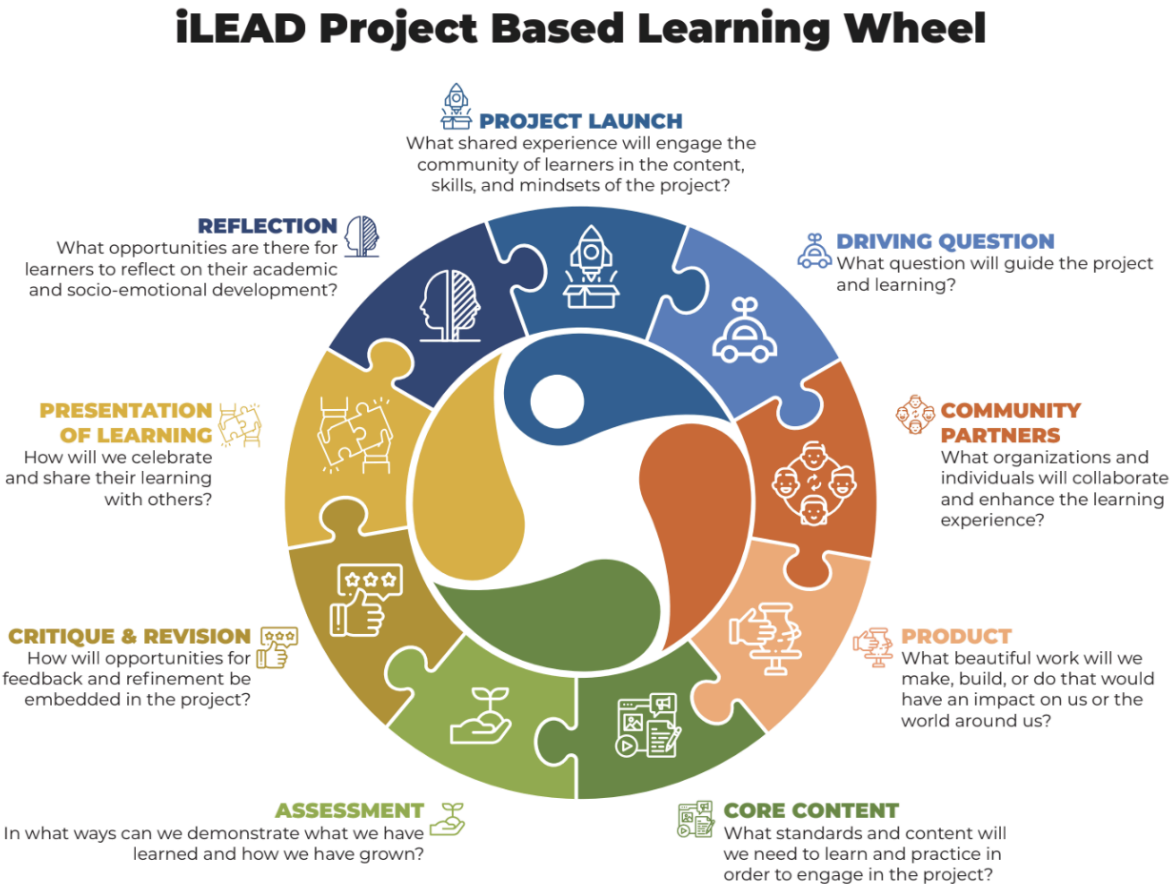
Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent Lifelong Learners

Our methodology differentiates hands-on instruction, where learners come to understand that they can achieve, thereby developing confidence and motivation to learn. iLEAD Lancaster faculty utilizes "backwards design" and focuses on learner achievement data to ensure that learning objectives are met. Learners reflect on their own learning, helping them understand how they learn best and developing critical competencies in their learning processes and outcomes. They actively participate in their education, seeing its relevance and application in their daily lives. Beyond mastering specific skills and knowledge, learners develop a lifelong ability to continue learning.

Teaching Methodologies

iLEAD Lancaster's educational design and philosophy are consistent with the school's vision, mission, and core values. iLEAD Lancaster's design focuses on the iLEAD Methodology, which houses three crucial teaching methodologies: Social-Emotional Learning, Project-Based Learning, and Individualized Learning. These powerful learning experiences foster self-motivation and self-directedness, as learners discover and develop their uniqueness, while striving to become competent lifelong learners. The unique needs of all learners are addressed through the iLEAD Methodology, with multi-tiered systems of support for English Learners, foster/homeless youth, students with disabilities, and learners with various learning styles. In this constructivist relationship, teachers are facilitators of learning and students are learners. For this reason, teachers are labeled "facilitators" and students, "learners."

Project-Based Learning Design Elements and Teaching Practices: iLEAD Lancaster's Instructional Approach to Teaching and Learning



Adapted from High Tech High GSE Professional Learning

Project-Based Learning at iLEAD Lancaster encompasses the following.

- School Culture of PBL: A school culture of project-based learning prioritizes student inquiry, collaboration, and real-world problem-solving beyond the classroom. Operations, facilities, academics, extracurriculars, and family/community connection are learner-centered. School programs foster exploration and critical thinking rather than solely delivering information. This approach supports PBL in the classroom as an authentic and meaningful experience.

Project-Based Teaching Practices:

- Design and Plan: Facilitators create and adapt a project for their context and students, and they plan its implementation from launch to culmination while allowing for some degree of student voice and choice. A unique Design Guide aligned to the PBL wheel ensures projects are high quality.
- Align to the Standards: Facilitators use standards to plan projects and make sure they address key knowledge and understanding from the subject areas to be included. Project-based learning is rigorous learning. Pacing guides, curriculum, and high expectations of rigorous instruction ensure PBL aligns with the standards.

- Build the Culture: Facilitators explicitly and implicitly promote learner independence and growth, open-ended inquiry, team spirit, and attention to quality.
- Manage Activities: Facilitators work with the learners to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products, and make them public.
- Scaffold and Differentiate Learning: Facilitators employ a variety of lessons, tools, and instructional strategies to support learners in reaching project goals. Differentiation for English Learners, students with disabilities, and learners needing Tier II and III interventions occurs.
- Assessing Learning: Facilitators use formative and summative assessments of knowledge, understanding, and success skills and include self and peer assessment of team and individual work. The philosophy of beautiful work in project-based learning emphasizes creating high-quality, meaningful, and visually appealing products. This goes beyond simply completing an assignment; it encourages students to take pride in their work and strive for excellence.
- Engage and Coach: Facilitators engage in learning and creating alongside students and identify when they need skill-building, redirection, encouragement, and celebration.

Curriculum and Instruction

iLEAD Lancaster's curriculum model is rooted in a learner-centered, project-based approach that nurtures creativity, critical thinking, and collaboration. Our curriculum is designed to cultivate academic excellence while fostering social-emotional growth, empowering learners to take ownership of their learning journey. Through rigorous, standards-aligned projects that connect to real-world experiences, learners develop the skills needed to succeed academically and contribute meaningfully to their communities.

At iLEAD Lancaster, learning is personalized, meaningful, and inquiry-driven. Our instructional model emphasizes:

- **Project-Based Learning (PBL):** Engaging learners in authentic, interdisciplinary projects that encourage problem-solving, creativity, and curiosity.

- **Social-Emotional Learning (SEL):** Integrating practices that support emotional intelligence, empathy, and resilience, ensuring that learners develop a strong sense of self and positive relationships with others.

- **Leadership Development:** Instilling confidence, responsibility, and a sense of agency in learners, empowering them to take initiative and make positive contributions within their school and community.

iLEAD Lancaster offers a dynamic and standards-based curriculum that engages learners through a variety of instructional methodologies tailored to meet the diverse needs of learners. Rooted in the iLEAD Methodology, the curriculum is designed to promote critical thinking, communication, and collaboration while helping learners make meaningful connections between academic content and real-world applications.

Our curriculum, built on the foundation of the Common Core State Standards, integrates elements that align with Standards for Career Ready Practice, ISTE Standards, and the National Standards for Quality Online Teaching, ensuring a cohesive and rigorous learning experience. Each unit and lesson is

intentionally crafted to foster inquiry, creativity, and problem-solving, empowering learners to take ownership of their academic and personal growth.

iLEAD Lancaster facilitators play a vital role in maintaining the integrity and effectiveness of the curriculum by individualizing learning experiences to meet the diverse needs of their learners. While utilizing state-approved curriculum as the foundation, facilitators adapt and personalize instruction to ensure that content is accessible, engaging, and aligned with each learner's strengths, interests, and areas for growth.

Facilitators collaborate regularly in grade-level and department teams, where they share best practices, analyze performance and assessment data, and refine instructional approaches to meet the needs of all learners. This ongoing collaboration ensures both horizontal and vertical alignment of the curriculum across grades and subject areas, fostering continuity and coherence in the learning experience.

In alignment with Multi-Tiered System of Supports (MTSS), facilitators continuously monitor and adjust instruction based on data, incorporating a variety of research-based strategies to support academic achievement and social-emotional growth. This reflective and responsive approach ensures that the curriculum remains dynamic, effective, and aligned with iLEAD Lancaster's commitment to nurturing self-directed, lifelong learners.

At iLEAD Lancaster, instructional strategies are thoughtfully designed to connect curriculum, projects, and assessment data, ensuring that learners receive individualized support that meets their unique needs. Facilitators create engaging, hands-on learning experiences that encourage collaboration, critical thinking, and creativity, empowering learners to take ownership of their academic journeys. Through differentiated instruction and project-based learning, facilitators provide meaningful opportunities for learners to apply their knowledge in real-world contexts, fostering deeper understanding and skill development.

iLEAD Lancaster is committed to providing ongoing professional development that equips facilitators with the latest evidence-based instructional strategies. Regular staff meetings, collaborative planning sessions, and annual trainings ensure that facilitators remain current on best practices that engage, motivate, and empower learners. Facilitators work together to analyze and prioritize Common Core State Standards (CCSS), align assessments, and design instructional activities that promote mastery of these standards.

As part of a **Multi-Tiered System of Supports (MTSS)**, iLEAD Lancaster implements a tiered approach to ensure all learners receive the appropriate level of support:

- **Tier I: High-Quality Core Instruction**
  All learners receive differentiated, high-quality instruction in core subjects that promotes active, hands-on learning. Strategies include small-group instruction, graphic organizers, positive behavior reinforcement, and regular formative assessments that allow facilitators to adapt their approach and meet the needs of diverse learners.

- **Tier II: Targeted Support**
  Learners who do not meet grade-level expectations despite receiving Tier I instruction are provided with targeted support in small-group settings. Facilitators deliver intervention

curriculum with explicit instruction tailored to specific learning needs. Progress monitoring is conducted to assess effectiveness and determine whether adjustments or increased support are required. Intervention staff, counselors, and facilitators work collaboratively to ensure consistent and effective Tier II implementation.

- **Tier III: Intensive Individualized Intervention**
  For learners who continue to struggle despite Tier I and Tier II interventions, Tier III instruction provides intensive, individualized support beyond the regular classroom setting. Facilitators, intervention specialists, and other develop and implement personalized intervention plans designed to address the unique needs of each learner.

iLEAD Lancaster carefully selects instructional materials and methods that align with state standards, learner outcomes, and the school's educational philosophy. Materials are chosen to promote active, purposeful engagement, allowing learners to "show what they know by doing." Facilitators select materials that integrate curriculum across disciplines, enhancing learning through authentic, real-world connections. For example, historical fiction may be used to deepen learners' understanding of social studies content. Supplemental resources are also used to differentiate instruction and meet the varying needs of learners, ensuring that all learners have the tools they need to succeed.

By integrating a rigorous, relevant, and responsive instructional model, iLEAD Lancaster empowers learners to achieve academic excellence while developing the critical thinking and problem-solving skills they will need to thrive in an ever-changing world.

iLEAD TK-8 Curriculum

<u>Transitional Kindergarten</u>

ELA: The ELA curriculum focuses on foundational skills in listening, speaking, reading, and writing. Early vocabulary and grammar activities help learners understand and use a variety of words and categories. Learners will engage in phonological awareness activities, such as blending and segmenting words, focusing on sounds and syllables. They are introduced to print concepts, appropriate book handling, print conventions, and the understanding that print carries meaning, which are essential for understanding the structure of texts.

Alphabetics and word recognition are emphasized through activities that help learners recognize their names, common words, and the sounds of letters, supporting the kindergarten goal of recognizing all uppercase and lowercase letters and understanding phonics. Comprehension skills are developed through guided activities that involve analyzing details in stories and informational texts.

Math: In TK, learners recite numbers to 20, recognize and name some numerals, and count up to 10 objects. They engage in activities comparing groups, understanding that adding or subtracting one changes the quantity, and solving simple addition and subtraction problems. They also represent addition and subtraction in various ways, decompose numbers up to 10, find pairs that sum up to 10, and fluently add and subtract within 5.

Learners engage in hands-on activities for sorting and classifying objects, recognizing and creating patterns, building a foundation for classifying objects, counting within categories, and sorting by count. Learners identify, describe, and construct various shapes, combining them to create designs. They

describe objects using shape names, correctly identify shapes regardless of size or orientation, distinguish between two- and three-dimensional shapes, and compose simple shapes into larger forms.

Science: The TK science curriculum nurtures curiosity and foundational scientific skills. Learners ask questions, observe and describe objects and events, and use various observational tools. They compare and contrast objects, make predictions, and demonstrate inferences.

Learners explore changes in objects and materials, understanding that water can exist as a liquid or solid and can change forms. Activities focused on animal and plant characteristics enhance their ability to categorize and understand body parts and processes.

Investigating earth materials like sand and rocks lays the foundation for understanding mountains, rivers, and oceans. Early weather observations help students describe weather changes and their effects on daily life, plants, and animals, fostering an understanding of seasonal patterns.

Social Studies: TK learners develop an understanding of cultural, ethnic, and racial identity, promoting interest in diversity. They learn about national and state symbols and icons, exploring their identities and respecting others'.

Students develop relationships, understand mutual responsibilities, follow rules like sharing and taking turns, and recognize the consequences of their actions. Activities highlighting various adult roles and occupations lay the foundation for understanding different jobs.

Group activities teach decision-making, respect for others' views, responsible conduct, and empathy. These experiences prepare them to understand American and world history, recognizing values like honesty, courage, and determination through stories and folklore.

Early activities exploring family history, holidays, and American legends help children understand history's connection to past events, people, and places. They also create drawings, maps, and models, use globes to distinguish land from water, identify traffic symbols, and build neighborhood maps.

Kindergarten

ELA: Learning new language skills is a hallmark of kindergarten and a primary focus in our ELA curriculum. Learners are introduced to the alphabet and its role in reading, practicing rhyming, matching words with beginning sounds, and blending sounds into words. These activities are crucial steps toward learning to read and spell correctly. Expanding students' vocabulary is also key to their ability to read and comprehend books and stories. Learners will begin to experiment with writing, using a combination of drawing, dictating, and writing letters to express information, ideas, and feelings.

Math: Learners will use numbers, including written numerals, to represent quantities and solve problems. They will count objects, compare sets or numerals, and model simple addition and subtraction with objects and equations. They will develop strategies for answering quantitative questions, such as recognizing small sets, counting to produce sets of specific sizes, and determining remaining quantities after some are removed.

Learners will explore geometric concepts by identifying, naming, and describing basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, as well as three-dimensional shapes,

such as cubes, cones, cylinders, and spheres. They will use these shapes and spatial reasoning to model objects and construct more complex shapes in their environment.

Science: Learners engage in exploring fundamental scientific concepts through inquiry and hands-on activities. They learn to ask questions such as "What happens if you push or pull an object harder?" and "Where do animals live and why?" They also explore weather patterns and changes, investigating how today's weather compares to yesterday's. Through basic engineering challenges, learners use their understanding of forces and materials to design and build solutions. They engage in the engineering design process, including asking questions, developing models, planning investigations, and testing their ideas.

Social Studies: Learners begin the study of history/social science with concepts anchored in the experiences they bring to school from their families and communities. They explore being a good citizen, national symbols, work now and long ago, geography, time and chronology, and life in the past.

1st Grade

ELA: Learners will develop greater independence as readers and writers. They will build upon their foundational skills by learning and practicing rules for recognizing phonemes and decoding more complex words. These essential skills are critical for developing proficient readers capable of comprehending a wide range of texts. Learners will engage in activities that foster critical thinking about their reading materials, discussing the main ideas of simple stories. In their writing and speaking, learners will focus on using language appropriately, including the use of complete sentences and the accurate spelling of words.

Math: Learners develop a solid grasp of addition and subtraction, learning strategies to solve problems within 20. This includes both practical exercises and mental math techniques to enhance their computational skills. In addition, learners explore whole number relationships and place value, understanding the concept of grouping numbers into tens and ones. Students also learn about linear measurement, measuring lengths by iterating length units. Learners reason about the attributes of geometric shapes, practicing how to compose and decompose these shapes.

Science: Learners study waves, light and sound, structure, function, and information processing, space systems, patterns and cycles, and engineering design. Learners build on their foundational science skills by exploring the relationships between materials, light, and living things. They engage with questions like "What happens when materials vibrate?" and "How do plants and animals meet their needs to survive and grow?"

Social Studies: Learners are ready to learn more about the world they live in, about the choices they make, and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Learners' expanding sense of place and spatial relationships provides readiness for new geographic learning and a deeper understanding of chronology.

2nd Grade

ELA: Learners will continue to enhance their skills in reading, writing, speaking, and listening. Building on their foundational knowledge, learners will practice matching sounds to letters and explore new concepts, such as understanding and identifying words with shared roots (e.g., "add" and "additional"),

to help them infer the meanings of unfamiliar words. Writing becomes an engaging way for learners to apply newly learned vocabulary and phrases, allowing them to express their ideas more effectively. As they develop their writing and speaking skills, 2nd graders will learn to distinguish between formal and informal uses of English and will demonstrate increasing accuracy in spelling most words correctly in their written work.

Math: In 2nd grade, a primary focus is on extending understanding of base-ten notation. Building fluency with addition and subtraction is another critical goal. Learners will practice adding and subtracting two-digit numbers quickly and accurately. They will also enhance their ability to solve addition and subtraction word problems, developing strong computational skills and confidence in their math abilities. Using standard units of measure is another key focus. Learners will gain hands-on experience measuring length, weight, and volume, helping them apply these concepts to real-world situations. They will describe and analyze shapes, exploring the properties and attributes of two-dimensional and three-dimensional shapes. This will improve their spatial reasoning and geometric understanding, enabling them to solve problems involving shapes.

Science: Learners study structure and properties of matter, interdependent relationships in ecosystems, Earth's systems, processes that shape the Earth, and engineering design. Learners will deepen their scientific understanding by exploring land changes, material properties, plant needs, and the diversity of life. They will seek answers to questions like "How does land change, and what causes these changes?" and "What do plants need to grow?"

Social Studies: Learners will study about people who make a difference in their own lives and who have made a difference in the past. They develop their own identities as people who have places in their communities. Learners will identify people who make a difference by studying the families and people they know. Learners can also make a difference by engaging in service learning to improve their school or community.

3rd Grade

ELA: Third grade is a pivotal year for students, where learning to read with fluency and confidence will establish a strong foundation for their future academic success. Through the implementation of effective reading strategies, learners will become proficient in decoding multisyllabic words, enabling them to comprehend more complex texts. They will also begin to understand that words can have figurative meanings (e.g., "a piece of cake") and relationships to other words (e.g., "company" and "companion"). This deeper recognition and understanding of words will empower students to read increasingly challenging stories and books, expanding their knowledge of the world. Learners will be able to write clear and coherent sentences and paragraphs on a variety of topics, utilizing an expanding vocabulary.

Math: Learners will develop an understanding of multiplication and division. They will learn strategies for solving multiplication and division problems within 100, enhancing their ability to perform these operations accurately and efficiently. In addition, learners will work to understand fractions, with an emphasis on unit fractions (fractions with numerator 1). They will explore the concept of fractions and learn to represent and compare them, building a strong foundation for future work with more complex fractions. Learners will study the structure of rectangular arrays and the concept of area. They will develop an understanding of how to calculate the area of rectangular shapes and recognize the importance of area in real-world contexts. Additionally, learners will describe and analyze

two-dimensional shapes. They will learn to identify, compare, and classify shapes based on their attributes, enhancing their geometric reasoning and spatial understanding.

Science: Learners will study forces and interactions, interdependent relationships in ecosystems, inheritance and variation of traits, life cycles and traits, and weather and climate. Learners will explore how weather patterns, organism traits, environmental changes, and forces impact the natural world. They will seek answers to questions like "What is typical weather in different regions and seasons?" and "How do changes in the environment affect organisms?"

Social Studies: Learners will engage in thinking about continuity and change in their local community. In exploring their local community, learners will have an opportunity to make contact with times past and with the people whose activities have left their mark on the land by asking questions, reading, and analyzing multiple texts, including primary and secondary, engaging in speaking and listening activities, and writing a variety of texts. Learners will build on their knowledge of geography, civics, historical thinking, chronology, and national identity.

4th Grade

ELA: In 4th grade, building the stamina and skills to read challenging fiction, nonfiction, and other materials is fundamental. Learners will continue to expand their knowledge of the world and build their vocabulary by engaging with more complex stories, poems from diverse cultures, and a wide range of books covering history, science, art, and music. Fourth graders will make significant strides in their ability to explain both explicitly stated and implied details from their readings. Learners will become adept at writing effective summaries, book reports, and detailed descriptions of characters or events, all while using correct grammar and punctuation.

Math: Learners will deepen their understanding of place value to grasp multiplication and division, including operations with multi-digit numbers. They will explore fractions by examining equivalency, unit fractions, and operations such as addition, subtraction, and multiplication. They will understand simple decimals in relation to fractions. Learners will use whole-number arithmetic to solve word problems, including those with remainders and measurements, and practice quick and accurate calculations with numbers up to one million. They will also describe, analyze, and classify two-dimensional shapes, measure and find unknown angles, enhancing their geometric reasoning and spatial understanding.

Science: Learners will study energy, waves, waves and information, structure, function, and information processing, plants and animals, Earth's systems, processes that shape the Earth, and engineering design. Learners will investigate various scientific concepts, including the nature of waves, Earth's changing features, energy, and the structures of plants and animals. They will seek answers to questions like "What are waves, and how do they move objects?" and "How can different forces change the land?"

Social Studies: Learners will understand that the history of California is rich with ethnic, social, and cultural diversity, economic energy, geographic variety, and growing civic community. The study of California history in the fourth grade provides students with foundational opportunities to learn in depth about their state, including the people who live in it, and how to become engaged and responsible citizens.

5th Grade

ELA: In 5th grade, learners will read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. They will build knowledge on various subjects through research projects and develop the ability to respond analytically to both literary and informational sources. This approach is crucial for their continued academic success.

Learners will write stories and essays that span several paragraphs, dedicating significant time and effort to producing numerous written pieces throughout the year. This practice will help them gain mastery over many conventions of grammar, usage, and punctuation, while also enhancing their ability to communicate effectively.

Math: Learners will develop a deep understanding of fractions, including fluency with addition and subtraction, and understanding multiplication and division in various contexts. They will extend their knowledge of division to include two-digit divisors, integrate decimal fractions into the place value system, and understand operations with decimals to the hundredths place. Additionally, learners will explore and understand volume, enhancing their spatial reasoning and geometric understanding. These concepts will be reinforced through problem-solving activities and practical applications, allowing learners to connect their mathematical knowledge to real-world situations.

Science: Learners study structure and properties of matter, matter and energy in organisms and ecosystems, Earth's systems, space systems, stars and the solar system, and engineering design. Learners will delve into questions about matter, ecosystems, energy, and celestial patterns. They explore concepts such as "Does matter's weight change when it changes form?" and "How does energy from food support organisms?"

Social Studies: Learners study the story of the development of the United States, with emphasis on the period up to 1800. This course of study focuses on the creation of a new nation that would be peopled by immigrants from all parts of the globe and governed by institutions influenced by a number of religions, the ideals of the Enlightenment, and concepts of self-government.

6th Grade

ELA: Learners will read closely to comprehend longer, more challenging books and articles. They will learn to analyze how authors attempt to influence readers and identify the reasons and evidence supporting their ideas. This focus on understanding authors' techniques will help learners improve their writing and speaking, enhancing their clarity and coherence.

Learners will develop a rich vocabulary of complex and sophisticated words and use them to speak and write more precisely and coherently. Achieving these literacy goals requires learners to pay close attention to precise details in both their reading and writing.

Math: Learners will develop a deep understanding of ratios and rates, learning to solve problems involving proportional relationships. They will learn to divide fractions and solve related word problems, enhancing their ability to work with fractions in various contexts. Learners will also work with positive and negative numbers to describe quantities, understand ordering, and calculate absolute values. In algebra, they will generalize numerical operations using variables and expressions, exploring properties of addition and multiplication and simplifying expressions. Additionally, they will learn the process of solving simple equations and writing equations to solve word problems and describe

relationships between quantities. Learners will also reason about relationships between shapes to determine area, surface area, and volume, enhancing their spatial reasoning and geometric understanding.

Science: Learners will study energy and Earth's systems, Earth and human activity, organisms' systems and cells, and reproduction and genetics. Learners will explore concepts related to energy, Earth's systems, human impacts on the environment, and biological systems, including reproduction and genetics. They will seek to answer questions such as "How does energy transfer through Earth's systems?" and "How do organisms' systems and genetics affect their development and reproduction?"

Social Studies: Students learn about the lives of the earliest humans, the development of tools, the foraging way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, ancient Israel, the Indus Valley, China, Mesoamerica, and the Mediterranean basin.

7th Grade

ELA: Learners will enhance their analytical and communication skills through the study of literature and informational texts. They will practice citing multiple sources to support their analyses of books, essays, articles, and plays, and will explore how plot events and settings influence characters in fiction.

In nonfiction analysis, learners will identify and compare authors' viewpoints, understanding how these perspectives shape content. They will improve their writing by organizing their ideas and supporting conclusions with reliable evidence.

Research skills will be emphasized as learners address specific questions by gathering evidence from credible sources, while avoiding plagiarism and using proper citation formats. In discussions, learners will evaluate speakers' key points, ask relevant questions, and present their ideas clearly. They will also use Greek and Latin affixes and roots to define unfamiliar words, furthering their vocabulary and comprehension.

Math: Learners will develop a deep understanding of proportional relationships and learn to apply this knowledge to solve problems involving ratios and proportions. Learners will also work on operations with rational numbers, including addition, subtraction, multiplication, and division. They will also engage with expressions and linear equations, developing strategies for solving and simplifying these mathematical constructs. In addition, learners will solve problems involving scale drawings and informal geometric constructions. They will work with two-dimensional and three-dimensional shapes to understand and calculate area, surface area, and volume, enhancing their spatial reasoning and geometric skills. Learners will learn to draw inferences about populations based on samples, using statistical methods to make reasoned conclusions and understand data trends.

Science: Learners will delve into Earth's systems, chemical reactions, ecosystems, and human impact on ecosystems. Students will explore how Earth's systems interact, the nature and effects of chemical reactions, and the dynamics within ecosystems. They will investigate questions such as "How do different Earth systems interact and affect each other?" and "What role do chemical reactions play in the environment?" Additionally, students will examine how ecosystems function and how human activities impact these systems, seeking answers to questions like "How do ecosystems maintain balance?" and "What are the consequences of human actions on ecosystems?"

Social Studies: Learners will explore the medieval and early modern periods, focusing on the interconnectedness of global regions. They will examine the rise and fall of empires, the spread of religions and languages, and the significant movement of people, ideas, and products. Through this study, students will gain an understanding of how different regions became increasingly interconnected over time. Students will also investigate how societies, while distinct from one another, experienced growing exchanges of people, products, and ideas in each century.

8th Grade

ELA: Learners will engage with literature and informational texts to enhance their analytical and writing skills. They will explore how modern fiction revisits traditional themes and critically assess arguments and evidence in informational texts.

Learners will produce clear, coherent texts for various tasks, drawing evidence from their readings to support analyses and research projects. Through collaborative discussions, they will reflect on topics, justify their viewpoints with evidence, and exchange ideas meaningfully.

Additionally, learners will expand their academic vocabulary and understand precise word meanings to improve text comprehension. They will use strategies to determine word meanings, strengthening their reading and writing capabilities.

Math: Learners will develop a deep understanding of three core areas in mathematics. They will formulate and reason about expressions and equations, including modeling relationships in bivariate data with linear equations and solving linear equations and systems of linear equations. They will also gain a solid grasp of functions and use them to describe and analyze quantitative relationships. Additionally, learners will analyze two- and three-dimensional space and figures, applying concepts such as distance, angle, similarity, and congruence, and using the Pythagorean Theorem to solve problems, enhancing their spatial reasoning and geometric understanding.

Science: Learners will study applications of physics and engineering, understanding the universe, Earth's impact on evolution, and Earth's impact on organisms. They will explore how principles of physics and engineering are applied in real-world scenarios, delve into the vastness and structure of the universe, and examine the role of Earth in driving evolutionary changes. Additionally, students will investigate how Earth's processes and environments affect living organisms. They will address questions such as "How do physics and engineering concepts apply to everyday technology?" and "How does the universe's structure influence our understanding of Earth's place in it?" They will also explore how Earth's physical processes drive evolutionary changes and affect the survival and adaptation of organisms.

Social Studies: The course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. Learners will view American history through the lens of a people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Learners will confront the themes of freedom, equality, and liberty and their changing definitions over time. They will also explore the geography of place, movement, and region, starting with the Atlantic Seaboard and then American westward expansion and economic development, the Civil War, Reconstruction, and industrialization.

Technology Instruction

iLEAD Lancaster implements the ISTE Standards and National Standards for Quality Online Teaching to promote future-ready learning and develop digital citizens and leaders. Learners must be prepared to thrive in a constantly evolving technological landscape. Integrated technology education and support empowers learner voice and ensures that learning is a student-centered process of exploration, creativity, and discovery. Technology education and use centers around four themes: creativity and innovation; communication, and collaboration; research and information fluency; critical thinking, problem-solving, and decision-making. These themes develop learners into the following:

- Empowered Learners: Learners leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- Digital Citizens: Learners recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. They act in and model ways that are safe, legal, and ethical.
- Knowledge Constructors: Learners critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
- Innovative Designers: Learners use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
- Computational Thinkers: Learners develop and employ strategies for understanding and solving problems in ways that leverage the power of technology methods to develop and test solutions.
- Creative Communicators: Learners communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- Global Collaborators: Learners use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

iLEAD Lancaster leverages technological and human resources to create an educational environment in which learners choose their method of engagement with course material. Every learner will have access to technology devices that will be used throughout the day in various settings.

College and Career Readiness

In alignment with iLEAD Lancaster's individualized learning methodology, the school integrates a career/life development continuum. Career awareness is developed through project-based learning, field studies, and individualized learning in grades TK-4. In grades 5-8, career awareness development takes place through a variety of modalities, such as the following:

- The integration of California's Standards for Career Ready Practice in academic projects
- The addition of a "College/Career Goal" on each learner's annual Individual Learning Plan starting in grade 7
- Career exploration through exploratories such as the Exploratorium, the Makery, and other relevant career-aligned elective/enrichment opportunities
- Explicit instruction and activity in 8th grade advisory that aligns with the CTE Exploratory Wheel
- Field studies
- Academic counseling and preparation for high school in partnership with local high school districts

- Alignment with the K-14 SCCRC Community College District and the Vision 2030 Regional Plan

iLEAD Lancaster ensures that all learners who matriculate from eighth grade understand how to best utilize the resources and programs in high school to prepare for college and career. A strong foundation ensures a smooth transition to ninth grade and future success.

Teacher Quality and Professional Development

Recruitment, hiring, and retention of high-quality teachers/facilitators

iLEAD Lancaster recognizes that high learner achievement depends on instructional capacity. The school will use multiple strategies to attract and keep qualified facilitators with subject area knowledge who are likely to support learner achievement and collaborative learning for all learners. Facilitator job descriptions will list specific facilitator characteristics that best support learner achievement and individual needs of all learners at iLEAD Lancaster. The school will also announce openings on education listservs and websites and, if needed, will contact teacher education programs, place announcements in education publications, and use other relevant channels for outreach.

iLEAD Lancaster uses a hiring process that reveals the alignment of candidates' educational philosophy and skills with the school's core values and instructional approach. Ideal candidates possess the school's core values and prioritize an emphasis on the whole child in teaching, commit to building relationships, and have interest and experience in guiding families in building a standards-based curriculum that engages learners in active, meaningful project-based learning. This may include familiarity with constructivist methods, project-based learning, personalized learning, independent study, development of real-world skills and engaging learners' interests, and virtual teaching and learning. Ideal candidates also have the organizational skills necessary to process the learner contracts and paperwork, and the communication skills needed to work with the diverse needs of each family and learner. Teaching candidates understand the bigger context of the school's progress in meeting the expectations of the California Accountability Model and School Dashboard growth goals as related to the California Assessment of Student Performance and Progress (CAASPP).

iLEAD Lancaster attracts and retains facilitators by offering an appropriate compensation package and by creating an attractive work environment. This includes involving facilitators in decision-making to a greater extent than is typical at non-charter public schools. Facilitators have opportunities to collaborate with colleagues and to participate in professional development that meets their needs. iLEAD Lancaster attracts teachers who are interested in working in an innovative, learner-centered environment.

Facilitator Professional Development and Collaboration for Ongoing Improvement

iLEAD Lancaster's yearly schedule includes several days of pre-service professional development training and support. iLEAD Lancaster's weekly schedule provides time for collaborative facilitator planning. Facilitators share curriculum and exchange ideas about what is working and how to address challenges. Professional development is planned to meet facilitators needs, keeping in mind the ultimate goal of helping all learners to succeed. Facilitator collaboration and professional development begin each summer prior to the start of school and continue throughout the school year.

iLEAD Lancaster's mission and vision involve sophisticated educational practices that take time to develop, as individual facilitators develop the needed skills and as the school incrementally develops the capacity to implement the vision fully. Professional development opportunities deepen facilitator understanding of the theory and practice of the iLEAD design elements, instructional and assessment approaches. Professional development covers such topics as standards-based curriculum development and project planning; instructional methodology, such as project-based learning; social-emotional learning; and individualized learning.

Professional development includes a comprehensive training prior to the start of the school year, weekly collaborative planning and professional development, as well as several pupil-free days specified throughout the year on the calendar that are devoted to reviewing learner achievement data, facilitator growth, collaboration, and professional development. Professional development experiences develop facilitator understanding of the theory and practice of iLEAD Lancaster's instructional approaches, as well as administrative policies and procedures and state and/or local mandated teacher training.

iLEAD Lancaster facilitators participate in focused professional development and planning at the beginning of August (prior to the start of the school year), with a new facilitator onboarding process/training on additional days, in addition to the beginning-of-the-year professional development. This includes team-building programs, administrator-initiated activities, team and individual coaching, and facilitator-initiated activities.

Each year iLEAD Lancaster creates a Professional Development calendar each year. The calendar supports the needs of the academic plan as it provides facilitators with the training and collaboration time required to ensure effective implementation of a program focused on project-based learning and social-emotional learning. The calendar allows for sufficient time to allow this process to take place.

iLEAD Lancaster cultivates a professional culture that integrates the principles and core values of other schools implementing the iLEAD educational model. This culture is collaborative in nature, encourages ongoing professional dialogue, and fosters a positive, fun environment. The iLEAD Lancaster professional culture begins with the initial professional development and is maintained throughout the year by encouraging each staff member to take an active leadership role. Each staff member participates in regular collaborations that establish goals for learning. The agreements reached in these contexts are implemented by each responsible member and supported by the School Director. iLEAD Lancaster's program utilizes practices outlined by Kim Farris-Berg's work on Teacher-Powered Schools, which encourages teachers to make decisions that influence the success of a school, project, or professional.

Facilitators take an active role in shared school leadership. Each facilitator is a member of a school team, ensuring that the culture of collaboration exists not only among learners but also staff. As a result of this positive professional culture, facilitators are motivated to remain with iLEAD Lancaster, boosting teacher retention. Success of building a positive professional culture is assessed through the use of annual surveys designed specifically for each educational partner (teachers, staff, learners, and parents/guardians).

Meeting the Needs of All Learners

Plan for Learners Who Are Academically Low Achieving

To directly support low-achieving learners, iLEAD Lancaster believes that the facilitators, parents/guardians, and learner must collaborate to design the optimal Individualized Learning Plan. The structure of iLEAD Lancaster's flexible learning environment is developed to help academically low-achieving learners succeed through the use of active learning methods that engage learners with different needs, small class size, supportive school structure, access to facilitators for extra help when needed, and regularly scheduled meetings for the facilitator and family to address individual learner needs. In addition, learning experiences are monitored and adjusted and learners are given the necessary time and resources to achieve the essential academic standards for each grade level. Facilitators participate in professional development on differentiation to address the learners' multiple learning styles and special needs, including those of low achievers, and use curriculum planning processes, such as Wiggins and McTighe's Teaching for Understanding approach, which forms the Backwards Design process, to reach all the children in their classes. iLEAD Lancaster identifies learners who are performing below grade level through the results of the MAP and CAASPP Assessments as well as classroom assessments. iLEAD Lancaster emphasizes to facilitators that raising the academic achievement of these learners is both a moral imperative and a factor in the success of the school.

Upon enrollment at iLEAD Lancaster, learners are assessed in the current testing window: fall, winter, or spring. Facilitators are trained to use various educational resources as well as other internet resources to facilitate the development of Individualized Learning Plans (ILPs). The creation of the learner's ILP includes a review of local assessment data and the learner's learning style and interests. The learner regularly reflects on his or her progress toward ILP goals. iLEAD Lancaster believes that both the confidence and the motivation to learn begins by meeting the learner at the current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage the learner's full potential. Learners are reassessed at least two times per school year to determine progress, reflect on growth, and make necessary changes to the ILP.

Instructional staff monitor progress of academically low-achieving learners throughout the year to ensure that they are on track to meet growth goals. Services for academically low-achieving learners begin with an assessment of each learner's abilities and needs. Individualized Learning Plans are updated as needed to address each learner's specific needs.

iLEAD Lancaster's core instructional approach in English Language Arts is highly differentiated and helps academically low-performing learners make the most progress through continuous use of activities and instructional materials at each learner's "just right" level of challenge. This highly personalized instruction reduces the role of supplemental interventions by serving each learner at his or her level. Facilitators, trained assistants (Care Team), and volunteers may provide additional reading practice outside core classroom instruction to learners reading below grade level.

Instruction in math is delivered at the learner's instructional level. Though most learners make progress using the core mathematics instructional materials and strategies for differentiation, some learners may benefit from supplemental programs. Learners may also have the opportunity to use computerized learning for support. Online learning programs that continually adjust instruction to a child's strengths and weaknesses provide information to facilitators about what elements of math need to be retaught or

reinforced. These platforms create a personalized learning path for each learner, providing effective supplemental instruction. iLEAD Lancaster uses technology programs connected to MAP assessments, making the learning more personalized for each learner.

Multi-Tiered System of Supports (MTSS)

iLEAD Lancaster implements a Multi-Tiered System of Supports (MTSS) to meet the needs of every learner. MTSS is a nationally recognized, effective strategy that integrates high-quality instruction, early intervention, and prevention and behavioral strategies within a general education framework. It is an individualized, comprehensive, learner-centered assessment and intervention delivery system designed to identify and address learners' academic, social, emotional, and behavioral challenges.

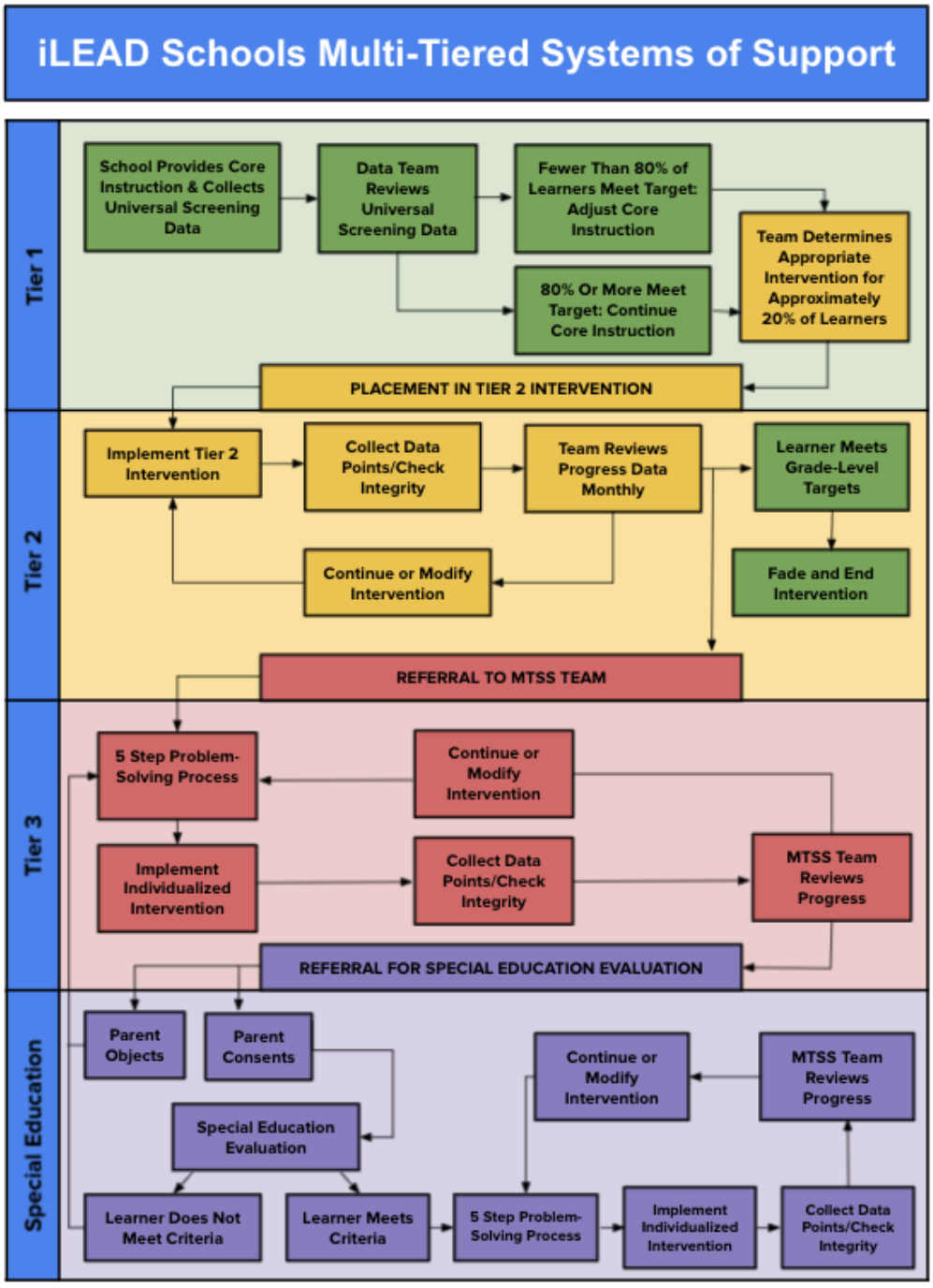
The cornerstone of the iLEAD Lancaster MTSS model is the belief that all children and youth can learn. The model is a tiered approach to instruction and intervention that includes core, strategic/targeted, and intensive instruction to support the academic as well as the social, emotional, and behavioral needs of learners. The model embraces the creation of a culture and climate that provide high-quality, research-validated instruction and interventions that are matched to learner needs, that employ continuous progress monitoring, and that utilize team decisions to intentionally inform instruction. Parents/guardians are an essential component of the MTSS process. The model establishes procedures for informing and involving parents/guardians about interventions and frequent monitoring of learner progress.

At iLEAD Lancaster, our MTSS program is intended to address the needs of all learners, including English Learners (EL), students with disabilities (SWD), as well as vulnerable populations, such as learners who are in foster care, who are experiencing homelessness, or who are socioeconomically disadvantaged. Strategic collaboration and coordination among the team (general and specialized) is an essential component of a Multi-Tiered System of Supports (MTSS). The MTSS framework aligns all school-wide initiatives, supports, and resources and implements continuous improvement processes at all levels of the system (school-wide, classroom, and individual learners).

This multi-tiered system is not a standalone initiative or program. Rather, it is an organizational framework for providing high-quality curriculum and instruction to all learners as well as intervention support for at-risk learners. Thoughtful configuration and operation of this system enables iLEAD Lancaster to maximize learner achievement and wellness. The MTSS framework includes multiple levels of intervention at varying degrees of intensity, as illustrated below.

Tier 1	Tier 2	Tier 3
The provision of core or universal practices. These practices apply to all learners in all settings and are preventative and proactive.	The provision of supplemental, targeted assessment and instruction to learners for whom core instruction alone was not effective to drive meaningful educational progress.	Intensive assessment and instruction is added for learners for whom Tier 1 and Tier 2 are not effective to drive meaningful educational progress.

Special Education
Special Education can occur across the tiers depending on learner need but is distinct primarily due to (1) the resources it makes available to schools to continue and further intensify individualized instructional interventions, (2) the larger toolbox of strategies it makes available for adapting the general education environment to provide access to learners, and (3) the "due process" protections it offers, which require schools to provide services with specific quality characteristics and also provide families with options to dispute proposals.

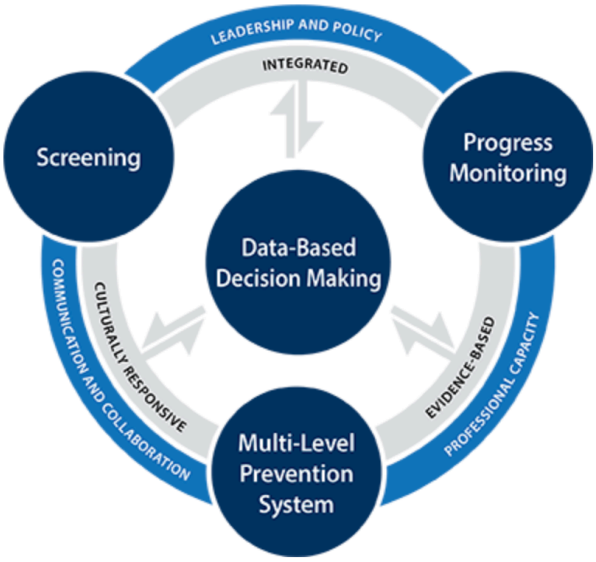


iLEAD Lancaster identifies low-achieving students and those who may need additional support through frequent formative/summative assessments and review of individual student data. Learners who are achieving below grade level are recognized through multiple measures, such as NWEA MAPs, in-class assessments, and online software. Parents/guardians will play an important role as facilitators establish close home-school connections through frequent communication and collaboration.

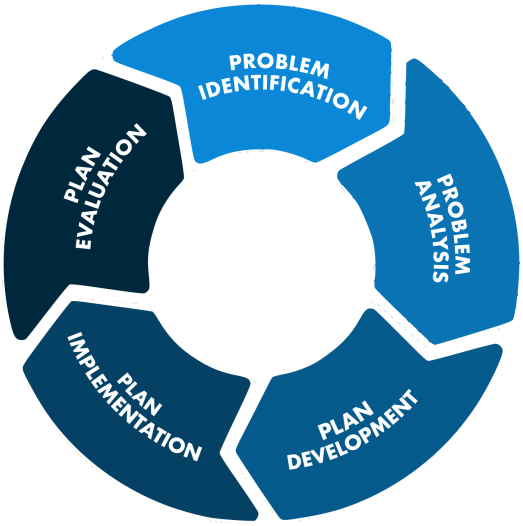
Within the MTSS framework, several additional components allow iLEAD Lancaster to serve learners efficiently and effectively:

Universal Screening:
iLEAD Lancaster will use screening data, such as MAP NWEA, to identify learners at risk for poor learning outcomes and to evaluate the effectiveness of core instruction.

Progress Monitoring:
A system for monitoring learner progress and the effectiveness of the supports provided to learners.



Source: Center on Multi-Tiered System of Supports



Problem-Solving:
Woven into each MTSS level is a five-step problem-solving process, through which the MTSS Team at iLEAD Lancaster will respond to specific questions that lead to solutions to improve learner outcomes. The steps of the problem-solving model are as follows:

1. **Problem Identification:** What is the discrepancy between what is expected and what is occurring?
2. **Problem Analysis:** Why is the problem occurring?
3. **Plan Development:** What is the goal, what is the intervention plan to meet the goal, and how will progress be monitored?
4. **Plan Implementation:** How will intervention integrity be ensured?
5. **Plan Evaluation:** Was the intervention plan effective?

In the MTSS model, Tier 1 includes universal support for all learners, Tier 2 includes targeted interventions for those learners who need extra support (based on data), and Tier 3 includes more intensive intervention and support for learners who do not demonstrate success with Tier 2 strategies.

Tier 1: Universal supports for all

- Requires high-quality, culturally and linguistically responsive core instruction
- Ongoing assessments
- Incorporates intervention for academic, linguistic, behavioral, and social-emotional learning as a school-wide foundation for all learners
- Includes a behavior support framework and social-emotional learning curriculum, which provides an environment focused on the whole child
- Differentiation based upon ongoing daily, weekly, and monthly formative and summative assessment data and learners' varying levels of readiness, interest, background knowledge, language, learning preferences, and the use of responsive pedagogy in addition to the multiple learning styles (reteach, explicit direct instruction, use of manipulatives and visual cues, etc.)
- Validation and affirmation of learners' cultures and home languages

Tier 1: Implementation

➔ The school team will monitor effectiveness of Tier 1 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions.

➔ The school team will monitor and evaluate learners' response to effective Tier 1 supports throughout the year.

➔ When assessment measures indicate that a learner needs more instruction and intervention to access the core curriculum, then Tier 2 supports are provided.

Tier 2: Targeted and Intensive Levels of Support for Some

- In addition to Tier 1 supports
- Requires a qualitatively different evidence-based instructional program, approach, or strategy
- Additional time for intervention (including Reading/ELD block, tutoring, etc.)
- Smaller group size for instruction

Tier 2: Implementation

➔ The school team will monitor effectiveness of Tier 2 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions.

➔ The school team will monitor and evaluate learners' response to effective Tier 2 instruction throughout the year.

➔ When assessment measures indicate that a learner needs more instruction and intervention to access the core curriculum, then Tier 3 supports are provided.

Tier 3: Highly Targeted and Intensive Levels of Support for Few

- Require daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with MTSS specialists and counselors, more time with Care Team (instructional assistants) to help learners develop study skills and appropriate behaviors, digital learning paths or other online resources, after-school one-on-one tutoring and Saturday sessions)
- Require a higher level of strategic collaboration and coordination among the team (general and specialized) providing services to each student

Tier 3: Implementation

- ➔ The school team will monitor effectiveness of Tier 3 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions.
- ➔ The school team will monitor and evaluate learners' response to effective Tier 3 supports throughout the year.
- ➔ When assessment measures indicate that a learner needs more instruction and intervention to access the core curriculum, then additional services may be considered.

MTSS Team

iLEAD Lancaster uses a collaborative, school-wide approach to implement its Multi-Tiered System of Supports (MTSS) framework. Through ongoing collaboration, staff work to identify interventions that improve learner performance, ensuring early identification and provision of supports for learners who are struggling academically, socially-emotionally, linguistically, and/or behaviorally. The MTSS process emphasizes that early intervention for underachieving and struggling students is a key function of our differentiated instructional program. Staff regularly review learner data and referrals to ensure that supports are timely, targeted, and implemented with integrity.

Any facilitator or parent/guardian can request an MTSS review of a learner's needs for additional support and intervention. The School Director or designee is responsible for scheduling an MTSS meeting when the facilitator and parent/guardian are available and sends the formal notification.

The School Director or designee will prepare all materials for the MTSS meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents, and evidence. The School Director or designee is the lead facilitator of the meeting and will ensure all appropriate members related to the learner's education (MTSS Team) participate. The School Director or Designee also prepares documentation of the plan the MTSS Team has devised and schedules the follow-up meeting (four to six weeks after the initial meeting). All meeting participants that were assigned roles will gather evidence and provide feedback around the interventions and supports listed in the MTSS meeting.

At the follow-up MTSS meeting, the participants review progress and determine next steps.

- If there is progress, the school team will celebrate success with parents/guardians (and the learner, if present) and determine which interventions/support will be continued and the need for any additional follow-up, or whether the MTSS process can be concluded.
- If there is a lack of progress or need for additional follow-up, the school team will prepare a plan to continue and/or revise interventions and, as needed, seek expertise from additional school site personnel, such as the school psychologist, instructional leadership team, student support team, etc.
- The School Director or designee will update learner records with MTSS documentation and schedule another four-to-six-week follow-up meeting, if additional action steps are taking place.

<u>Plan for Learners Who Are Academically High Achieving</u>

iLEAD Lancaster provides an exceptional learning environment for academically high-achieving learners. Free from traditional grade-level constraints, students are empowered to pursue learning that aligns with their individual interests, pace, and abilities. Through a self-directed, hands-on, project-based

model, iLEAD offers high-achieving learners the flexibility to explore rigorous content, engage in deeper inquiry, and excel beyond grade-level standards.

Facilitators support these learners by differentiating instruction and tailoring Individualized Learning Plans (ILPs) to reflect each student's strengths, goals, and academic needs. Learners are further encouraged to participate in enrichment and extracurricular programs throughout the year, fostering extended learning beyond the classroom.

Identification of high-achieving learners follows a comprehensive, data-informed process similar to that used for identifying those who are academically struggling. Multiple measures are considered, including CAASPP results, MAP assessments, benchmark and formative assessments, and learner-generated project portfolios.

Support strategies for high-achieving learners include the following:

- Extended inquiry projects that invite deeper exploration
- Opportunities to lead, teach, or mentor peers
- Integration of interdisciplinary challenges and open-ended problem-solving
- Personalized workshops or enrichment activities aligned with learner passions
- Access to advanced reading and math materials and resources
- Reflection and goal-setting practices that foster ownership of learning

Plan for English Learners

iLEAD Lancaster is committed to providing a robust and supportive English Learner (EL) program that ensures students rapidly acquire English fluency while achieving academic success. We strive to create an inclusive and collaborative environment that values the diverse linguistic and cultural backgrounds of our English Learners.

iLEAD Lancaster's EL program is grounded in a rigorous, data-driven, and research-based instructional approach that aligns with the California English Learner Roadmap. iLEAD Lancaster adheres to all applicable federal and state regulations, including the California Education Code. The program is guided by the Roadmap's Four Principles:

1. **Assets-Oriented and Needs-Responsive Schools:** Recognizing and leveraging the unique strengths and experiences of our English Learners.
2. **Intellectual Quality of Instruction and Meaningful Access:** Providing high-quality, standards-based instruction with appropriate supports and scaffolds to ensure full access to the curriculum.
3. **System Conditions That Support Effectiveness:** Establishing and maintaining systems, structures, and resources to effectively support EL students, staff, and families.

4. **Alignment and Articulation within and Across Systems:** Ensuring consistent and coordinated efforts across all grade levels, programs, and services to promote long-term English Learner success.

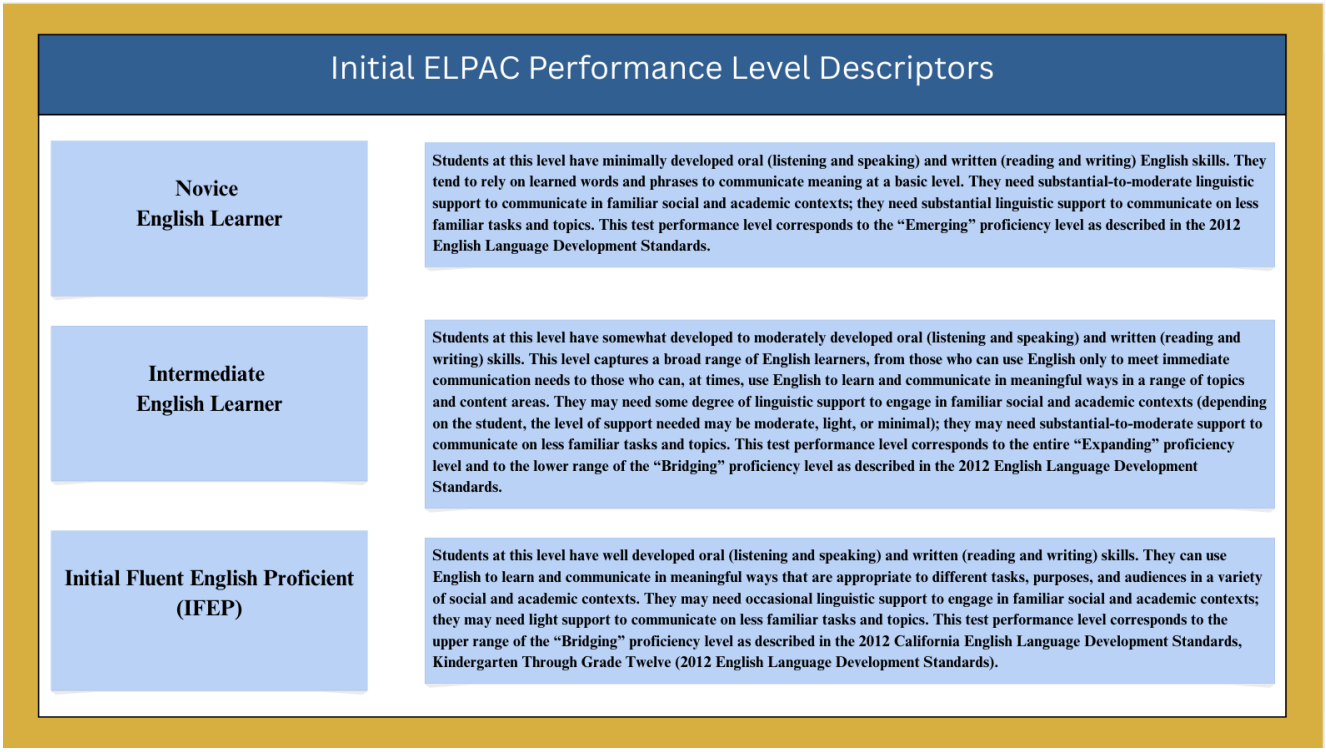
The primary goals of iLEAD Lancaster's EL program are to:

- Develop English proficiency in listening, speaking, reading, and writing as rapidly and effectively as possible.
- Provide full access to educational opportunities and ensure academic achievement.
- Facilitate timely Reclassification as Fluent English Proficient (RFEP) with ongoing post-reclassification support.
- Equip ELs with the academic competencies, cultural awareness, critical thinking skills, and 21st-century skills necessary for success in college, career, and civic life.

Identification of English Learners

In order to identify English Learners in a timely fashion and to provide appropriate instructional support and services, all parents/guardians who are registering in a California public school for the first time will be required to complete a Home Language Survey upon enrollment. Learners whose primary language is not English will be assessed using the Initial English Language Proficiency Assessments for California (ELPAC) aligned with the California English Language Development Standards if they have not previously been identified as an English Learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC initial assessment will take place within 30 calendar days of the learner's enrollment or, if administered prior to the learner's enrollment, up to 60 calendar days prior to enrollment but not before July 1 of the school year of initial enrollment.

The School Director or designee will assess English language proficiency of all currently enrolled learners with a To Be Determined (TBD) language acquisition status using the state-adopted initial English language assessment, the Initial ELPAC, in accordance with California Education Code guidelines. Learners with disabilities will be permitted to take the initial assessment with the accommodations listed in the Education Code if they are specified in the learner's IEP or Section 504 plan. The Initial Alternate ELPAC, designed for students with significant cognitive disabilities, is administered to students whose IEP teams deem it appropriate. The school will notify parents/guardians of the school's responsibility to conduct ELPAC testing and will inform parents/guardians of ELPAC assessment results, including the resulting language acquisition status of either Initially Fluent English Proficient (IFEP) or English Learner (EL), within 30 calendar days of enrollment.



Those learners identified as Novice or Intermediate English Learners will participate in iLEAD Lancaster's English Language Acquisition Program.

Educational Program for English Language Acquisition

For the academic and social benefits of all, iLEAD Lancaster uses an inclusion model that allows learners of a wide variety of backgrounds, experiences, abilities, and needs to work collaboratively, thereby enriching each other's experience. This format allows all learners to be part of and contribute to a more global community where all cultures are respected. This opportunity to interact and collaborate academically and socially allows learners to deepen their levels of empathy, problem-solving, flexibility, and critical thinking while mastering the state standards. With the collaborative instructional model, learners receive support from their peers, classroom facilitators (general education facilitators), Care Team personnel (paraprofessionals), parent/guardian volunteers, and student support personnel.

iLEAD Lancaster's ELs receive their services through a *Structured English Immersion (SEI)* program specifically designed to develop learners' English language proficiency while obtaining content area knowledge and skills. The California English Language Development Standards are used, in conjunction with the English Language Arts Standards, to scaffold the learners' instruction and progress toward eventual reclassification. For Integrated ELD, iLEAD Lancaster implements research-based strategies and activities so English Learners can better access the curriculum.

iLEAD Lancaster implements Principle Two of the CA EL Roadmap, Intellectual Quality of Instruction and Meaningful Access, ensuring that "English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access

for comprehension and participation through native language instruction and scaffolding. English Learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages."

In order to provide quality instruction and meaningful access, iLEAD Lancaster facilitators use a combination of research-based instructional strategies, such as the following:

Specially Designed Academic Instruction in English (SDAIE): SDAIE is a teaching approach that can be used across the curriculum to support English Learners. It emphasizes the importance of supporting English Learners in acquiring academic skills and knowledge while learning English through comprehensible input. The practice is based on linguistic theories laid out by a number of researchers, including Dr. Steven Krashen and Dr. James Cummins, who developed *Contextual Interaction Theory*. At the heart of the theory are two major components that impact the SDAIE classroom: comprehensible input and a supportive affective environment. Comprehensible input is language input that can be understood by listeners despite their not understanding all the words and structures. Language is acquired because of the context in which it is contained.

The SDAIE approach seeks to teach both content and language in a cognitively demanding environment. The nature and goals of SDAIE lessons are to provide equal access to the curriculum of study. SDAIE strategies are consistent with multiple intelligence strategies, project-based learning theories, and special education approaches. SDAIE encompasses proven teaching strategies and techniques that benefit all types of learners, offering particular support to students who are English Learners.

The four major components of this teaching approach are as follows:

1. **A visual approach to classroom presentation**: Facilitators will use models, kits, manipulatives, and gestures to show learners what they are talking about.

2. **A hands-on approach to classwork:** Learners will retain new information faster with the use of manipulatives and task-oriented projects for them to build new vocabulary into their work banks.

3. **Cooperative learning strategies**: Facilitators will structure learning opportunities through project-based learning and during workshop instruction for learners to work together, be held individually accountable, and develop positive social skills. Learners are more likely to try to practice their English skills in smaller groups.

4. **Guided vocabulary techniques**: Facilitators make conscious choices regarding the language used and how vocabulary will be introduced, practiced, and incorporated into all components of their lessons.

Project-Based Learning (PBL): PBL incorporates communication and collaboration, allowing all learners to contribute in areas in which they show strength and to develop in areas where there is room for growth. Projects include a great deal of learner voice and choice, with the purpose of engaging and incentivizing greater levels of learner participation and deeper levels of inquiry and communication, both academic and interpersonal. Through projects, English Learners practice listening, speaking,

reading, and writing in English in authentic ways.

As with all of the learners at iLEAD Lancaster, Individualized Learning Plans (ILPs) are developed for English Learners at the beginning of each year. Using specific and individualized assessment data, each learner team, consisting of the classroom facilitator, parent/guardian, and the learner, will meet to establish an individualized annual English Language Development (ELD) goal. Progress made toward the ELD goal is monitored throughout the year. Not only does each learner track and monitor their own progress (with the support of their family and facilitator), but learners also reflect and report on their progress with their class at the end of the school year.

How the Program Will Meet ELD Standards and Use the Results of the ELPAC

A successful ELD program aligns instruction with the 2012 California ELD Standards and utilizes ELPAC (English Language Proficiency Assessments for CA) results to inform instruction and reclassification decisions. At iLEAD Lancaster, annual Summative ELPAC assessments are used to track progress in the four domains (Listening, Speaking, Reading, and Writing) and guide reclassification decisions. To monitor progress toward mastery of the ELD standards and adjust classroom teaching and learning throughout the school year, facilitators will use assessments such NWEA MAP data, Interim ELPAC, and other formative assessment data.

iLEAD Lancaster will base its EL support program on the California ELD Standards. As guided by the California English Learner Roadmap and ELD Standards, iLEAD Lancaster facilitators will provide instruction grounded in the best available research on supporting ELs in the learning environment. Learners will be expected to advance in their ELPAC Proficiency Levels annually. An EL Coordinator will partner with the facilitators to include ELD goals on learners' individualized plans. Facilitators will monitor learner progress toward language goals. If a learner is not making sufficient academic progress as indicated through ELPAC and other assessment data, the English Learner will receive more targeted instructional supports as indicated in the MTSS framework.

iLEAD Lancaster will ensure that facilitators are qualified and supported to meet the needs of English Learners. Minimum qualifications for facilitators will include graduation from an accredited four-year university, possession of/being in the process of receiving a California teaching credential, as well as an completion of an interview process, which may include a teaching demonstration. Additionally, iLEAD Lancaster will hire facilitators who have CLAD/BCLAD or ELD endorsement and will place a priority on hiring facilitators who speak Spanish and English and can provide strong instruction for English Learners. iLEAD Lancaster will also support facilitators by providing professional development on SDAIE strategies, programs such as ELLevation, language development, progress monitoring, and assessment of English Learners. iLEAD Lancaster complies with all applicable laws regarding teacher credentialing, including Education Code section 47605(l), as amended.

Services and Supports for English Learners, Including Instructional Strategies and Intervention

Service Model for English Learners

iLEAD Lancaster implements a Structured English Immersion (SEI) model for English Language Development. SEI is a language acquisition program designed for English Learners at varying levels of English proficiency. In this program, the vast majority of classroom instruction is delivered in English, providing students with consistent exposure to the language and opportunities to practice using it in an academic setting. However, recognizing the diverse needs of EL students, the curriculum

and instructional strategies are adapted to accommodate different language proficiency levels. This may include using sentence frames, visuals, realia, graphic organizers, and other scaffolding techniques to support comprehension, as well as providing explicit instruction in vocabulary and grammar.

The primary goal of SEI is to equip EL students with the necessary language skills to succeed in an English-speaking academic environment. By providing targeted support and adapting instruction to their specific needs, SEI programs aim to accelerate English language acquisition while ensuring that EL students do not fall behind their peers in core content areas such as math, science, and social studies.

TK-8th English Language Development (ELD) Classroom Practices

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]).

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English Learners to develop critical English language skills necessary for academic content learning in English. (California Code of Regulations, Title 5 [5 CCR] Section 11300[a]).

Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

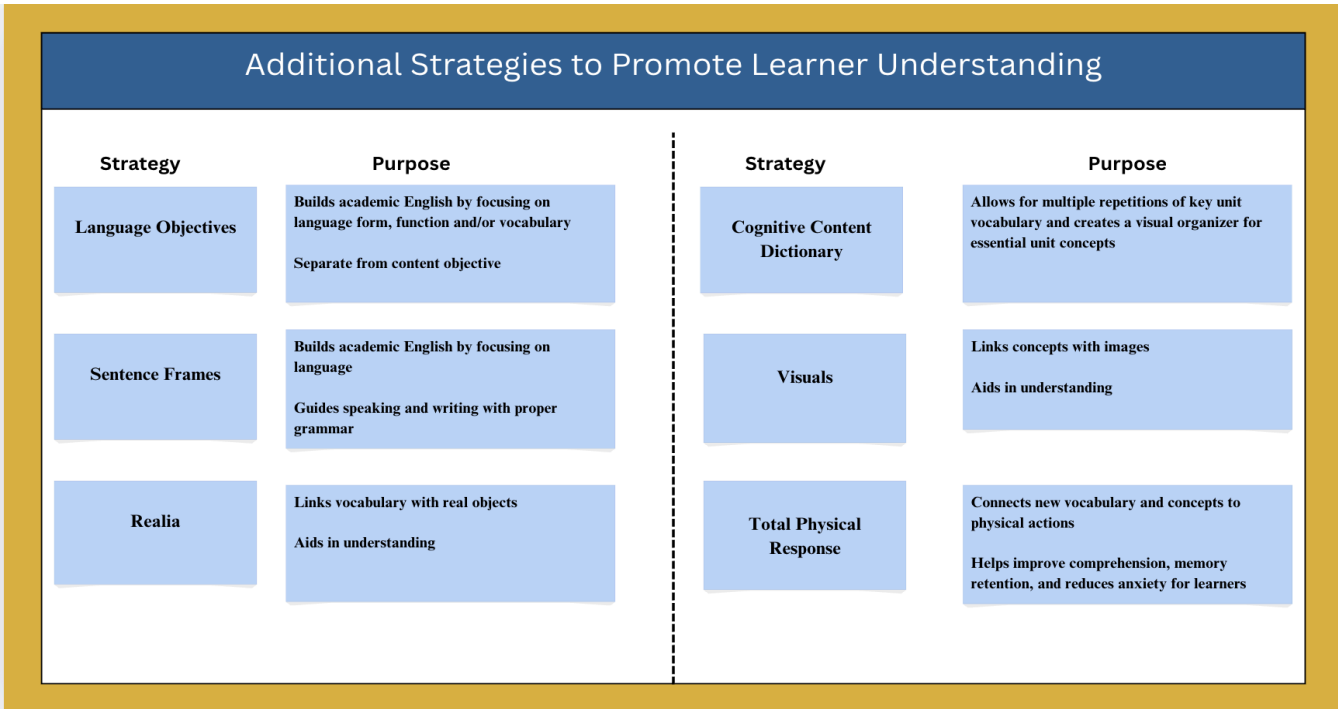
At iLEAD Lancaster, Integrated and Designated ELD incorporate California Dept. of Education ELD Standards as outlined in the table below:

CA ELD Standards—Parts and Strands

Part I: Interacting in Meaningful Ways
A. Collaborative (engagement in dialogue with others)
1. Exchanging information and ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with or persuading others
4. Adapting language choices to various contexts

B. Interpretive (comprehension and analysis of written and spoken texts)
5. Listening actively and asking/answering questions about what was heard
6. Reading closely and explaining interpretations and ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources
C. Productive (creation of oral presentations and written texts)
9. Expressing information and ideas in oral presentations
10. Writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources
Part II: Learning About How English Works
A. Structuring Cohesive Texts
1. Understanding text structure and organization based on purpose, text type, and discipline
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
B. Expanding and Enriching Ideas
3. Using verbs and verb phrases to create precision and clarity in different text types
4. Using nouns and noun phrases to expand ideas and provide more detail
5. Modifying to add details to provide more information and create precision
C. Connecting and Condensing Ideas
6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

Listed below are additional strategies and practices that increase learner engagement and understanding.



ELPAC assessment results are accessible to facilitators and support staff to inform program placement, reclassification, and instruction. ELPAC assessment results are valuable tools that the team can utilize to make informed decisions about program placement, reclassification, and instructional strategies. These results provide a snapshot of a learner's English language proficiency, which can be used to tailor instruction to their specific needs.

However, ELPAC results are just one piece of the puzzle. To gain a more comprehensive understanding of learner progress, facilitators will regularly review multiple data sources through iLEAD Lancaster's Data Protocol collaborative process. Data reviewed includes both formative and summative assessments. Formative assessments are ongoing assessments that provide feedback on student learning. They can be used to identify areas where students need additional support. Summative assessments are given at the end of a unit or course and are used to measure student mastery of the material.

iLEAD Lancaster will provide quality professional development opportunities for all facilitators and support staff to ensure that every English Learner has access to facilitators who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing facilitators' and support staff's knowledge of how to teach English Learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all English Learners can meet the California ELD Standards. All facilitators authorized to teach English Learners receive training in the effective implementation of techniques like SDAIE strategies and programs such as ELLevation. These programs assist facilitators with scaffolding, differentiation, learning groupings for instruction based on assessments, and enhance language practices such as building background, clarifying input, fortifying output, fostering interactions,

and developing academic language.

Process for Annual Evaluation of the School's English Learner Program

Each year, school leadership will take steps to ensure iLEAD Lancaster's program is effective for the English Learner population. Leadership will conduct an annual analysis of the ELD program and examine the following items to evaluate, refine, and adjust instructional practices for the coming school year:

Goal	Evaluation Questions
1. Implementation EL programs are fully implemented as described in this plan.	1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? 1.2 To what extent is the Master Plan for English Language Learners useful to facilitators, administrators, and parents/guardians as a tool to meet the needs of ELs? 1.3 Are ELs gaining access to academically rigorous core classes?
2. English Proficiency ELs will make steady progress in developing academic English and attain academic English language proficiency as efficiently and effectively as possible.	2.1 What percentage of ELs meet the state's Title III Annual Measurable Achievement Objective 1 with regard to progress in learning English? 2.2 What percentage of ELs meet the state's Title III Annual Measurable Achievement Objective 2 with regard to attaining English Language proficiency? 2.3 Are there overall proficiency gains on all subtests on the ELPAC for learners 1-3 years in U.S. schools? Are there overall proficiency gains on all learners on the ELPAC for learners 4-5 years in U.S. schools? Are there overall proficiency gains on all subtests on the ELPAC for learners more than 5 years in U.S. schools? What are the overall gains in the cohort groups?
3. Academic Progress a. ELs will make steady progress in core academic subjects. b. ELs in our district 5 years or longer will meet grade-level standards in core academic subjects.	3.1 Are increasing percentages of ELs making steady academic progress on SBAC-ELA? 3.2 Are increasing percentages of ELs making steady academic progress on SBAC-Math? 3.3 Are ELs not making steady academic progress being identified and appropriately served? 3.4 Are increasing percentages of ELs in U.S. schools 5 years or longer meeting all criteria required for Reclassification? 3.5 Are ELs (and RFEPs) making expected progress toward graduation?

4. Decrease Risk of Failure Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs.	4.1 Are ELs (and RFEPs) not overrepresented in the following categories: • Suspensions, expulsions, other discipline • Dropouts 4.2 Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined in 4.1?

Facilitators will regularly evaluate learner progress by reviewing multiple EL data sources including formative and summative assessments. Facilitators will use the results of this data to adjust their instructional practices to better serve each learner. In order to document progress, all facilitators will use a program such as ELLevation, along with an individual learner portfolio. Facilitators will periodically review the portfolio with the English Learner and their family to monitor progress and set/adjust learning goals.

Process and Specific Criteria for Reclassification

Reclassification is the process whereby a learner is reclassified from English Learner (EL) status to Reclassified Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student's meeting all the criteria.

Facilitators continue to monitor the progress and performance and provide appropriate interventions to each learner identified as an English Learner with the goal of helping each learner reclassify to Reclassified Fluent English Proficient (RFEP) status. Once iLEAD Lancaster receives ELPAC results, the EL Coordinator or designee will analyze the data and determine the eligibility for reclassification of each learner within 30 days of receiving the scores. The reclassification criteria are as follows:

Criteria Used for Reclassification

iLEAD Lancaster uses the guidelines stipulated in 5 *CCR*, sections 11303 Reclassification and 11308 [c][6] Advisory Committee issued by the California Department of Education.

- **Criterion 1**: Assessment of English Language Proficiency
- **Criterion 2**: Facilitator Evaluation
- **Criterion 3**: Assessment of Basic Skills
- **Criterion 4**: Parent/Guardian Option and Consultation

Criteria	Kinder-1st	2nd	3rd-5th	6th-8th	9th-10th	11th-12th
ELPAC Results	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4
SBAC or MAP Scores	Score at or above 50th percentile on MAP Reading	Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading
Facilitator Evaluation	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL
Parent Consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation

*To be used once as required by the California Department of Education

Reclassifying English Learners With Disabilities

The reclassification criteria apply to English Learners who have special needs; however, the Summative ELPAC is given with designated and non-designated supports and accommodations as determined by the IEP team. For English Learners with the most significant cognitive disabilities, the Alternate ELPAC is given when deemed appropriate. Once it is determined that a learner takes an alternate state assessment, that learner must take alternate versions of other state assessments. The IEP team should be consulted when reclassifying an English Learner with special needs. IEP teams should verify that in addition to meeting the criteria for reclassification, learners with ELD goals in their IEPs have mastered those goals before the learners are reclassified.

The IEP team must utilize four criteria to determine reclassification**:**

- **Criterion 1**: Assessment of English Language Proficiency
    - The IEP team will use the most recent administration of the ELPAC or Alternate ELPAC as the primary evidence that a learner has met the criteria demonstrating English language proficiency. A Summative ELPAC score of 4 or an Alternate Summative ELPAC score of 3 is required in order to consider the reclassification of the learner.

- **Criterion 2**: Facilitator Evaluation
    - The IEP team will consider the learner's classroom performance information regarding (1) progress on IEP goals related to ELD, (2) progress on all literacy domains, (3) mastery of content as evidenced by IEP goals, and (4) mastery of grade-level expectations.

- **Criterion 3**: Assessment of Basic Skills
    - The IEP team will utilize a basic skills assessment (NWEA MAP) or an equivalent assessment.

- **Criterion 4**: Parent/Guardian Option and Consultation
    - The IEP team will consider parent/guardian input.

The IEP team may use other criteria to supplement the above-required criterion to ensure that the most appropriate decision is made for each learner**.**

Criteria	Kinder-1st	2nd	3rd-5th	6th-8th	9th-10th	11th-12th
ELPAC Results	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3
SBAC or MAP Scores	Score at or above 30th percentile on MAP Reading	Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading
Facilitator Evaluation	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL
Parent Consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation

*To be used once as required by the California Department of Education

The EL Coordinator or designee, working with iLEAD California's Director of EL, will monitor classroom instruction, update ELD levels in the Student Information System, place ELs according to ELD level, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that learners and families receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification, or need for intervention. The EL Coordinator or designee will share the progress and performance of ELs with the facilitators and School Director, working with them to enable ELs to progress to the next ELD Proficiency Level.

Upon reclassification, learners maintain RFEP status throughout their education, and their academic progress is subject to annual monitoring for a minimum of four years, in accordance with state and federal guidelines. In cases where academic or linguistic performance declines, interventions will be implemented to ensure the student achieves and maintains grade-level proficiency. iLEAD Lancaster maintains a roster of RFEP learners for annual monitoring purposes. Facilitators are notified by the School Director or designee when the RFEP Monitoring Form is to be completed, which serves to document learner progress, academic achievement, and recommend interventions.

RFEP learners experiencing academic challenges will receive access to the same multi-tiered support services and interventions available to all learners who are not meeting academic standards, as delineated in the MTSS framework. If a learner exhibits insufficient academic progress, the site EL

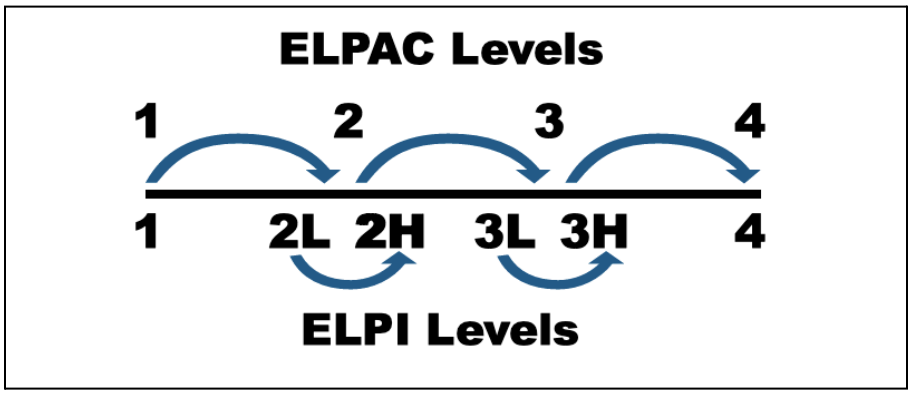
coordinator or designee will convene with the facilitator and support staff to assess the learner's progress and develop an intervention plan.

Process for Monitoring Progress and Supports for Long-Term English Learners (LTELs)
LTELs are monitored using CA Dashboard English Learner Progress Indicator (ELPI) and other data measures. ELPI breaks the four Summative ELPAC Performance levels into six total levels (e.g., 1, 2L, 2H, 3L, 3H, 4) to determine appropriate English growth. There are three levels for the Summative Alternate ELPAC. The ELPI levels guide iLEAD Lancaster's team as they determine a need for more targeted instruction in English language development and differentiated instruction in academic content areas.

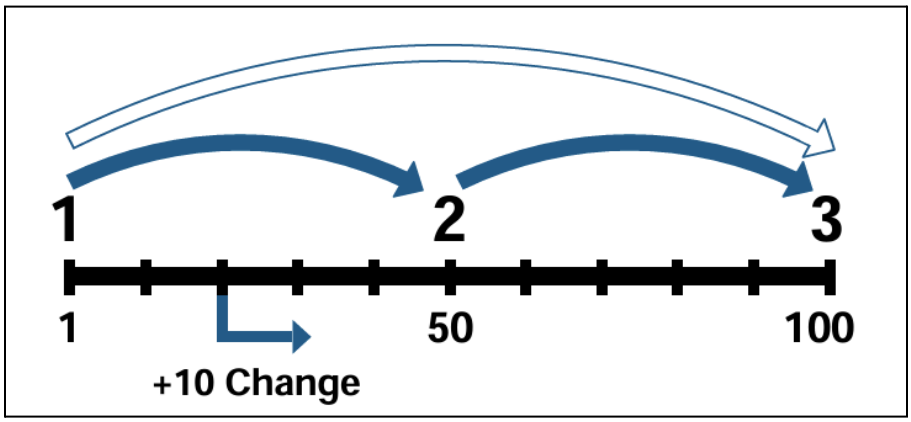
ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding - low
	Expanding - mid
Level 3	Expanding - upper
	Bridge - low
Level 4	Bridge - upper

Summative ELPAC ELPI Levels



Summative Alternate ELPAC ELPI Levels



LTELs will continue to be reevaluated throughout the year using the ELPAC Interim assessment, MAP assessment results, Reports of Progress, and a portfolio of learner work samples until they have demonstrated that they have continued to adequately master academic content and English language over time. Additionally, students and their parents/guardians will be annually informed of their LTEL status, the associated risks, specific barriers to reclassification, and strategies to address them.

iLEAD Lancaster believes that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support in a safe, engaging environment. The extent of support needed varies depending on the familiarity and complexity of the task and topic, and the learner's English language proficiency level.

LTELs participate in Integrated and Designated ELD in which their academic language and specific academic vocabulary and language structures are developed. Because the needs of LTELs are varied, iLEAD Lancaster's EL Coordinator or designee and classroom facilitators will collaborate to identify the reasons a learner has not advanced an ELD level annually and determine the best support system for that learner.

Socioeconomically Disadvantaged Learners

iLEAD Lancaster will identify students from Socioeconomically Disadvantaged (SED) backgrounds using information gathered during enrollment. School leadership, facilitators, and support staff will closely monitor the academic and social-emotional progress of SED learners throughout the school year. By analyzing data through a collaborative process, iLEAD Lancaster will be able to identify trends, patterns, and insights that would not be apparent through individual effort. This collaborative approach fosters a diversity of perspectives and expertise, leading to a more comprehensive and nuanced understanding of SED learners. Working together leverages the collective knowledge and skills of the team to develop more effective and innovative solutions.

iLEAD Lancaster acknowledges the potential for learners to encounter significant adversities beyond the school environment, consequently recognizing that social-emotional needs often take precedence over academic interventions. The Student Success Team (SST) process may be initiated if issues are identified that negatively influence a learner's academic trajectory. Concerns pertaining to safety, nutritional

requirements, overall wellness, or housing may be addressed through referrals to the school counselor and/or social worker/liaison. These professionals will work with families and facilitate referrals to local community service organizations when learners and families need additional resources and services outside the scope of what schools can offer.

Plan for Serving Learners with Disabilities

Overview

iLEAD Lancaster recognizes its obligation to serve learners with exceptional needs and, pursuant to applicable state and federal law, will ensure that all enrolled learners have access to a free and appropriate public education (FAPE). iLEAD Lancaster will comply with all applicable state and federal laws in serving learners with disabilities, including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Improvement Act (IDEA), and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, iLEAD Lancaster will comply with all California laws pertaining to special education learners. To the maximum extent appropriate, all learners with disabilities will be fully integrated into the programs of iLEAD Lancaster with the necessary materials, services, and equipment to support their learning. The school will ensure that any learner with a disability attending iLEAD Lancaster is properly identified, assessed, and provided with necessary services and supports. iLEAD Lancaster will be solely responsible for its compliance with Section 504 and the IDEA.

iLEAD Lancaster will be a member of the El Dorado County Charter Special Education Local Plan Area (SELPA), in conformity with Education Code Section 47641(a). Attached in Appendix E is a letter of good standing from the El Dorado County Charter SELPA.

iLEAD Lancaster shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

iLEAD Lancaster shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by iLEAD Lancaster shall be accessible for all learners with disabilities.

Facilitators at iLEAD Lancaster will implement a wide range of accommodations for learners with disabilities. All facilitators will receive ongoing professional development regarding special education policies, strategies for working with disabled learners, and practices that support learners with diverse learning styles and abilities. Topics discussed during professional development sessions will include the following:

- Early identification and symptoms of learning disabilities
- Classroom accommodations for specific, observed behaviors
- What to do when a facilitator or parent/guardian suspects a child has a learning disability

All instructional staff, as well as other appropriate staff members, will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by iLEAD Lancaster or the El Dorado County Charter SELPA.

All learners with disabilities will be integrated into the programs of iLEAD Lancaster to the maximum extent practicable and placed in the least restrictive environment appropriate for their needs, with the necessary materials, services, and equipment to support their learning. iLEAD Lancaster will meet all the requirements within a learner's Individualized Education Program (IEP). iLEAD Lancaster will include all special needs learners with non-disabled peers to the maximum extent appropriate according to their IEPs.

Reporting related to special education enrollment, eligibility, and student status changes are done via California Longitudinal Pupil Achievement Data System (CALPADS). By using CALPADS, iLEAD Lancaster ensures that both the district of residence and the authorizing LEA are kept up to date on a student's special education status without needing to manually notify each party outside of the system.

Inclusion Model

It is the intent of iLEAD Lancaster to provide a continuum of options specified in Education Code Section 56361 through participation in special education programs and services in the same manner of other public schools within the SELPA. It is iLEAD Lancaster's intention to provide special education services within a modified inclusion model for learners with exceptional needs for whom iLEAD Lancaster's distinctive educational program is determined as the least restrictive environment. Appropriate designated instructional services and related services are provided, consistent with the learner's IEP.

iLEAD Lancaster believes that learners with special needs benefit educationally, socially, and emotionally from the opportunity to receive services in this modified inclusion model. iLEAD Lancaster's Educational Specialists will work in a collaborative model with all facilitators, paraprofessionals, and specialized services (OT, APE, Speech, etc.) to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each learner's IEP. iLEAD Lancaster staff will monitor learner progress toward the goals specified in the IEP, and the IEP team will formally review goals and progress toward goals on an annual and triennial basis.

Child Find

iLEAD Lancaster will participate in a comprehensive "Child Find" system to identify learners who have or may have exceptional needs. iLEAD Lancaster will seek to participate in the "Child Find" systems of the SELPA. These systems will include various policies and practices, including but not limited to the following:

- Post-matriculation intake practices that identify learners with exceptional needs to help ensure that the school is aware of all learners who have identified special needs
- Efforts to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion
- Staff development and training for school staff to ensure they possess an understanding of tools and techniques to serve learners who may have exceptional needs
- Review of learner assessment data, including but not limited to state-mandated testing, to identify learners who may be falling behind expectations in their academic progress and are in need of additional support or services

Development, Implementation, and Review of IEP
iLEAD Lancaster, in collaboration with the El Dorado County Charter SELPA pursuant to its policies, will ensure that all aspects of the IEP and implementation are maintained. Every learner who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. The term "assessment" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20, of the United States Code. iLEAD Lancaster will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible learners in accordance with applicable law. iLEAD Lancaster shall obtain parent/guardian consent to assess the learner.

The referral process is a formal, ongoing review of information related to learners who show potential signs of needing special education and related services. iLEAD Lancaster's primary internal method for referral for assessment will be the Student Success Team. When a parent/guardian suspects that a child has a disability, the parent/guardian will be advised by the school to notify the school in writing in order to arrange for an SST or possible testing and evaluation (parents/guardians who make the request orally will be provided assistance, if needed, in making a written request). Parent/guardian notification and request for special education testing and evaluation will trigger legal timelines, and iLEAD Lancaster will follow all legal mandates for a timely response.

After a learner is referred for assessment of a learning disability, iLEAD Lancaster will provide the learner's parent or guardian with a proposed assessment plan within 15 days of the referral. The case manager will inform the parent/guardian that special education and related services are provided at no cost to them. iLEAD Lancaster will obtain informed consent from the parent/guardian before conducting the assessment. Once consent is given by the parent/guardian, the mutually agreed assessment(s) will be completed within the legal 60-day timeline.

The case manager will be responsible for gathering all pertinent information and sharing such information with all others involved in the assessment. Information gathered will be used as tools to determine the learner's disability, eligibility for services, and the nature and extent of required services. If needed or requested, an interpreter will be provided for the parent or guardian during the assessment. An iLEAD Lancaster facilitator or staff member may serve as the interpreter, if fluent in the parent/guardian's native language and with parent/guardian approval. The types of assessments that may be used for determining eligibility for specialized instruction and services will be selected by iLEAD Lancaster, in collaboration with any hired service providers, and will generally be performed by a qualified school psychologist, educational specialist, and nurse if applicable. Those assessments may include but are not limited to the following:

- Individual academic testing
- Facilitator observations
- Interviews
- Review of school records, reports, and work samples
- Parent/guardian input

Unless conflicting with SELPA policies and procedures, iLEAD Lancaster will follow the below assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and

procedures will govern, and iLEAD Lancaster will revise these guidelines accordingly:

- Parents or guardians of any learner referred for assessment must give their written consent for the school to administer the assessment;
- The learner must be evaluated in all areas related to his/her suspected disability;
- A professional with knowledge of the suspected disability will conduct the assessment;
- Multiple assessments will be delivered by qualified professionals to measure the learner's strengths and needs;
- Assessments will be delivered without cultural, racial, or gender bias;
- Assessment results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed;
- Assessments will be adapted as necessary for learners with impaired sensory, physical, or speaking skills; and a multidisciplinary team will be assembled to assess the learner.

Once the assessment is completed, iLEAD Lancaster will hold a meeting to review the results of the assessment and determine whether the learner qualifies for special education. This is the initial IEP meeting, described in detail below, and iLEAD Lancaster will give the learner's parent/guardian the opportunity to participate through the facilitated IEP process. iLEAD Lancaster will be responsible for scheduling, coordinating, and facilitating the IEP meeting with all team members to include the parent/guardian as an essential team member.

If a learner enrolls at iLEAD Lancaster with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the learner's present levels of performance and needs, and offer appropriate placement and services within the school's modified inclusion program. Prior to such meeting and pending agreement on a new IEP, if needed, iLEAD Lancaster shall work to implement the existing IEP or as otherwise agreed upon by the parent/guardian.

Each learner with an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the learner. All decisions concerning the learner's special education program are made by the IEP team. The IEP team at iLEAD Lancaster will consist of the following individuals:

- The School Director or designee
- The parent/guardian of the learner for whom the IEP was developed;
- The learner, if appropriate
- At least one core classroom facilitator who is familiar with the curriculum or progress appropriate to that learner
- The specialists providing special education services to the learner
- If the learner was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results

Others familiar with the learner may be invited as needed. iLEAD Lancaster will view the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. If the parent/guardian cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as rescheduling the meeting or conferencing by telephone or webcam. A copy of the IEP will be given to the parent/guardian in accordance with the law and SELPA policies, as applicable.

Upon the parent's or guardian's written consent, iLEAD Lancaster will implement the IEP, in cooperation with the SELPA. The IEP will include all required components and be written on SELPA-approved forms. The elements of the IEP will include the following:

- Assessments used to determine present levels and identify needs, developmental goals, and objectives
- A statement of the learner's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the learner will receive and the means for delivering those services
- A description of when services will begin, how often the learner will receive them, who will provide them, and where they will be delivered
- Measurable annual goals/objectives focusing on the learner's current level of performance
- A description of how the learner's progress will be measured and monitored
- An explanation of the extent, if any, to which the learner will not participate in general education
- Any accommodations necessary to measure the academic achievement and functional performance of the learner on state and district assessments
- Transition goals for work-related skills, if applicable
- A description of the means by which the IEP will be provided under "emergency conditions" in which instruction or services, or both, cannot be provided to the learner either at the school or in person for more than 10 school days

IEP meetings will be held according to the following schedule:

- Yearly to review the learner's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the learner's progress
- After the learner has received a formal assessment or reassessment
- When a parent, guardian, or facilitator feels that the learner has demonstrated significant educational growth or a lack of anticipated progress
- When an Individual Transition Plan (ITP) is required at the appropriate age
- When a special education learner has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior
- Prior to the expulsion of a learner with an IEP, to determine if the learner's misconduct was a manifestation of his/her disability
- If the parent/guardian, an iLEAD Lancaster staff member, the SELPA, hired service providers, or the learner has communicated a concern about the learner's progress

The IEP team will formally review each learner's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the learner is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the learner's progress.

If a parent/guardian or faculty member feels the learner's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP team will have thirty days, not including

school vacations greater than five days, to hold the IEP meeting. The school will encourage open communication between the parent/guardian and the SELPA for any items related to the special education services. Learners at iLEAD Lancaster who have IEPs will continue to attend the school, unless the IEP recommends otherwise.

Approximately three times per year, parents/guardians will be informed of the learner's progress toward meeting annual goals and whether the learner is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the learner's progress toward achieving the annual goal is measured, the learner's progress during the relevant period, the extent to which it is anticipated the learner will achieve the annual goal prior to the next annual review and, where needed, the reasons the learner did not meet the goal.

iLEAD Lancaster will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education facilitator. Learners at the school who have IEPs will be served in the Least Restrictive Environment (LRE). However, should a learner's IEP team determine that the learner requires an alternative placement, the school will work with the learner's home district to ensure an appropriate placement and services.

Special Education Strategies for Instruction and Services

As detailed throughout this petition, iLEAD Lancaster employs a highly individualized model of instruction for all learners, which benefits all learners with learning challenges. iLEAD Lancaster utilizes a Multi-Tiered Systems of Support (MTSS) model and will also comply with the federal mandate of the LRE. iLEAD Lancaster will mainstream all of its learners as much as is appropriate according to each individual IEP. Each learner's IEP will require different kinds of modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the learner's needs and how these fit within the general educational program of the school.

iLEAD Lancaster will provide several programs for learners with special needs, whereby the academic program is structured in one or several of the following ways: an Educational Specialist may provide support services in the classroom or in a small group; an on-site Educational Specialist may coordinate programs and services for learners who are fully included in the regular education classroom; or a Modified Inclusion model may be employed, where classes have learners with identified special needs, a regular education facilitator, and a special education paraprofessional. An on-site Educational Specialist will collaborate with regular education facilitators and oversee implementation of each learner's IEP.

iLEAD Lancaster may contract support, such as the iLEAD California Student Support Team, and may also contract with outside special education service providers depending on operational needs or specific requirements of the learners' IEPs. Some of the potential contracted services may include but are not limited to nurses, speech-language pathologists, school psychologists, Adaptive Physical Education (APE) facilitators, autism behavioral or occupational therapists, visually impaired and orientation mobility providers, and deaf and hearing impaired providers. iLEAD Lancaster will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to ensure that all services provided are effective and of the highest quality.

iLEAD Lancaster will retain the option, based on operational evaluation and program needs, to employ a

high-quality special education service provider, such as iLEAD California SPED Services, who can coordinate and facilitate some or all of the special-education-related services and instruction for learners. These types of special education service providers may provide iLEAD Lancaster with the following staff:

- Credentialed special education facilitators, resource specialists, educational specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech-language pathologists
- Visually impaired providers
- Orientation and mobility providers
- Deaf and hard-of-hearing providers
- School nurses
- Interpreters for learners who are deaf or hard of hearing

Reporting
iLEAD Lancaster, in collaboration with the SELPA and the iLEAD Lancaster service providers, will collect and maintain the following information on disabled learners as required by IDEA:

- A calculation of all school-age learners with disabilities being provided special education services by age, grade, and category of disability, and the number of those learners who are also English Learners;
- The number of learners provided with test modifications and the types and number of learners exempted from assessments;
- The settings in which learners with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of learners with disabilities suspended “in school” and out of school, organized by disability and length of suspensions; and
- The basis of exit from iLEAD Lancaster for learners with disabilities (e.g., attainment of diploma and type, a move, change of eligibility, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the case manager (or their designee), who will ensure that a central file with all special education evaluation material and IEPs is properly maintained.

Records will be maintained and the file locked and confidential, in accordance with IDEA guidelines. The case manager for each learner will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a learner’s IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Non-Public Placements/Non-Public Agencies
iLEAD Lancaster shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education learners.

Nondiscrimination
It is understood and agreed that all children will have access to iLEAD Lancaster and no learner shall be denied admission nor counseled out of iLEAD Lancaster due to the nature, extent, or severity of his/her disability or due to the learner's request for, or actual need for, special education services.

Due Process and Procedural Safeguards
Parents or guardians of learners with IEPs at iLEAD Lancaster will need to give written consent for the evaluation and placement of their child, which will be included in the decision-making process when change in placement is under consideration, and will be invited, along with facilitators, to all conferences and meetings to develop their child's IEP. If a learner with an IEP is faced with a suspension for more than ten days or an expulsion, the IEP team will meet to determine whether the learner's misconduct was a manifestation of his or her disability. Any concerns or disagreements raised by a parent/guardian will be acknowledged by the school within five days, after which a meeting between the parent/guardian and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

iLEAD Lancaster will provide the parent/guardian with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions. In the event that a parent/guardian files a request for a due process hearing or request for mediation, iLEAD Lancaster shall defend the case. Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act
iLEAD Lancaster will recognize its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to, discrimination under any program of iLEAD Lancaster. Any learner who has an objectively identified disability that substantially limits a major life activity including but not limited to learning is eligible for accommodation by the school.

A 504 team will be assembled by the School Director and shall include the School Director (or their designee), parent/guardian, the learner if appropriate, a qualified faculty member, and other qualified persons knowledgeable about the learner, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the learner's existing records including academic, social, and behavioral and pertinent health records shared by parents/guardians. The 504 team is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the learner has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The learner evaluation shall be carried out by the 504 team, who will evaluate the nature of the learner's disability and the impact upon the learner's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which

they are used and are administered by trained personnel
- Tests and other evaluation materials that are tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient
- The results of tests selected and administered to a learner with impaired sensory, manual, or speaking skills accurately reflect the learner's aptitude or achievement level, or the factors the test purports to measure, rather than reflecting the learner's impaired sensory, manual, or speaking skills

The final determination of whether the learner will or will not be identified as a person with a disability is made in writing by the 504 team, and notice is given in writing to the parent or guardian of the learner in their primary language along with the procedural safeguards available to them. If during the evaluation the 504 team obtains information indicating possible eligibility of the learner for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the learner is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the learner receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the learner, drawing upon a variety of sources, including but not limited to assessments conducted by the school's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, facilitators, and any other participants in the learner's education, including substitutes and tutors, must have a copy of each learner's 504 Plan. The site director will ensure that facilitators include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with any long-term substitutes. A copy of the 504 Plan shall be maintained in the learner's file. Each learner's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Annual Goals and Actions to Achieve State Priorities
Pursuant to Education Code Section 47605(b)(5)(A)(ii), listed below in Element B are iLEAD Lancaster's annual goals for all learners and for each subgroup of learners, to be achieved in the state priorities that apply for the grade levels served by iLEAD Lancaster and specific annual actions to achieve those goals. iLEAD Lancaster will annually update its goals and annual actions using the LCAP template adopted by the State Board of Education. iLEAD Lancaster shall comply with all requirements of Education Code section 47606.5, including, but not limited to the requirement to hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP, and to consult with teachers, principals, administrators, other school personnel, parents, guardians, and pupils in developing the LCAP and annual update.

ELEMENT B (2): MEASURABLE PUPIL OUTCOMES AND ASSESSMENTS

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. [California Education Code Section 47605(c)(5)(B)]

Measurable Pupil Outcomes: Alignment with the Eight State Priorities

iLEAD Lancaster, in accordance with Education Code section 47605(c)(5)(B), has established goals, actions, and measurable outcomes that are aligned with the state priorities as described in Education Code section 52060(d). These outcomes address increases in pupil academic achievement both school-wide and for all pupil subgroups served by iLEAD Lancaster, as that term is defined in Education Code section 52052(a). Additionally the LCAP is attached in Appendix D.

State Priority #1: Basic Services		
(1) Teachers are assigned and fully credentialed. (2) Students have access to the standards-aligned instructional materials. (3) School facilities are maintained.		
GOAL 1: Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors. **GOAL 2:** Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.		
Actions	**Measurable Outcomes**	**Methods of Measure**
1.1 Maintain Safe, Clean, Welcoming School Facilities: The facilities team will ensure all educational partners have clean, safe, innovative spaces that align with the school's vision, mission, learner outcomes, and methodology, which allow high-quality learning to take place.	Maintain "good status" as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	SARC Fit Tool Rating
1.2 Fund High-Quality Staff: Leadership and HR will recruit and retain fully credentialed and appropriately assigned staff to provide high-quality instruction	Misassignments of Teachers of English Learners will be less than 1% and Total Teacher Misassignments will be less than 1.	SARC Misassignments of Teachers of English Learners Total Teacher Misassignments

and support for all learners. 1.3 Fund High-Quality Staff Who Bridge Learning Gaps: Leadership and HR will recruit and retain qualified staff to provide support to English Learners, homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals.		
2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials: Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials, including technology, paper, and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement. 2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials: Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials, including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	Director will mark 4 or 5 (full implementation or sustainability) on priority Priority 2B. Educational Partner Surveys will indicate satisfaction with curriculum and instructional materials. Course Exploratory Offerings will be at or above 10 total offerings.	Local Indicator Survey Priority 2B: Rate the LEA's progress in making instructional materials that are aligned with the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught. Based on learners' access to an evidence-based curriculum and materials as identified by the school for each discipline offered. Parent and Learner Survey Data Enrollment in a Broad Course of Study

State Priority #2: Implementation of Common Core State Standards		
Implementation of academic content and performance standards for all students, including English Learners having access to the state standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.		
GOAL 2: Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.		
Actions	**Measurable Outcomes**	**Methods of Measure**
2.3 Deliver Effective ELD Programming: The EL Coordinator and school staff will apply professional learning, data, and resources to provide English Learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English Learners through ELAC, and other evidence-based strategies.	CA School Dashboard: English Learner progress will be at or above state levels. Internal: English Learner reclassification rate will maintain above 20%.	CA School Dashboard: ELs making progress toward proficiency Internally calculated reclassification rates based on CALPADS data and state instructions
2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity: Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, math, and science to maximize academic achievement.	CAASPP ELA and Math Participation Rates will be 95% or above and Distance from Standard/Color will increase 30 points in three years. CAST Score Whole School will increase 9% in three years. MAP ELA and Math CGI will maintain at or above -0.2. 75% of learners will meet their self-identified academic readiness goal.	CA School Dashboard: CAASPP Scores ELA & Math CAST Scores NWEA CGI MAP Results Learner Individualized Learning Plan Fall and Spring Surveys
2.5 Foster a Staff Culture of Excellence through Lifelong Learning: All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and California Standards for the	Approved Staff Calendar non-student days and/or PD opportunities will remain at or above 22. Staff Surveys on PD will indicate satisfaction with PD offerings. CA School Dashboard Local Indicator Survey: Priority 2C will mark	Board-Approved Staff Calendar Annual Staff Survey Data Annual CA School Dashboard Local Indicator Survey

Teaching Profession to increase the effectiveness of instruction to all learners.	4s and 5s.	

State Priority #3: Parental Involvement		
Includes family engagement in decision-making and promotion of family participation in the education process for all learners, including students with disabilities.		
Goal 1: Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.		
Actions	**Measurable Outcomes**	**Methods of Measure**
1.4 Inclusively Collaborate with Educational Partners: Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	Director will mark 4s and 5s annually on Priority 3 Rubric Local Indicator Self-Reflection Tool. Director will indicate at minimum 15 family/community engagement opportunities annually. Annual Family Surveys will indicate satisfaction with opportunities to engage in and contribute to the school community.	CA Dashboard Local Indicators: Priority 3 Rubric Local Indicator Self-Reflection Tool Annual Director LCAP Survey Data on number of family/community engagement opportunities Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input
1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils: Outreach, leadership, and staff will incorporate multiple ways for educational partners to engage in and contribute to the school community. Through family groups, family education opportunities, volunteer	Director will mark 4s and 5s annually on Priority 3 Rubric Local Indicator Self-Reflection Tool. Director will indicate at minimum three family/community engagement opportunities specific to unduplicated pupils annually. Annual Family Surveys will indicate	CA Dashboard Local Indicators: Priority 3 Rubric Local Indicator Self-Reflection Tool Annual Director LCAP Survey Data on number of family/community engagement opportunities Annual Educational Partner Survey: Family Engagement, Perception,

opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	satisfaction with opportunities to engage in and contribute to the school community.	and Strategic Input

State Priority #4: Student Achievement		
Addresses statewide and other assessment performance, preparing students for college and career (through graduation, UC requirements, dual enrollment, AP exams, CTE and other CCI indicators), and English Learner progress and reclassification.		
GOAL 1: Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors. **GOAL 2:** Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.		
Actions	**Measurable Outcomes**	**Methods of Measure**
2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity: Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, math, and science to maximize academic achievement.	CAASPP ELA and Math Participation Rates will be 95% or above and Distance from Standard/Color will increase six points in three years. CAST Score Whole School will increase three percent in three years. MAP ELA and Math CGI will maintain at or above -0.2. 60% of learners will meet their self-identified academic readiness goal.	CAASPP ELA and Math Participation Rates and Distance from Standard/Color CAST Score Whole School MAP ELA and Math CGI Learner ILP Goal

State Priority #5: Student Engagement		
Addresses school attendance, chronic absenteeism, middle school dropout, high school dropout, and high school graduation rates.		
GOAL 3: Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.		
Actions	**Measurable Outcomes**	**Methods of Measure**
3.2 Implement Multi-Tiered Systems of SEL Support: Using MTSS, the school will provide training, resources, and supports to staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being.	Director will mark 4s and 5s annually on Priority 3 Rubric Local Indicator Self-Reflection Tool. Annual Educational Partner Survey: Student Perception of School Safety and Connectedness will indicate the majority of learners feel safe and connected in their school environment.	CA School Dashboard Local Indicators: Parent/Guardian & Family Engagement & Local Climate Survey Annual Educational Partner Survey: Student Perception of School Safety and Connectedness
3.3 Provide Access to High-Quality Counseling: School staff will provide academic counseling and resources to promote a high four-year graduation rate while also lowering the school's dropout rate. 3.4 Increase and Improve Counseling and Services for High-Needs Learners: Leadership will ensure increased access and improved services for English Learners, homeless youth, foster youth, and socioeconomically disadvantaged youth to increase SEL, graduation rates, and access to additional services needed that remove barriers to learning.	. The middle school dropout rate will maintain at or below 1%. Annual Educational Partner Survey: Student Perception of School Safety and Connectedness will indicate the majority of learners feel safe and connected in their school environment.	CALPADS Dropout Rate Annual Learner Surveys
3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About: All staff will personalize learning and ensure that all learners have opportunities to feel engaged in whole-child education. The school will	The attendance rate will improve by 5% over three years. Chronic absenteeism will decrease by 5% over three years.	CALPADS Attendance Rate CA School Dashboard: Chronic Absenteeism Rate Annual Learner Surveys

provide events, extracurricular offerings, leadership opportunities, and meet the community needs as indicated through educational partner feedback to support engagement. Re-engagement and support systems will be implemented to support families in meeting high attendance expectations.		

State Priority #6: School Climate		
Addresses student suspension rates, expulsion rates, other local measures including surveys of learners, parents, and teachers on the sense of safety and school connectedness.		
GOAL 3: Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.		
Actions	**Measurable Outcomes**	**Methods of Measure**
3.1 Commit to Proactive and Restorative Discipline Practices: Leadership and Learning Support will provide training, resources, and support for all staff to utilize Love and Logic, 7 Habits, and Restorative Practices through a trauma-informed lens to support a safe, positive, and restorative learning environment where discipline is used as an effective tool in developing self-efficacy and resilience in all learners.	The Suspension rate will decrease by 6% over three years, and the Expulsion rate will remain at or below 1%. Annual Educational Partner Survey: Student Perception of School Safety and Connectedness will indicate the majority of learners feel safe and connected in their school environment.	CA School Dashboard State Indicator: Suspension Rate Annual Educational Partner Survey: Student Perception of School Safety and Connectedness

State Priority #7: Course Access		
Addresses a course of study where programs and services are developed and provided to English Learners, students with special needs, foster youth, and individuals with exceptional needs.		
GOAL 2: Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.		
Actions	**Measurable Outcomes**	**Methods of Measure**
2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials: Leadership and certificated staff will ensure that all learners have	Director will mark 4 or 5 (full implementation or sustainability) on Priority 2B. Educational Partner Surveys will	Local Indicator Survey Priority 2B: Rate the LEA's progress in making instructional materials that are aligned with the recently adopted academic standards and/or

access to and are engaged with standards-aligned, Tier I instructional materials, including technology, paper, and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement. 2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials: Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	indicate satisfaction with curriculum and instructional materials. Course Offerings will reflect broad and diverse opportunities to satisfy LEA's graduation requirements.	curriculum framework identified below available in all classrooms where the subject is taught. Based on learners' access to an evidence-based curriculum and materials as identified by the school for each discipline offered. Parent/Guardian and Learner Survey Data Enrollment in a Broad Course of Study
2.3 Deliver Effective ELD Programming: The EL Coordinator and school staff will apply professional learning, data, and resources to provide English Learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English Learners through ELAC, and other evidence-based strategies.	CA School Dashboard: English Learner progress will be at or above state levels. Internal: English Learner reclassification rate will remain above 20%.	CA School Dashboard: ELs making progress toward proficiency Internally calculated reclassification rates based on CALPADS data and state instructions
2.5 Foster a Staff Culture of Excellence through Lifelong Learning: All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and	Approved Staff Calendar non-student days and/or PD opportunities will remain at or above 22. Staff Surveys on PD will indicate satisfaction with PD offerings.	Board-Approved Staff Calendar Annual Staff Survey Data Annual CA School Dashboard Local Indicator Survey

California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners.	CA School Dashboard Local Indicator Survey: Priority 2C	

State Priority #8: Other Student Outcomes		
Addresses all other indicators of student performance in required areas of study.		
GOAL 1: Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.		
Actions	**Measurable Outcomes**	**Methods of Measure**
1.6 Build Social Capital and Recognize and Celebrate Learner Achievement: Counselors and leadership will maximize opportunities for learners to be recognized for achievements that support learner success.	At least 80% of learners and parents contribute answers that indicate the school successfully builds social capital and recognizes student achievement as measured by annual educational partner surveys	Parent and learner survey participation

iLEAD Lancaster has set rigorous, relevant, and attainable academic, social, and ethical expectations that directly align with the mission and vision for its learners and will continue to pursue the following standards-based learner outcomes:

- Learners will demonstrate mastery of key grade-level California content standards in English/Language Arts, History/ Social Studies, Mathematics, and Science.
- Learners will demonstrate social and emotional skills, critical-thinking skills, and creativity.
- Learners will demonstrate qualities of competent, self-motivated "lifelong learners."

iLEAD Lancaster will be committed to ensuring that all learners demonstrate growth in mastery of Common Core Standards through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. These learning outcomes are aligned with the California Common Core State Standards (CA CCSS) and directly reflect the school's unique educational program. These outcomes represent the skills, knowledge, and qualities that form the building blocks for competent, self-motivated, and lifelong learning.

To ensure that iLEAD Lancaster's primary goal of increased academic growth and achievement for all learners is met, learner achievement data obtained from both state assessments and local standardized assessments will be disaggregated annually to clearly identify the academic performance of learners by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, students with disabilities, etc.).

ELEMENT C (3): METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. [California Education Code Section 47605(c)(5)(C)]

iLEAD Lancaster will use multiple assessment measures to gain an accurate perspective of students' learning, as learning styles and instructional methods vary greatly and no single measure tells the entire story. iLEAD Lancaster's methods of assessment will align with learner outcomes and instructional methods. The data will not be a standalone summation of achievement but part of a feedback loop that is integral to facilitating and learning. We use assessment methods to do the following:

- Plan learning and inform instruction
- Evaluate teaching strategies for continuous improvement
- Identify learners' strengths, challenges, and learning styles
- Provide learners, facilitators, and parents/guardians with information useful in promoting learning and development

Mandated State Assessments

As is required by California law, iLEAD Lancaster will meet all statewide standards and conduct the state pupil assessments required pursuant to Section 60605, including the California Assessment of Academic Performance and Progress (CAASPP) and other mandated state assessments. iLEAD Lancaster will administer tests that are required by grade level, including the Smarter Balanced Assessments (SBAC) or California Alternate Assessment (CAA), California Science Test (CAST), and the English Language Proficiency Assessment for California (ELPAC). These test results will be one of multiple assessment methods used to document and monitor learner performance and assessment. The California Accountability Model and School Dashboard will serve as a tool for iLEAD Lancaster, and iLEAD Lancaster will report the school's data to educational partners annually as described above.

Growth Measures: Pre- and Post-Tests

To effectively assess learners' academic growth over time, iLEAD Lancaster utilizes value-added growth measures, including school year pre-, mid-, and post-formative assessments. At the beginning of each academic year, iLEAD Lancaster administers a formative pre-assessment to measure each learner's strengths and challenges in reading and mathematics.

Throughout the school year, iLEAD Lancaster will monitor learner progress using a variety of methods (described below). iLEAD Lancaster will administer another formative assessment midyear and then another at the end of the year. In this manner, we are able to assess learners' initial skills upon their enrollment at the school and at the beginning of each academic year, during key "check-in" points throughout the year, and at the end of each year to ensure that learners are making progress toward achieving iLEAD Lancaster's pupil outcomes.

Classroom Assessments

iLEAD Lancaster will use a range of assessment strategies that may include but are not limited to the following:

Authentic assessments: iLEAD Lancaster will use authentic assessments to assess skills best observed in holistic application (as opposed to discrete skills and factual knowledge that more traditional assessments are designed to assess). As described in the school's mission and vision, iLEAD Lancaster seeks to develop real-world skills and self-directedness that prepare learners for successful careers and fulfilling lives. Authentic assessments align best with many of the learning outcomes and instructional modes associated with these goals. Possible assessments include a learner-designed science experiment, a benchmark writing assignment, participation in a historical debate, complex mathematical problem-solving from a real-world context, or creation of a flyer to inform community members about an important social issue or program. These "performances" also provide opportunities to shine, especially for learners who perform better in these circumstances than in "test" situations. Expectations are communicated clearly to learners at the start of each assignment using facilitator-developed rubrics and, where possible, sample products receiving high, medium, and low scores. Students learn to use rubrics to self-assess, to describe their growth over time, and to set learning goals.

Standards-based assessments: iLEAD Lancaster will utilize standards-based assessments to measure learner proficiency against clearly defined academic benchmarks. This approach ensures that learners are evaluated based on their mastery of specific skills and knowledge as outlined in educational standards, rather than being compared to their peers. Standards-based formative and summative assessments align with our commitment to personalized learning by providing precise feedback on individual progress, allowing facilitators to tailor instruction to meet the diverse needs of each learner. These assessments will be integrated alongside other evaluation methods to create a comprehensive understanding of learner achievement and growth.

Publisher-developed assessments: When textbooks are used, iLEAD Lancaster may choose to use diagnostics and other assessments that are part of the package. Publisher-developed assessments may also be used apart from textbooks where they provide helpful data and align well with iLEAD Lancaster's learner outcomes and instructional methods.

Project completion: Each learner's successful completion of projects will be tracked. Participation in the POL and their ability to present their learning will be included in the project completion rubrics. Student reflection will be an integral part of project assessment.

Facilitator-developed quizzes, tests, and other assessments: Facilitators often develop curriculum from sources that don't include prepackaged assessments. To align with taught curriculum, facilitators often create quizzes, tests, and other assessments to monitor learner progress.

Facilitator observation and narratives: Facilitators look for evidence that relates to planned learning outcomes; that is, specific behaviors that indicate that learners have developed an understanding of a particular concept or have acquired or refined a particular skill. Narratives are write-ups of the evidence found.

Checklists of progress: These are simple checklist-style records of the learner's level of mastery of skills. They are helpful as a formative record to inform planning and teaching and as a summative record to provide information for learners, parents, guardians, and other facilitators.

Portfolios: These are purposeful collections of learner work that exhibit the learner's efforts, progress and achievements in one or more areas. Learners will also reflect on their growth on the iLEAD Learner Outcomes and include self-evaluations, artifacts, reflections, and other evidence during the school year. The collection includes learner participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of learner self-reflection. A portfolio is a storehouse that captures growth and learner and facilitator input; a measure of growth that shows process as well as product and learner self-assessment; a record to pass on to the next class or school; and a complement to facilitator's judgments. These portfolios are used in a variety of ways, such as Learner-Led Conferences and the annual iLEAD Showcase of Learning.

Learner Outcomes: The iLEAD Learner Outcomes are assessed at the end of each semester through a self-evaluation survey completed collaboratively by the learner and facilitator. Each Learner Outcome has between five to six "I Can" statements, which are evaluated using a proficiency continuum: emerging, developing, applying, and mastering. Learner Outcomes are also assessed individually throughout the year using customized rubrics for grades K-2 and 3-8.

Use and Reporting of Data

iLEAD Lancaster staff analyze learner performance data to establish policies and make programmatic and staffing decisions that support the achievement of all learners, and they share this information with the governing board. Together they will look at how well learners are learning by content area and by subgroup (e.g., linguistic, ethnic, gender, as well as high and low achievers, special education learners, and English Learners) to identify any gaps in learner achievement and ensure that appropriate corrective plans are put into place. This process occurs at least annually so that the governing board may monitor policies and staff performance for continual improvement of instruction.

iLEAD Lancaster's instructional staff will regularly analyze overall and subgroup data, identify programmatic strengths and weaknesses within each content area, set instructional goals, and implement corrective plans to fill any gaps, adjusting professional development and curriculum accordingly. Staff will monitor progress toward identified learner outcomes on an ongoing basis and analyze learner performance data before and throughout each school year to adjust instruction according to learner needs. Facilitators will be supported to teach using formative assessments to modify instruction in response to class-wide and individual learner needs. The instructional culture of the school is one of self-reflection and inquiry into pedagogical practices to meet the changing needs of new and existing learner populations.

iLEAD Lancaster is accountable to stakeholders by providing them with transparent information on learner achievement; parent/guardian, learner, and facilitator program satisfaction; financial stability; graduation and college attendance rates and information; and attendance. iLEAD Lancaster shares accountability information with the school community, the larger community, and the District via an annual report, the school's website, and school-wide newsletters.

The iLEAD Lancaster Director and staff will analyze the information gathered and present it to the governing board in order to make data-driven programmatic, governance, and staffing decisions. Learner Reports of Progress (both academic and SEL) will be issued on a semester basis and will include detailed facilitator narratives.

ELEMENT D (4): GOVERNANCE

Governing Law: The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement. [California Education Code Section 47605(c)(5)(D)]

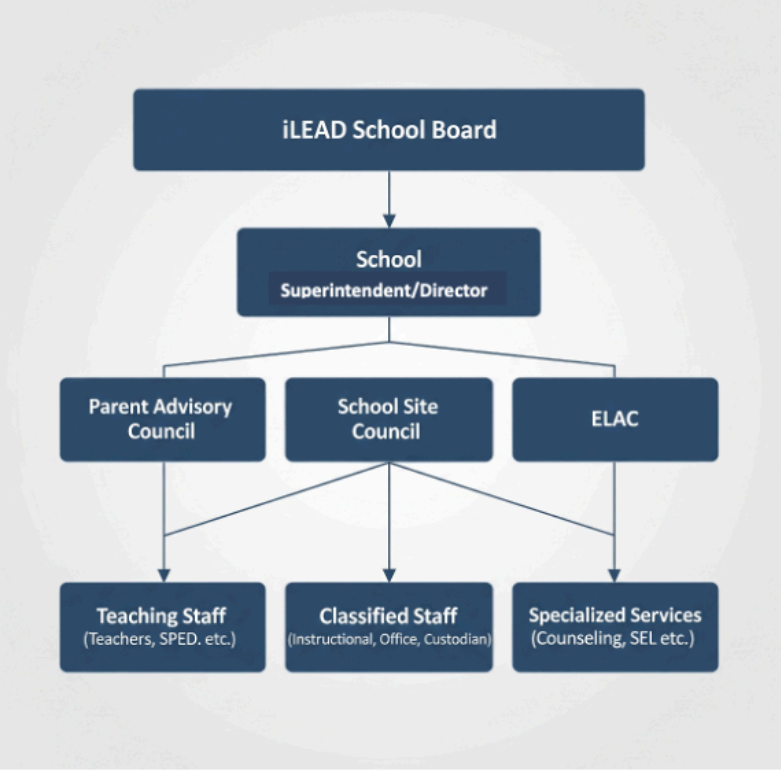
Governance Structure

As an independent charter school, iLEAD Lancaster Charter School, operated as a nonprofit public benefit corporation, is a legally and operationally independent entity from the District governed by a volunteer Board of Directors. The Board provides oversight to ensure that the Charter School fulfills its mission, vision, and terms of its charter, and complies with all applicable laws and regulations.

As required by Education Code Section 47604(d), iLEAD Lancaster is solely responsible for the debts and obligations of the Charter School and for claims arising from the performance of acts, errors, or omissions by the Charter School. iLEAD Lancaster shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

Organizational Chart

Roles and lines of authority for board and management positions are depicted in the following organizational chart:



The Board of Directors has ultimate responsibility for the school's governance and policymaking, while the School Director manages day-to day operations and reports directly to the board.

School Director's Role
The School Director reports directly to the Board and serves as the instructional leader and operational manager of iLEAD Lancaster. Responsibilities include:

- Policy Implementation
- Curriculum Oversight
- Staff hiring, evaluation, and termination
- Ensuring compliance with the charter and applicable laws

Educational Partner Involvement
iLEAD Lancaster values Educational Partner input and ensures ongoing parent and community engagement in governance and school operations.

Parental Involvement Includes:

- Participation on the Governing Board
- Volunteering in classrooms or at events
- Membership in advisory committees such as ELAC and iSUPPORT (PTO)
- Input on LCAP development through surveys, meetings, and forums

Communication Mechanisms:

- Weekly family newsletters
- Website updates
- Reports of Progress and Learner-Led Conferences
- Orientation sessions and Parent University workshops
- Open-door policy with School Director and staff

While parent participation is strongly encouraged, it is not a condition of admission or continued enrollment.

Legal and Policy Compliance
iLEAD Lancaster shall comply with all applicable federal, state, and local laws and regulations, as well as District policies and procedures, provided such policies are not in conflict with charter school law.
iLEAD Lancaster shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, CalSASS, and Education Code Section 47604.33.

iLEAD Lancaster shall comply with:

- Brown Act (Government Code Section 54950 et seq.)
- Californian Public Record Act (CPRA)
- Political Reform Act (PRA)
- Governement code Section 1090 et seq.
- Conflict of Interest rules per IRS guidelines and California nonprofit law

The Charter School has adopted a Conflict of Interest Policy and Conflict of Interest Code, attached as Appendix I, which has been submitted to the County Board of Supervisors for approval.

All Governing Board meetings are noticed and conducted in accordance with the Brown Act. Agendas and minutes are posted on the Charter School's website and made accessible to the public at least 72 hours in advance of regular meetings and 24 hours for special meetings. The District may appoint a single representative to the Board pursuant to Education Code Section 47604(c).

Governance Board Composition and Selection

The Board of Directors consists of three to five voting members, selected based on expertise, leadership skills, and alignment with the mission of iLEAD Lancaster. Board terms are staggered and last for three years. Board Members may be removed by a majority vote of the Board.

The Board includes parents, business professionals, and community leaders. Parent representation is key to ensuring community involvement and responsiveness. Additional members may include individuals with backgrounds in education, finance, law, special education, fundraising, or facilities.
Board Member selection criteria include:

- Understanding of the Charter School mission and learner population
- Commitment to Board participation
- Willingness to attend meetings and contribute to committees

Governance Operations

Scope of Authority and Responsibility

The Board of Directors of iLEAD Lancaster is charged with the overall policy-making, budgetary decisions, and evaluation of the school director. Along with other duties, the Board of Directors of iLEAD Lancaster is responsible for the following:

- Promoting and guiding the vision and mission of iLEAD Lancaster
- Reviewing and approving educational and operational school policies
- Hiring the School Director
- Evaluating the performance of the School Director via a process approved by the Board
- Approving all major contracts
- Developing annual goals for the Charter School and long-range plans with input from the School Director, Advisory Councils, facilitators, and parents/guardians
- Monitoring learner performance, progress toward school-wide goals, objectives, academic achievements/learner progress, and financial status, and assessing any need for redirection
- Approving the Charter School's LCAP and Annual Update, annual budget, budget revisions, and annual independent audit report and overseeing the Charter School's fiscal affairs
- Receiving reports from, and providing recommendations to, the School Director and staff
- Participating in the dispute resolution procedure and complaint procedures when necessary
- Approve the request for charter petition material revisions and renewals as necessary to the District for consideration
- Ensure compliance with all applicable laws, including but not limited to the Brown Act, CPRA, PRA, and Government Code section 1090
- Executing all applicable responsibilities provided for in the California Corporations Code

Meeting Procedures

Board meetings are noticed and held in compliance with the Brown Act. Pursuant to Education Code Section 47604.1, meetings are held at the school site, or another suitable location within Los Angeles

County which is accessible to the iLEAD Lancaster community and the public. Accurate minutes of meetings are maintained by the secretary or other individual as designated by the Board. Meeting agendas, minutes, and documents shall be maintained in the school office, another suitable office, and/or website. The School Director and any member of the Board of Directors may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the Board Chair. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and posted at the entrance of the Charter School's main office and on the website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting. The agenda may also be posted on the community bulletin board at the school site and/or offices.

An Annual Meeting is held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board Members, designating officers, making and receiving reports on corporate affairs, setting the calendar of meetings for the upcoming year, and other business as comes before the Board.

A majority of the authorized number of Board Members then in office shall constitute a quorum. Every action taken or decision made by a majority of the Board at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law or other applicable laws.

Board Members may participate in a meeting through the use of teleconference or similar communications equipment as long as all requirements of Government Code Section 54953 are followed.

Board Training and Continuous Improvement

iLEAD Lancaster is committed to continuous improvement and ongoing training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for iLEAD Lancaster. To this end, the Board receives appropriate training and educational opportunities, both as a full Board and individually. Board Members attend the Annual Board Development Training, which typically includes full-board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts, and includes topics in Conflicts of Interest laws and rules, the Brown Act, CPRA, ethics training, charter school finance, monitoring learner achievement, roles and responsibilities of the Board, and tours of schools in the iLEAD California network.. Board and staff members will also attend trainings and conferences, with topics such as facilities, policy development, governance, team building, fundraising, measuring school and learner success, and other best practices. Training and education for new Board Members are also critical to ensure that these new members fully grasp their responsibilities as Board Members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board Members go through an initial orientation and are given opportunities to attend supplemental training sessions in areas of school oversight where they lack experience and/or knowledge. The Charter School maintains, in effect, general liability and Board errors and omissions insurance policies.

Board Policies and Appendices

Policies governing finance, conflict of interest, and board operations are accessible on the school website. The Fiscal Policy is included as Appendix J. All policies are designed to ensure compliance, internal controls, and ethical governance.

Appendices Referenced:

Bylaws
A set of Bylaws, reflecting the governance structure described herein, was adopted by the Board of Directors. The Bylaws provide that iLEAD Lancaster shall have no "member" within the meaning of Corporations Code Section 5056(a). See Appendix G for a copy of iLEAD Lancaster's Bylaws.

Conflicts of Interest
Members of iLEAD Lancaster's Governing Board, any administrators, managers, or employees, and any other committees of iLEAD Lancaster shall at all times comply with federal and state laws, nonprofit integrity standards, and the District's Charter School policies and regulations and applicable state and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. A copy of iLEAD Lancaster's Conflict of Interest Policy is attached hereto as Appendix I.

Board Policies
Basic policies can be found on the iLEAD Lancaster website, and the Fiscal Policy can be found in Appendix J. These policies and internal controls will prevent fraud, embezzlement, and conflict of interest and ensure the implementation and monitoring of those policies.

Accountability
The District serves as charter authorizer and provides supervisory oversight to the Charter School pursuant to Education Code Section 47604.32. The Charter School shall have all reporting duties to the District as described in Education Code Section 47604.33, and shall respond to all reasonable inquiries pursuant to Section 47604.3. The District may wish to further define its oversight role in a memorandum of understanding ("MOU") with the Charter School. The Charter School seeks to maintain a collaborative and amenable relationship with the District and is pursuing added value to the District. The Charter School will strive to always maintain a healthy communication with the District and invite District involvement to the extent the District desires.

ELEMENT E (5): EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. [California Education Code Section 47605(c)(5)(E)]

Equal Employment Opportunity

iLEAD Lancaster acknowledges and agrees that all persons are entitled to equal employment opportunities. iLEAD Lancaster shall not discriminate against applicants or employees on the basis the characteristics listed in Education Code Section 220 (actual or perceived disability, race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) or any other protected category. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Credentialing Requirements

iLEAD Lancaster will adhere to all State and Federal requirements that are applicable to teachers and paraprofessional employees. iLEAD Lancaster shall ensure that its teachers (facilitators) shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment in accordance with Education Code section 47605(l)(1).

All facilitators employed by iLEAD Lancaster have California Teaching Credentials that are searchable on the Commission on Teacher Credentialing website. iLEAD Lancaster will make every effort to minimize the use of facilitators with emergency credentials. As appropriate, iLEAD Lancaster may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a Governing Board of a school district.

iLEAD Lancaster certifies that all of its teachers will have obtained certificates of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340, and 4341 in accordance with Education Code section 47605(l)(2).

Obligation to Report to California Commission of Teacher Credentialing

iLEAD Lancaster shall comply with Education Code section 44030.5 with respect to reporting a change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and Education Code Section 44939.5 regarding the reporting of egregious misconduct.

iLEAD Lancaster will comply with all applicable state and federal laws regarding background checks and clearance of all personnel and will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

School Director (Principal/Superintendent)

The School Director is the primary administrator of the charter school's program. In this role, the School Director must possess both the leadership skills and academic competencies to effectively operate a high-quality educational program. The School Director will possess the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of iLEAD Lancaster's academic program
- The ability to implement program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, learners, parents/guardians, community, private partners, and outside agencies to better meet the needs of the learners in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation
- The ability to implement a shared decision-making process agreed upon by all stakeholders
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission, and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective staff development plan
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading

Administrative Competence

- The ability to create and maintain a safe, orderly, positive, and effective learning environment
- The ability to implement the iLEAD Reflective Supervision Process and annually evaluate the performance of all school staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to work well with the Charter School Governing Board
- The ability to create and maintain a climate of respect and fairness for all staff and learners.

Overall Qualifications (desired/preferred but not required)

- Administrative Services Credential and/or Master's Degree in Education or equivalent
- At least five years of experience in the education field
- Management, administrative, and instructional expertise
- Curriculum development and implementation expertise
- Experience with school budgeting
- Willingness to learn about charter school leadership

Facilitator (Teacher)

iLEAD Lancaster will employ a teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Facilitators are responsible for overseeing the learners' academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operation policies.

Essential Duties

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each learner
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used to authentically assess a learner's progress in a standards-based system
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning
- Ability to effectively use a broad range of instructional strategies, including providing a differentiated curriculum, challenging goals, effective feedback, differentiated instruction, and backward mapping, among others
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning
- Outstanding classroom facilitation skills
- Belief in our mission that all learners will learn and successfully master the content and skills necessary for advanced postsecondary education
- Willingness to work as a vital part of the iLEAD Lancaster team to ensure continuous improvement for learners, staff, and the iLEAD Lancaster community as a whole
- Willingness and ability to work with learners and parents/guardians on an ongoing basis to ensure learner success
- Effectively demonstrates a love of learners, enthusiasm for teaching, the belief that each learner can and will succeed, and the willingness to do what it takes to make that happen
- Desire and ability to engage in continuing education, staff development, and skill upgrading
- Willingness to be involved in committees and task forces to support the Charter School's mission
- Ability to facilitate and articulate a shared vision of academic excellence for the Charter School community and create and maintain the support structures necessary to achieve the vision
- Demonstrated entrepreneurial thinking and strategic vision
- A willingness to model and teach social-emotional skills
- Positive references from most recent employment and/or college or graduate school

Education/Experience

- Possesses a valid California Teaching credential

<u>Educational Specialist (Special Education Teacher)</u>

Under the supervision of the School Director, the Education Specialist (Special Education Teacher) provides program design and direct instruction to learners who have a demonstrated disability and are supported by an IEP within the inclusion classroom. The Educational Specialist will work actively to design and implement the highest-quality special education programs for the Charter School, the facilitators, the learners, and their families.

Essential Duties

- Provides direct instruction in the academic areas to special education program learners on a one-to-one or small-group basis in the regular classroom
- Refers learners who do not demonstrate appropriate progress to the IEP team
- Coordinates special education services with the regular school programs for each learner with special needs in the least restrictive environment

- Monitors learner progress on a regular basis, participating in the review and revision of IEPs, as appropriate
- Creates and maintains an IEP for each special education student
- Provides professional development, consultation, and resource material regarding individuals with special needs to their parents/guardians and to regular staff members
- Consults with parent/guardian and General Education Facilitator (regular classroom teacher) quarterly and upon request regarding special education learners
- Supports the policies and programs consistent with school and SELPA policies, regulations, and procedures
- Applies effective classroom management techniques
- Utilizes evaluation data for the modification of instruction and curriculum
- Assists facilitators in writing the Present Levels of Performance
- Maintains professional competency by actively participating in training activities and other similar opportunities provided to staff
- Attends regular and special staff collaborations and actively participates as a member of the educational team

Education/Experience

- Possesses valid California Special Education Teaching credential
- Has teaching or therapy experience, with special education students preferred

Special Skills/Knowledge/Abilities

- Knowledge of IEP process as outlined by the IDEA, Section 504, ADA, and California State Special Education laws and regulations
- Ability to provide evaluation and screening to determine eligibility for special education
- Knowledge of resources available to parents/guardians of special education learners
- Ability to provide in-service training, including curriculum resources, to regular staff
- Ability to monitor and evaluate learner progress by observation and informal assessment
- Experience and commitment to working collaboratively with staff, parents/guardians, and the community
- Experience in design and implementation of behavioral strategies and plans
- Ability to work independently and efficiently to meet program objectives
- Good communication and interpersonal skills

Other Non-Instructional Staff

iLEAD Lancaster may seek the following non-instructional staff to be committed to the mission of iLEAD Lancaster and to supporting the School Director, teachers, and other staff in achieving exceptional student learning outcomes.

Business Manager (may be combined with Office Manager initially)

- All accounting (A/P, A/R, payroll, bookkeeping and reporting) for the Charter School
- Monitoring the Charter School's budget
- Coordinating insurance (Worker's Compensation and personnel benefits program)
- Other duties as needed

Overall Qualifications (desired/preferred but not required)

- Bachelor's degree in a related field, preferably business administration or accounting
- Five to seven years accounting or business manager work experience, preferably in an educational setting

Knowledge, Ability & Skills
- Needs strong organizational skills and attention to detail
- A passion for producing exceptional, high-quality work and for ongoing personal learning and development
- Proficient in Google Workspace, including Docs and Sheets, and macOS

Office Manager

The Office Manager at iLEAD Lancaster will be responsible for the following:
- Manage and maintain the office professionally
- Greet parents, learners, and other staff members
- Schedule appointments, classes, and meetings
- Distribute and collect required documents.
- Develop or expand professional letters for distribution to parents and staff
- Perform general office duties, including filing, copying, faxing, and answering phone calls
- Receive and organize daily mail
- Enroll any new-hire employees into the appropriate insurance groups
- Prepare all necessary agendas and information for meetings.
- Coordinate the collection and reporting of data to the California Department of Education
- Assist with any projects or special assignments as requested
- Maintain an optimistic and positive attitude
- Other duties as needed

Overall Qualifications (desired/preferred but not required)
- Associate's degree or higher
- Two years' experience, preferably in a school setting

Knowledge, Ability & Skills:
- Knowledge of educational systems
- Proficient in Google Workspace, including Docs and Sheets
- Ability to use office machines proficiently
- Ability to compose communications from the School Director
- Ability to handle scheduling responsibilities and filing duties

Instructional Technology Technician (Tier 1)

Assists in the purchase, formatting, setup, and troubleshooting of staff and learner technology, including the following:
- Problems with usernames and passwords
- Physical layer issues
- Verification of hardware and software setup
- Installation, reinstallation and uninstallation issues
- Menu navigation

Overall Qualifications (desired/preferred but not required)

- Associate's degree or higher
- Two years' experience in IT support, preferably in a school setting

Knowledge, Ability & Skills:

- Knowledge of educational systems
- Experienced in customer service support of IT systems
- Software and hardware
- Ability to work within Mac and PC formats

Care Team (Instructional Assistant)

The primary role is to assist the facilitators in all facets of daily classroom management, including assisting with instruction, assessing learners, preparing instructional materials, and other tasks.

Overall Qualifications (desired/preferred but not required)

- Associate's degree or higher, or demonstrate proficiency on our Basic Skills Assessment

Knowledge, Ability & Skills:

- Demonstrate basic reading, writing, and mathematical skills
- Experience working with youth
- Basic recordkeeping abilities
- Operating basic office equipment
- Demonstrates care, kindness, and a "can-do" attitude
- Ability to work effectively with others

Compensation and Benefits

iLEAD Lancaster compensates employees using internal salary scales, informed by comparable local school district pay. Full-time employees are offered comprehensive health and welfare benefits. Part-time facilitators are compensated proportionally.

Recruitment and Development

The recruitment and selection process for staff and the charter school leader is designed to attract high-caliber candidates who align with our school's mission and values. We have a multi-step recruitment strategy that includes targeted outreach to educational communities, leveraging both digital platforms and professional networks to ensure a diverse pool of applicants. The selection process involves a rigorous screening and interview process, including performance-based assessments and alignment checks with our core values. Once selected, all staff, including the charter school leader, undergo a comprehensive onboarding program focused on cultural immersion, instructional excellence, and leadership development. Continuous professional development is prioritized, with tailored growth plans, mentorship opportunities, and access to ongoing training to enhance skills and effectiveness. Evaluation is systematic and reflective, utilizing a combination of performance metrics, peer reviews, and self-assessments to foster a culture of continuous improvement and accountability.

Proposed Teacher-to-Student Ratio

iLEAD Lancaster will strive to maintain a 25:1 teacher-to-student ratio.

Management Structure

Roles and lines of authority for board and management positions are identified in the organizational chart included in Element 4/D above.

ELEMENT F (6): HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. [California Education Code Section 47605(c)(5)(F)]

General Provisions
iLEAD Lancaster shall comply with all federal, state, county, and city laws and regulations, policies, and procedures related to health, safety, and emergency response and preparedness, as they may be changed from time to time.

Health, Safety, and Emergency Operations Plan
In order to provide safety for all learners and staff, iLEAD Lancaster will implement health and safety procedures and risk management policies in consultation with our insurance carriers and risk management experts. These policies shall be incorporated as appropriate into iLEAD Lancaster's family guidebook and staff handbooks and shall be reviewed on an ongoing basis, at least annually, and updated as required. Staff will be trained annually on health, safety, and emergency procedures and routine drills will be conducted for learners and staff. These health and safety policies and procedures shall be made available to the District upon request. iLEAD Lancaster may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

The following is a summary of the health and safety policies of iLEAD Lancaster:

Family Educational Rights and Privacy Act (FERPA)
iLEAD Lancaster, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act and Education Code section 49060 et seq. at all times.

Procedures for Background Checks
Employees and contractors of iLEAD Lancaster will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Prior to employment, all employees must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The iLEAD Employee Service Department shall monitor compliance with this policy and report to the School Director on a regular basis. The School Director shall monitor the fingerprinting and background clearance of Employee Service Department staff, and the Board shall monitor the fingerprinting and background clearance of the School Director. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law,

pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Reporting
All non-certificated and certificated staff and contract employees are designated as mandated child abuse reporters and will follow all applicable reporting laws, policies, and procedures. Training in child abuse reporting laws will be provided to all employees in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination
Employees and volunteers who have frequent or prolonged contact with students shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations
iLEAD Lancaster shall adhere to all laws related to legally required immunizations for entering and continuing learners pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075, subject to the extent required of students participating in non-classroom-based learning. To the extent required, rising 7th grade students shall show a proof of immunization for pertussis (whooping cough) vaccine booster. Upon enrollment in iLEAD Lancaster for grades 9-12, immunizations will be collected and verified.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School
iLEAD Lancaster will adhere to Education Code Section 49423 regarding administration of medication in school. iLEAD Lancaster will maintain the required number and type of epinephrine autoinjectors on site and provide training to employee volunteers in the storage and use of epinephrine autoinjectors as required by Education Code 44691 and Business and Professional Code section 4119.2. The Charter School shall store emergency epinephrine autoinjectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Severe Allergic Reaction
iLEAD Lancaster will be equipped with trained staff to administer treatment for any learner experiencing a severe allergic reaction in compliance with Education Code Section 49414.

Health Screenings
Learners will be screened for vision, hearing, and scoliosis to the same extent as would be required if the learners attended a non-charter public school. iLEAD Lancaster will adhere to Education Code Section

49450, et seq., as applicable to the grade levels served by iLEAD Lancaster.

Diabetes Information
iLEAD Lancaster shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

iLEAD Lancaster shall provide an information sheet regarding type 2 diabetes to the parent or guardian of an incoming learner, pursuant to Education Code Section 49452.7.

The information sheet shall include but not be limited to all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Bloodborne Pathogens
iLEAD Lancaster shall continue to meet state and federal ODHA standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. Whenever exposed to blood or other bodily fluids through injury or accident, staff and learners shall follow the latest medical protocol for disinfecting procedures.

Drug-Free/Alcohol-Free/Smoke-Free Environment
iLEAD Lancaster shall maintain a drug, alcohol, and smoke-free workplace.

Safe Place to Learn Act
Comprehensive Anti-Discrimination and Harassment Policies and Procedures
iLEAD Lancaster shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq. iLEAD Lancaster is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, ethnicity, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, genetic information, age, medical condition, marital status, sexual orientation, physical or mental disability, pregnancy, sex, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or received characteristics, or any other protected category. The Charter School has developed and adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at iLEAD Lancaster (including employee-to-employee, employee-to-learner, and learner-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the adopted school-wide sexual harassment policy. iLEAD Lancaster will comply with Education Code Section 234.6 by posting the required information on its website in a manner that is easily accessible to parents/guardians.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the

beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. For grades 9-12, the Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Suicide Prevention Policy
iLEAD Lancaster will maintain a suicide prevention policy in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts, pursuant to Education Code Section 215. iLEAD Lancaster shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised. The policy will be available on iLEAD Lancaster's website as required by law.

Mental Health Education
If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information
The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed Lancaster to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Human Trafficking Prevention
iLEAD Lancaster provides parents/guardians with prevention resources on human trafficking as required by Education Code Section 49381.

Menstrual Products
iLEAD Lancaster shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms
On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage

identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Meals
iLEAD Lancaster shall provide breakfast and lunch free of charge during each school day to any pupil who attends a school site for two or more hours, is present during established meal periods, and requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

iLEAD Lancaster shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess
Except where a field trip or other educational program is taking place, if iLEAD Lancaster provides recess in grades TK-6, to the extent required by Education Code Section 49056 and to the extent the Charter School provides recess, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act
iLEAD Lancaster shall teach sexual health education and human immunodeficiency virus prevention education to learners in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Ed Code 51390, et seq.).

Bullying Prevention
iLEAD Lancaster will adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the Lancaster training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with learners.

LGBTQ Resources Training
Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, iLEAD Lancaster will use CDE resources designed to support lesbian, gay, bisexual, transgender, queer, and questioning pupils and provide an annual one-hour training to facilitators and other certificated employees of the Charter School that serve pupils in grades 7 to 12 to increase support for LGBTQ pupils and thereby improve the overall school climate. iLEAD Lancaster shall maintain records documenting compliance with the foregoing training (Ed. Code Sections 218, 218.3).

Data Privacy
iLEAD Lancaster shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code Section 49073.6 with respect to the

maintenance of any information obtained from social media in its pupil records.

Health, Safety, and Emergency Plan
iLEAD Lancaster shall adopt a Health, Safety, and Emergency Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures, including for earthquakes, fires, terror threats, hostage situations, school lockdowns, evacuations, safety drills, and annual testing of sprinkler systems, fire extinguishers, and fire alarms
- Policies for learners who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous learners pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- Procedures on Charter School behavioral expectations and discipline
- Procedures for conducting tactical responses to criminal incidents.
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

All staff members will receive training on the Health, Safety, and Emergency Plan. The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Director and, if there is merit to the concern, the School Director shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan
The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats
The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board Members who

are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice
At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs
The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients.

Transportation Services
Effective July 1, 2025, to the extent iLEAD Lancaster provides transportation to students, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, related to background checks and testing for individuals providing transportation services for students.

ELEMENT G (7): MEANS TO ACHIEVE A BALANCE OF PUPILS

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English Learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [California Education Code Section 47605(c)(5)(G)]

iLEAD Lancaster is committed to achieving and maintaining a student population that reflects the racial, ethnic, linguistic, and special education demographics of the district in which it is authorized. In alignment with California Education Code § 47605(c)(5)(G), we have developed a robust, inclusive outreach and recruitment plan designed to ensure access for all student populations, including historically underserved and underrepresented groups.

We recognize that charter schools must take meaningful steps to reflect the general population of their authorizing district, and our recruitment strategies are designed to do just that.

Outreach and Recruitment Strategies

iLEAD Lancaster updates its recruitment and outreach plan annually to ensure it remains relevant and effective in reaching a broad cross-section of the community. Key strategies include, but are not limited to:

- Development of culturally responsive recruitment materials in English and Spanish (and other languages as needed based on community demographics).
- Distribution of flyers, postcards, and digital materials in diverse neighborhoods, including public spaces, local businesses, libraries, faith-based organizations, and community centers.
- Strategic use of social media and online advertising, with targeting based on zip codes and interest areas aligned with district demographics.
- Regular participation in community events, art festivals, clean-up efforts, and local Chamber of Commerce activities, including those sponsored by cultural and linguistic organizations.
- Hosting monthly virtual and in-person informational sessions and school tours to allow families to learn more about our model in a format that is accessible and welcoming.

Sample Outreach Calendar

Activity Type	Location/Partners	Frequency	Language(s)
Family Information Nights	Virtual (Zoom) and on-campus	Monthly, Aug- June	English, Spanish
Outreach to Local Schools	Local Private and Charter Schools	Fall & Spring	English, Spanish
Community Engagement	Neighboring organizations: Various locations including parks, boothing at community events, cultural events, and cleanup events	Ongoing	English, Spanish
Faith and Community Groups	Churches, Community Bulletins, Local Organizations including- Chamber of Commerce events, including Hispanic Chamber of Commerce	Ongoing	English, Spanish
Online/Social Media Ads	Zip Code Targeted social media campaigns	Year Round	English, Spanish

Efforts to Reflect District Special Education and EL Demographics

In addition to racial and ethnic balance, iLEAD Lancaster is commited to fostering an inclusive and supportive environment that ensures a balanced representation of all student subgroups. We will strive to enroll a proportionate number of students with disabilities and English Learners (including redesignated fluent English proficient pupils) that is relectivee of the authorizing district.

To support this goal, we:

- Partner with organizations serving families of students with disabilities and English Learners;
- Ensure our recruitment materials highlight available supports and services, including **bilingual staff, individualized education plans (IEPs), tutoring, and inclusive instructional models**;
- Provide translated materials and staff who can support families in their primary language throughout the enrollment process.

Through these efforts, we will create a responsive educational community that values and supports every learner.

Monitoring and Adjustment

We use our Student Information System (SIS) to regularly track and report student demographics, including race/ethnicity, special education status, and English proficiency. This data is reviewed quarterly to identify gaps in representation and inform any needed adjustments in outreach.

If the data reveals an underrepresentation of any student subgroup compared to the district average, we will:

- Modify our outreach methods to better target those populations;
- Increase engagement with community-based organizations serving those students;
- Reevaluate materials and communication to ensure cultural and linguistic relevance.

Supports to Sustain a Diverse Student Body

Our school is dedicated to supporting a diverse and inclusive educational community. To ensure all students can thrive, iLEAD Lancaster provides:

- Bilingual and multilingual support staff;
- Dedicated counselors, academic tutors, and social-emotional learning supports;
- A qualified school nurse and wellness team to support health and well-being;
- Ongoing staff development on equity, access, and cultural responsiveness.

Through intentional outreach, inclusive enrollment practices, and ongoing demographic monitoring, iLEAD Lancaster will strive to maintain a student body that reflects the racial, ethnic, linguistic, and special education diversity of the authorizing district, in full compliance with California Education Code § 47605(c)(5)(G).

ELEMENT H (8): ADMISSION REQUIREMENTS

Governing Law: Admission policies and procedures, consistent with [Education Code] subdivision (e). [California Education Code Section 47605(c)(5)(H)]

Admission Policies and Procedures

iLEAD Lancaster is a public, tuition-free, nonsectarian charter school open to all students residing in **Los Angeles County and adjacent counties**. Enrollment is not based on academic achievement, test scores, special education status, language proficiency, or any other characteristic protected under state or federal law.

There are no admission requirements or prerequisites for enrollment. Students are enrolled on a space-available basis. If demand exceeds capacity in any grade level, a public random drawing (lottery) will be held.

iLEAD Lancaster will not discourage any student from enrolling or seeking to enroll for any reason, including academic performance or the presence of characteristics described in Education Code § 47605(e)(2)(B)(iii), such as disability, English Learner status, homelessness, foster care, or socioeconomic disadvantage.

The Charter School shall also comply with Education Code § 47605(e)(4) and post a notice on its website stating that it does not discourage or push out any students.

Homeless and Foster Youth

iLEAD Lancaster shall fully comply with the McKinney-Vento Homeless Assistance Act and California laws protecting the rights of homeless and foster youth. Outreach materials and public notices will specifically include language affirming that the school serves all students, including homeless and foster youth, and includes contact information for support and enrollment assistance.

The Charter School's Uniform Complaint Procedure (UCP) shall apply to any complaint related to the rights of homeless or foster youth under AB 379

Nondiscrimination

iLEAD Lancaster shall not require, request, or collect information regarding a learner's disability, immigration status, race/ethnicity, gender, religion, English Learner status, or any other protected characteristic prior to admission, attendance at any pre-enrollment event, or lottery participation. This includes **not requesting IEPs or 504 Plans** as a condition of enrollment.

iLEAD Lancaster is an open-enrollment, tuition-free, nonsectarian, public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment in the Charter School is open to any resident of the State of California living within **Los Angeles County and adjacent counties**. iLEAD Lancaster enrolls all learners who wish to attend to the extent that space allows.

If the number of learners requesting admission to a particular grade exceeds the number of spaces currently available for admission to that grade, preference will be given to the groups or classes of learners listed below, and attendance will be determined by a public random lottery.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the school for any reason, including but not limited to academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Application and Enrollment Process

iLEAD Lancaster will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following:

1. Outreach and marketing
2. School tours or orientation sessions for learners and parents
3. An open application period
4. A public random lottery (if needed)
5. Enrollment and registration of accepted learners.

After the lottery, accepted families will complete a registration packet, which includes required enrollment documentation and authorization to request student records. Existing IEP or SST documents may be provided during registration for appropriate placement and support.

No Admission Testing

After enrollment, iLEAD Lancaster may conduct grade-level, knowledge-based assessments, which allows the administrator or testing coordinator to assess the learners' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain learners from attending. These instruments aid in the development of Individualized Learning Plans for children.

Student Outreach and Communication Strategy

To ensure that all students in the community are informed and given an equal opportunity to attend iLEAD Lancaster, a comprehensive and inclusive outreach plan will be implemented. This plan will leverage multiple communication channels, outreach events, and partnerships with community organizations to reach all segments of the population, particularly those that are traditionally

underserved. Specific recruitment efforts will be directed toward:

- Student with Disabilities
- English Learners
- Students with low academic achievement
- Socioeconomically disadvantaged students
- Homeless and Foster Youth

Recruitment Methods Include:

1. **Community Partnerships:** Collaborating with local nonprofits, community organizations, religious institutions, and neighborhood associations to disseminate information about the charter school to their members and communities.
2. **Digital Communication:** Utilizing social media platforms, the school's website, email newsletters, and Lancaster community boards to share information about the school, including application deadlines, enrollment procedures, and school events.
3. **Printed Materials:** Distributing flyers, brochures, and posters in multiple languages in high-traffic community areas, such as libraries, community centers, grocery stores, and local businesses as needed.
4. **Direct Outreach:** Hosting informational sessions, open houses, and town hall meetings virtually to ensure accessibility for all families.
5. **Media Outreach:** Engaging local newspapers and radio stations to run announcements and features on the school's programs, mission, and enrollment process.
6. **School and District Collaboration:** Working closely with local school districts to ensure that families in the community are aware of the charter school as an educational option.

Ensuring Equal Opportunity

To guarantee equal access for all students, the charter school will:

1. **Language Accessibility:** Provide all outreach materials and communications in the predominant languages spoken in the community to ensure that non-English speaking families receive the same information as others.
2. **Timing of Communication:** Begin outreach efforts six months prior to the start of the enrollment period. This early communication allows families adequate time to learn about the school, ask questions, and complete the application process. Reminders and follow-up communications will be scheduled regularly to keep families informed of key dates and deadlines.
3. **Application Support:** Offer application assistance workshops and one-on-one support sessions, particularly for families who may need help navigating the enrollment process or lack access to technology.
4. **Nondiscriminatory Enrollment:** Ensure that the school's enrollment practices are nondiscriminatory and in compliance with state and federal laws. Admission will be open to all students, and if the number of applicants exceeds available spaces, a public random lottery will be conducted to determine enrollment.

Outreach and Enrollment Timeline

Timeline	Activities
6 Months Before Enrollment	Launch initial outreach campaign
5 Months Before	Host first round of info sessions; distribute print materials
4 Months Before	Begin direct outreach and media outreach
3 Months Before	Accept applications; continue info sessions and application support
1–2 Months Before	Final outreach push, support sessions, deadline reminders
May/June	Notify families of lottery outcomes; begin registration process

Lottery Preferences and Procedures

If the number of applicants exceeds available space in any grade level, iLEAD Lancaster will conduct a public random lottery in compliance with Education Code 47605 (e)(2).

Preferences in the public random drawing shall be provided as follows:

1. Siblings of currently enrolled iLEAD Lancaster learners
2. Children of iLEAD Lancaster employees and Board Members, not to exceed 10% of enrollment
3. Learners residing within the District

Pursuant to Education Code Section 47605 (e)(2)(B)(i)-(iii), these preferences shall be approved by the chartering authority at a public hearing, implemented consistent with federal law, the California Constitution, and Section 200, and shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. iLEAD Lancaster provides assurance that preferences are not likely to negatively impact the racial, ethnic, and unduplicated balance the charter school strives to reflect.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Public Lottery Execution

If a lottery is required, iLEAD Lancaster will:

- **Publicly post all deadlines and procedures** on its website and in printed outreach materials;
- Hold the lottery **on the same day for all grades** in a publicly accessible or virtual location;
- Draw names in **ascending grade order**, and by preference category, until spaces are filled;

- Conduct a random drawing by a designated lottery official;
- Document all procedures and results, and maintain these records for audit and transparency.

Lottery attendees may observe the process, and results will be shared with families promptly.

If there are more applicants in a preference category than available spaces, a random drawing within that category will determine who is admitted. Once all spaces are filled, a waitlist will be created based on the remaining lottery results.

In the event that iLEAD Lancaster is oversubscribed, the District shall make reasonable efforts to accommodate the growth of iLEAD Lancaster, and in no event shall take any action to impede iLEAD Lancaster from expanding enrollment to meet demand in accordance with Education Code Section 47605(e)(2)(C).

Waitlists will apply only for the current academic year and will not carry over.

Post Lottery Enrollment Procedures

After acceptance via lottery, parents/guardians must complete the registration process by doing the following:

- Registration process must be submitted by the date required in the registration packet, including proof of immunizations (as applicable).
- The registration process shall include authorization for the Charter School to request and receive learner records from schools the learner has attended or is currently attending.
- The registration process shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child.
- A copy of any existing Student Success Team (SST) evaluations and recommendations for the learner shall be provided.
- A copy of any existing IEP for the learner shall be provided.

Required procedures for the transition of learners between Special Education Programs and SELPAs shall be followed as applicable.

ELEMENT I (9): FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. [California Education Code Section 47605(c)(5)(I)]

iLEAD Lancaster shall provide for an annual independent financial audit in accordance with applicable state and federal laws, including but not limited to Education Code Sections 47605(c)(5)(I), 47605(m), and 41020(f)(2), as amended from time to time. iLEAD Lancaster shall ensure that no public accounting firm violates the statutory rotation requirement, which prohibits a lead or coordinating audit partner from performing audit services for the same local educational agency for more than six consecutive years, unless a waiver is granted by the Education Audits Appeal Panel.

Financial Reporting

The following reports will be submitted to the District, in the required format and within timelines to be specified by the District, each year:

a. Preliminary Budget – On or before July 1
b. LCAP Annual update – On or before July 1
c. First Interim Projections – On or before December 15
d. Second Interim Projections – On or before March 15
e. Unaudited Actuals – On or before September 15
f. Audited Actuals – On or before December 15 following the end of the fiscal year
g. Classification Report – Monthly according to Charter School's Calendar
h. Statistical Report – Monthly according to Charter School's Calendar of Reports
i. Instructional Calendar – Annually five weeks prior to first day of instruction
j. Other reports- as requested by the District

Annual Audit Procedures

An annual independent fiscal audit of the books and records of iLEAD Lancaster will be conducted as required under the Charter Schools Act, Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of iLEAD Lancaster will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

- The iLEAD Lancaster Board of Directors or its designee shall be responsible for contracting with an independent auditor approved by the California State Controller's Office (see: https://cpads.sco.ca.gov/CPAList.aspx).
- The Charter School leadership team, under the direction of the School Director and support provider, shall work closely with the auditor to ensure that all necessary documentation and records are made available for the audit.

- The School Director shall ensure that the completed audit is submitted to the District, the County Superintendent of Schools, the State Controller's Office, and the California Department of Education by December 15 of each year.

Addressing Audit Findings

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The School Director will review any audit exceptions or deficiencies, meet with the District to determine how to resolve the exceptions or deficiencies to the satisfaction of the District, and report to the iLEAD Lancaster Board of Directors with recommendations. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit exceptions will typically be addressed within 60 days unless iLEAD Lancaster exercises its right to appeal audit findings to the Education Audit Appeals Panel, or a longer period is necessary given the nature of the finding(s). Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process in Element 14 of this Charter, with the caveat that iLEAD Lancaster recognizes that the legal requirement is to resolve audit exceptions or deficiencies to the satisfaction of the District.

Public Accessibility

The independent fiscal audit of iLEAD Lancaster will be a public record to be provided to the public upon request.

ELEMENT J (10): SUSPENSION / EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(a) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(b) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth or a foster child or youth, in the native language of the homeless or foster child's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. [California Education Code Section 47605(c)(5)(J)]

iLEAD Lancaster is committed to a **positive behavioral framework**. Our approach focuses on prevention, equity, and restorative practices:

- **School-Wide Positive Behavior Intervention and Support:** We implement proactive behavior systems with clear expectations, positive consequences, and consistent responses across all grade levels.
- **Tiered Behavior Interventions:** Offers a continuum of supports: universal, targeted, and individualized—to de-escalate and address misbehavior without punitive exclusion.
- **Restorative Practices:** Used to build relationships, repair harm, and support both impacted parties through facilitated circles and mediation.
- **Alternatives to Suspension:** Restorative conferences, behavioral contracts, community service, counseling, and in-school behavior supports are implemented before considering suspension.
- **Professional Development:** Staff receive regular training in trauma-informed strategies, restorative approaches, SEL, culturally responsive discipline, and SWPBIS implementation.
- **Behavior Data Monitoring:** Suspension and behavior referral data are reviewed regularly to assess disproportionality,

iLEAD's policies and procedures have been established in order to promote learning and protect the safety and well-being of all learners. When these policies and standards are violated, it may be necessary to suspend or expel a learner from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all learners and accord all learners with similar rights to due process. In addition to the suspension and expulsion policies required for this charter, iLEAD Lancaster will develop its learner discipline policies and procedures which shall be distributed to each learner/parent/guardian (including incoming learners who transfer midyear to iLEAD Lancaster) as part of the Learner/Family Guidebook and posted on the website. The notice shall state that these disciplinary rules and procedures are available on request from iLEAD Lancaster.

Discipline includes, but is not limited to, advising and counseling the learner, conferring with parents/guardians, the use of alternative educational environments, and suspension or expulsion.

iLEAD Lancaster ensures that a homeless child or youth's educational rights holder, a foster child or youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice and other documents and related information. For purposes of this Policy and Procedures, the term parent/guardian shall include these parties.

Corporal punishment shall <u>not</u> be used as a disciplinary measure against any learner. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a learner. For purposes of the policy, corporal punishment does not include an employee's trained use of restraint or force that is reasonable and necessary to protect the employee, learners, staff or other persons or to prevent damage to iLEAD Lancaster persons or property.

Suspended or expelled learners shall be excluded from all school-related extracurricular activities unless otherwise agreed upon during the period of suspension or expulsion.

A learner identified as an individual with disabilities pursuant to IDEA is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general

education learners except to the extent that federal and state law or the learner's IEP mandates additional or different procedures for that learner. iLEAD Lancaster will follow all federal and state law when imposing any form of discipline on a learner identified as an individual with disabilities and according due process to such learner.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including but not limited to failure to comply with the terms of the student's independent study Written Agreement pursuant to Education Code Section 51747(c)(4).

Grounds for Suspension and Expulsion of Students

A learner may be suspended or expelled for any of the enumerated acts listed below if the act is related to a school activity or school attendance occurring at iLEAD Lancaster or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; or (d) during, going to, or coming from a school-sponsored activity.

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. iLEAD Lancaster may document the other means of correction used and place that documentation in the learner's record, which may be accessed pursuant to Section 49069.7. However, a learner, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the School Director or designee determines that the learner violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the learner's presence causes a danger to persons. Other means of correction include, but are not limited to, the following:

1. A conference between school personnel, the learner's parent or guardian, and the learner.
2. Referrals to the school counselor, psychologist, attendance personnel, or other school support service personnel for case management and counseling.
3. Study teams, guidance teams, or other intervention-related teams that assess the behavior and develop and implement individualized plans to address the behavior in partnership with the learner and his or her parents.
4. Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a plan adopted pursuant to Section 504.
5. Enrollment in a program for teaching prosocial behavior or anger management.

6. Participation in a restorative practice program.
7. A positive behavior support approach with tiered interventions that occur during the school day on campus.
8. After-school programs that address specific behavioral issues or expose learners to positive activities and behaviors, including but not limited to those operated in collaboration with local parent and community groups.
9. Any of the alternatives described in Section 48900.6: As part of or in lieu of disciplinary action prescribed herein, the principal of a school, the principal's designee, the superintendent of schools, or the Governing Board may require a learner to perform community service on school grounds or, with written permission of the parent or guardian of the learner, off school grounds, during the learner's nonschool hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a learner has been suspended or is pending expulsion. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

For a learner who has been suspended, or for whom other means of correction have been implemented for an incident of racist bullying, harassment, or intimidation, the school will encourage engagement in restorative practices that are found to suit the needs of both the victim and the perpetrator. School personnel will regularly check on the victim of racist bullying, harassment, or intimidation to ensure that the victim is not in danger of suffering from long-lasting mental health issues. As applicable, the school may require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

Enumerated Offenses

Discretionary Offenses
A learner who has committed any of the following acts may be suspended or recommended for expulsion:

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(a)(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c)(1) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(2)Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for

that disclosure.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

(g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

(h)(1) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a learner of the learner's own prescription products.

(2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, as outlined by grade level in 48900(k). This does not apply to learners in grades K to 5 (inclusive), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. Grades 6 to 12 (inclusive) cannot be suspended for 48900(k) until the paragraphs in 48900(3) and (4) are inoperative on July 1, 2029.

a) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

b) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to

Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

(l) Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.

(m) Possessed an imitation firearm, as defined in Section 48900(m) of the Education Code.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a learner who is a complaining witness or witness in a school disciplinary proceeding for purposes of either preventing that learner from being a witness or retaliating against that learner for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing, as defined in Education Code Section 48900(q).

(r) Engaged in an act of bullying, as defined in Section 48900(r) of the Education Code, including an act of bullying by means of an electronic act, as defined in Section 48900(r) of the Education Code.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including but not limited to any of the following:

(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school-sponsored activity.

(t) A learner who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a learner who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes but is not limited to electronic files and

databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w)(1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

(2) It is the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative practices, trauma-informed practices, social and emotional learning, and school-wide positive behavior interventions and support, be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

In addition to the reasons specified in section 48900, a learner may be suspended from school or recommended for expulsion if the superintendent or the director of iLEAD Lancaster determines that:

- The learner has committed sexual harassment as defined in Sections 48900.2 and 212.5. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- The learner (in grades 4 to 12) has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
- The learner (in grades 4 to 12) has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- The learner has made terroristic threats against school officials or school property, or both, as defined in Section 48900.7.

Non-Discretionary Offenses

A learner who has committed any of the following acts must be suspended and recommended for expulsion:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred on by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

(2) Brandishing a knife, as defined by 48915(g), at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in Section 48900(n) of the Education Code or committing a sexual battery as defined in Section 48900(n) of the Education Code.
(5) Possession of an explosive, as defined by 48915(h).

The director of a school or the director's designee shall follow the procedures for notifying law enforcement as outlined in Ed Code 48902.

Suspension Procedures
Suspensions shall be initiated according to the following procedures:

Informal Conference
Suspension by the director or the director's designee shall be preceded by an informal conference conducted by the director, the director's designee, or the superintendent between the learner and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the director, the director's designee, or the superintendent. At the conference, the pupil shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required under Section 48900.5, and the evidence against the pupil, and shall be given the opportunity to present the pupil's version and evidence in the learner's defense.

A director, or director's designee may suspend a pupil without affording the pupil an opportunity for a conference only if they determine that an emergency situation exists. "Emergency situation" means a situation determined by the director to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, the pupil and the pupil's parent/guardian shall be notified of the pupil's right to a conference and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

Oral or Written Notice of Charges
At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent/guardian by telephone, email, or in person. Whenever a learner is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offenses(s) committed by the learner as well as the date and time when the learner may return to school following the suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that they respond to such requests without delay.

Suspension Time Limits
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon the request of a parent or guardian, a facilitator shall provide a learner who has been suspended from school for two (2) or more school days with the homework that the learner would otherwise have been assigned. If a homework assignment that is turned in to the facilitator either upon the learner's return to school from suspension or within the timeframe originally prescribed by the facilitator, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the learner's overall grade in the class.

Cumulative Suspension Time Limits
EdCode 48903(a): Except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year unless, for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year.

(b) For the purposes of this section, a LEA may count suspensions that occur while a pupil is enrolled in another LEA toward the maximum number of days for which a pupil may be suspended in any school year.

Assignment Completion During Suspension
The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.

Upon the request of a parent, a legal guardian or other person holding the right to make educational decisions for the learner, or the affected learner, a teacher shall provide to a pupil in any grade 1 to 12, inclusive, who has been suspended from school for two or more school days the homework that the learner would otherwise have been assigned. If a homework assignment that is requested and turned in to the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

Appeal of Suspension
There is no appeal of a suspension.

Recommendation for Expulsion
Upon a recommendation of expulsion by the School Director or School Director's designee, the learner and the learner's parent/guardian or representative will be invited to a conference to determine if the suspension for the learner should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the School Director or designee upon either of the following determinations: (1) the learner's presence will be disruptive to the education process, or (2) the learner poses a threat or danger to others. Upon either determination, the learner's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel
A learner may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the School Director or designee. The Hearing Officer will be assigned by the presiding officer of the Board as needed and shall be certificated by either a teacher of the learner or a Board Member. The Hearing Officer may expel any learner found to have committed (an) expellable offense(s) listed above.

The decision to expel a learner will be based on the finding of one or both of the following:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the learner causes a continuing danger to the physical safety of the learner or others.

Expulsion Procedure
Learners recommended for expulsion are entitled to a hearing to determine whether the learner should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee makes a recommendation for expulsion.

The Hearing Officer shall conduct the expulsion hearing. The Hearing Officer shall hear the case and make the expulsion determination. The hearing shall be held in a closed setting unless a public hearing is requested by the learner's parent/guardian in writing at least three (3) calendar days before the hearing date.

Written notice of the hearing shall be forwarded to the learner and the learner's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- The date and place of the hearing
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
- A copy of the charter school's disciplinary rules which relate to the alleged violation
- Notification of the learner's or parent/guardian's obligation to provide information about the learner's status in charter school to any other district in which the learner seeks enrollment
- The opportunity for the learner or the learner's parent/guardian to appear in person or to employ and be represented by counsel
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the learner's behalf including witnesses

Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence
While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Hearing Officer to expel must be supported by substantial evidence that the learner committed an expellable offense.

Finding of facts shall be based solely on the evidence at the hearing. While hearsay evidence is

admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Hearing Officer shall be in the form of written findings of fact. If the Hearing Officer decides not to expel, the learner shall immediately be returned to his/her educational program.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the learner.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time their complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in

public at the request of the learner being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Readmission

The decision to readmit a learner or to admit a previously expelled learner from another school district, private school, or charter school shall be in the sole discretion of the School Director following a meeting, during a board meeting in closed session, with the learner and guardian or representative to determine whether the learner has successfully completed the rehabilitation plan, if any, and to determine whether the learner poses a threat to others or will be disruptive to the school environment. The learner's readmission is also contingent upon the Charter School's capacity at the time the learner seeks readmission.

Notice to Teachers

iLEAD Lancaster shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion of or Involuntary Removal of Student with Exceptional Needs

Notification of District and/or SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any learner with a disability or who iLEAD Lancaster would be deemed to have knowledge has a disability.

Services During Suspension

Learners suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the learner to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of learner conduct, an IEP team or Section 504 Team meeting shall be called. During that meeting, iLEAD Lancaster, the parent/guardian, and relevant members of the IEP team or Section 504 Team shall review all relevant information in the learner's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP or 504 Plan.

If iLEAD Lancaster, the parent/guardian, and relevant members of the IEP team or Section 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

Written Notice to Expel
The School Director or designee following a decision of the Hearing Officer to expel shall send written notice of the decision to expel the learner or parent/guardian. This notice shall include the following:

- The specific offense committed by the learner
- Notice of the learner's or parent/guardian's obligation to inform any new district in which the learner seeks to enroll of the learner's status with iLEAD Lancaster

The School Director or designee shall send written notice of the decision to expel to the learner's district of residence. This notice shall include the following:

- The learner's name
- The specific offense committed by the learner

Upon expulsion from the charter school, learners will attend school pursuant to the procedures of their district of residence pertaining to expelled learners.

Disciplinary Records
iLEAD Lancaster shall maintain records of all learner suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

Right to Appeal
Within 5 days of an expulsion decision, the family may submit a written appeal to the charter school's governing board. The charter school must then schedule a special board meeting within a reasonable time frame to hear the appeal. During the appeal process, the learner will remain enrolled in the school on independent study. The school board's decision regarding the appeal is final and cannot be further appealed. If the expulsion is upheld by the board, the learner will be disenrolled the same day as the board's final decision.

Expelled Learners/Alternative Education
Learners who are expelled shall be responsible for seeking alternative education programs, including but not limited to programs within their county or school district of residence. iLEAD Lancaster will work cooperatively with parents/guardians upon request to assist with locating alternative education programs.

Rehabilitation Plans
Learners who are expelled from iLEAD Lancaster may be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or designee at the time of the expulsion order, which may include but is not limited to periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the learner may reapply to the Charter School for readmission.

Applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If iLEAD Lancaster, the parent/guardian, and relevant members of the IEP team make the determination that the conduct was a manifestation of the child's disability, the IEP team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- Return the child to the placement from which the child was removed, unless the parent/guardian and iLEAD Lancaster agree to a change of placement as part of the modification of the behavioral intervention plan.

If iLEAD Lancaster, the parent/guardian, and relevant members of the IEP team or Section 504 Team determine that the behavior was not a manifestation of the learner's disability and that the conduct in question was not a direct result of the failure to implement the IEP or 504 Plan, then iLEAD Lancaster may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to learners without disabilities.

Right to Appeal
The parent/guardian of a learner with a disability who disagrees with any decision regarding placement or the manifestation determination, or iLEAD Lancaster if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

The parent of a learner with a 504 Plan who disagrees with any decision regarding the placement or the manifestation determination may utilize the dispute resolution process developed by iLEAD Lancaster.

When an appeal relating to the placement of the learner or the manifestation determination has been

requested by either the parent/guardian or the Charter School, the learner shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five-day (45-day) time period provided for in an interim alternative educational setting, unless the parent/guardian and iLEAD Lancaster agree otherwise.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances
iLEAD Lancaster personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of learner conduct.

The School Director or designee may remove a learner to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the learner's disability in cases where a learner:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting
The learner's interim alternative educational setting shall be determined by the learner's IEP team or Section 504 Team.

Procedures for Learners Not Yet Eligible for Special Education Services
A learner who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if iLEAD Lancaster had knowledge that the learner was disabled before the behavior occurred.

iLEAD Lancaster shall be deemed to have knowledge that the learner had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to iLEAD Lancaster supervisory or administrative personnel, or to one of the child's teachers, that the learner is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the child.

3. The child's facilitator, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director or to other Charter School supervisory personnel.

If iLEAD Lancaster knew or should have known the learner had a disability under any of the three (3) circumstances described above, the learner may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If iLEAD Lancaster had no basis for knowledge of the learner's disability, it shall proceed with the proposed discipline. iLEAD Lancaster shall conduct an expedited evaluation if requested by the parents; however, the learner shall remain in the education placement determined by iLEAD Lancaster pending the results of the evaluation.

iLEAD Lancaster shall not be deemed to have knowledge that the learner had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the learner has been evaluated and determined to not be eligible.

Authorizer Involvement in Disciplinary Matters

The school will maintain open communication with the charter authorizer regarding disciplinary matters, particularly those involving long-term suspensions, expulsions, or involuntary removals. The school will cooperate fully with the authorizer in any investigation or review of disciplinary actions.

ELEMENT K (11): RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. [California Education Code Section 47605(c)(5)(K)]

iLEAD Lancaster recognizes the importance of providing retirement benefits for its employees and will offer access to appropriate retirement systems based on employee classifications. The School Director, in collaboration with the Charter School's support provider, shall be responsible for ensuring that appropriate retirement coverage is arranged and maintained for all eligible employees. These arrangement*s* shall comply with applicable provisions of the Education Code and relevant federal law.

Certificated Employees

Qualified certificated staff members will participate in the California State Teachers' Retirement System (CalSTRS). Certificated employees contribute the required percentage of their salary, and iLEAD Lancaster will contribute the employer's required amount. The Charter School will contract with LACOE to provide reporting and processing of CalSTRS information services to comply with California Education Code Section 47611.3. LACOE forwards withholdings to the CalSTRS as required. iLEAD Lancaster acknowledges that is must continue such participation for the duration of the school's existence under the same County-District- School (CDS) code.

Non-Certificated Employees

All non-certificated staff members will participate in the Federal Social Security. Social Security taxes are deducted from employee salaries, and iLEAD Lancaster will contribute the required employer's share.

iLEAD Lancaster reserves the right to make alternative arrangements for retirement benefits, such as a 403(b) plan, in a manner consistent with applicable state and federal law. The School Director is responsible for ensuring that appropriate arrangements for the aforementioned coverages have been made.

Other Staff Members

Other employees not classified as either certificated or classified—such as consultants, part-time specialists, or temporary employees—may also be eligible for alternative retirement options. Where applicable and permissible under law, iLEAD Lancaster may provide access to an alternative retirement plan, such as a 403(b) tax-sheltered annuity, consistent with state and federal guidelines.

Oversight and Administration

The School Director shall ensure that:

- Employees are properly classified.
- Eligible employees are enrolled in the appropriate retirement system.
- Payroll deductions and employer contributions are accurately administered.
- The Charter School complies with all reporting requirements to CalSTRS, LACOE, the IRS, and any other relevant agencies.

This responsibility may be supported by the Charter School's service provider, as designated the the iLEAD Lancaster Board

ELEMENT L (12): ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. [California Education Code Section 47605(c)(5)(L)]

Attendance Alternatives for Pupils Who Do Not Attend iLEAD Lancaster

Enrollment at iLEAD Lancaster is entirely voluntary. No student will be required to attend the Charter School.

Learners who choose not to attend iLEAD Lancaster may attend other public schools in their district of residence or pursue an interdistrict transfer to a public school in another district, subject to applicable laws and district policies governing such transfers.

Notification of Attendance Alternatives

Parents and guardians will be informed during the admissions and enrollment process that students have no right to enrollment in a particular school of a local education agency as a consequence of enrollment in iLEAD Lancaster, except to the extent such a right is extended by the local education agency. This information will be clearly stated on all enrollment materials, including interest forms, the school website, and other outreach documents. Additionally, this information will be communicated in writing to families as part of the enrollment confirmation packet prior to the start of each school year.

ELEMENT M (13): RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [California Education Code Section 47605(c)(5)(M)]

Employees of the school district who choose to leave the employment of the district to work at iLEAD Lancaster shall have no automatic right of return to employment within the district after employment at the Charter School, unless specifically granted by the district through a leave of absence or other agreement or policy of the district, in accordance with applicable collective bargaining agreements and any relevant judicial rulings.

District employees will not be required to work at iLEAD Lancaster, nor will iLEAD Lancaster be required to hire employees from the district.

Employees of iLEAD Lancaster who were not previously employed by the district shall not be considered employees of the district and shall have no rights of employment in the district based on their employment with iLEAD Lancaster.

Personnel Policies
All iLEAD Lancaster employees will be employed by the Charter School and will be subject to the terms and conditions set forth in their individual offer letters or employment agreements and in the employee handbook. iLEAD Lancaster will implement comprehensive personnel policies and procedures approved by the iLEAD Lancaster Board of Directors. These policies will outline the rights and responsibilities of all employees, complaint and discipline procedures, and other terms and conditions of employment, including leave and accrual provisions.

iLEAD Lancaster does not recognize or authorize the transfer of sick leave, vacation leave, or other leave balances to or from any other employer, including the district. Accrual and use of leave time will be governed solely by the policies of iLEAD Lancaster and as outlined in employee agreements.

ELEMENT N (14): DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. [California Education Code Section 47605(c)(5)(N)]

Disputes between the Charter School and the District

iLEAD Lancaster recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. iLEAD Lancaster is willing to consider changes to the process outlined below as suggested by the District.

In the event of a dispute between the Charter School and the District, the complaining party agrees to first frame the issue in written format ("dispute statement") and refer the issue to the District Superintendent, or his/her designee, and the iLEAD Lancaster School Director. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The iLEAD Lancaster School Director and the District Superintendent, or designee, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the District Superintendent and the iLEAD Lancaster School Director and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Charter School Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly. The Superintendent and School Director shall incorporate informal rules of evidence and procedure into the arbitration format unless both parties agree otherwise. iLEAD Lancaster and the District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.

Written Notifications

All written dispute related notifications shall be sent to:

iLEAD Lancaster
% School Director
254 E Ave K-4
Lancaster, CA 93535

Oversight, Reporting, and Revocation

The District may inspect or observe any part of the charter school at any time. With only occasional exceptions, the District will seek to provide notice to the Charter School at least three working days prior to any inspection, observation, or monitoring. If the Board of Education of the District believes it has cause to revoke this charter, the District agrees to follow the notice, opportunity to cure, and other procedures and timelines for charter revocation provided under Education Code Section 47607 and other applicable law. iLEAD Lancaster agrees to respond promptly to all reasonable inquiries from the District, including inquiries regarding its financial records.

Internal Disputes

Any dispute arising within iLEAD Lancaster, whether among or between learners, staff, parents/guardians, partnering organizations or Board Members, shall be resolved pursuant to the policies and processes adopted by the Governing Board. iLEAD Lancaster shall maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board Members, volunteers, and staff at the Charter School shall be annually provided with a copy of the Charter School's policies and internal dispute resolution process.

In the event that the District receives a complaint directly regarding the Charter School's operations, the District agrees to refer said complaint to the School Director for resolution in accordance with the Charter School's policies and procedures, unless otherwise prohibited by law (e.g., mandatory reporting of child abuse).

ELEMENT O (15): SCHOOL CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. [California Education Code Section 47605(c)(5)(O)]

Closure Procedures

The closure of iLEAD Lancaster will be documented by official action of the Board of Directors of iLEAD Lancaster. The action will identify the reason for closure and designate a specific individual or individuals to act as the Charter School's Closuure Agent(s). Unless otherwise directed by the Board, The Executive Director of iLEAD California (or designee) will serve as the Closure Agen responsible for overseeing all closure activities.

The Closure Agent will ensure the following steps are taken promptly and effectively:

1. **Notification of Closure:**
   iLEAD Lancaster will notify, in writing, all stakeholders of the closure. Notifications will be made to:
   - Parents and guardians of all learners
   - The authorizing District
   - The County Office of Education
   - The California Department of Education
   - The Charter School's SELPA
   - Retirement systems in which the Charter School's employees participate (e.g., CalSTRS, CalPERS)

   The notice will include:

   - The effective date of closure
   - Contact information for the Closure Agent
   - The manner in which parents may obtain student records
   - Guidance on alternative education options

2. **Learner Records:**

   - A list of learners in each grade level and the classes they have completed will be compiled, along with learners' districts of residence.
   - Original student records will be transferred to each learner's district of residence in compliance with FERPA.
   - All special education and assessment records will be transferred to and maintained by the Closure Agent or a designated appropriate agency.
   - All other school records will be transferred to the authorizing District or another agreed-upon repository for secure storage.

3. **Financial and Legal Requirements:**

- A final audit will be completed within six months of closure by an independent auditor with experience in educational institutions and listed on the State Controller's approved list.
- The audit will address:
    - All financial assets and liabilities
    - Inventory of property and equipment
    - Any reductions in apportionments due to audit findings
    - Unpaid obligations (e.g., salaries, accounts payable)
    - Disposition of restricted funds
- All required annual reports (e.g., pursuant to Ed. Code § 47604.33) will be submitted.

4. **Disposition of Assets:**

- Upon closure, all assets of iLEAD Lancaster—including but not limited to leaseholds, personal property, and ADA-generated revenues—remain the property of the nonprofit public benefit corporation.
- Assets purchased with public funds or granted by the authorizing District will be returned to the District, if required.
- Restricted grant funds will be returned in accordance with their terms, and final performance/expenditure reports submitted.
- Donated items will be returned in accordance with donor conditions.

5. **Legal Dissolution (if applicable):**

- If the nonprofit public benefit corporation dissolves upon school closure, the Board of Directors will follow the dissolution process under the California Corporations Code and file all necessary final state and federal forms, including tax returns.

6. **Funding for Closure:**

- All closure activities will be funded by iLEAD Lancaster's reserves or unrestricted funds.

MISCELLANEOUS CHARTER PROVISIONS

Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. [California Education Code Section 47605(h)]

A copy of iLEAD Lancaster's financial statements, including a budget for the first year of the renewal term and cash flow and financial projections for the next five years of the charter term, are enclosed in Section II.

iLEAD Lancaster understands the unique financial challenges facing charter schools throughout this country. Although charter schools receive similar ADA and federal funding as their traditional public school counterparts, they do not have capital budgets for their facilities. Therefore, they must acquire financing or enter into leases in order to provide a facility. Because charter schools are new entities without financial strength and credit history during their start-up phase, this process can be very challenging.

Additionally, charter schools often increase their enrollment over time. Because families choose charter schools (as opposed to being assigned by local school districts) it's not uncommon for enrollment to be relatively low during early years of operation and higher in subsequent years. Many charter schools find the first years of operation to be financially challenging, especially when combining initial lower revenues with startup expenses and the capital investments required for such items as textbooks, furniture, and computers.

We see the Charter School's financial success being just as important as its academic success. As a nonprofit organization, our financial goals are modest, meaning that our school does not need to produce large surpluses. However, iLEAD Lancaster's economic sustainability is critical to fulfilling its ongoing mission of serving the community.

This is also why we've put a lot of time and effort into planning for the long-term financial success of iLEAD Lancaster. iLEAD Lancaster is keenly aware of the currently available state and federal funding sources for California charter schools. We have developed our revenue budget on a conservative base and also have consciously built in an ending balance and fund reserves at a 4% or greater reserve level. This reserve will build over time with the goal of having three (3) months of expenditures in reserve for economic uncertainty.

Attached, please find iLEAD Lancaster's financial statements, including budget, budget assumptions, and cash flow for the next three years of operation. These documents are based upon the best data available to iLEAD Lancaster at this time. The enrollment and/or ADA projections in these documents are for illustrative purposes only and may need to be revised based on operational needs.

iLEAD Lancaster shall provide reports to the District in accordance with Education Code Section 47604.33 as follows and may provide additional fiscal reports as requested by the District:

- On or before July 1, a preliminary budget
- On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5
- On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of iLEAD Lancaster's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the State Controller, California Department of Education and County Superintendent of Schools
- On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31
- On or before September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all iLEAD Lancaster's receipts and expenditures for the preceding fiscal year
- Any additional financial or other reporting requirements will be agreed upon mutually, by both parties, annually on or before July 1

Insurance Requirements and Indemnification

iLEAD Lancaster shall acquire and finance general liability, worker's compensation, and other necessary minimum insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by iLEAD Lancaster's insurer. iLEAD Lancaster shall furnish to the District upon request certificates or evidence of such insurance.

It shall be iLEAD Lancaster's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

Hold Harmless/Indemnification Provision

Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts or obligations of iLEAD Lancaster . iLEAD Lancaster shall hold harmless, defend, and indemnify the District, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to a volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. [California Education Code Section 47605(h)]

iLEAD Lancaster shall procure its own administrative services, including but not limited to budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development through employees of the Charter School or an appropriately qualified vendor. iLEAD Lancaster complies with Education Code section 47604(b), in that iLEAD Lancaster shall not operate as, or be operated by, a for-profit entity.

iLEAD Lancaster may discuss the possibility of purchasing some of these or other services from the

District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between iLEAD Lancaster and the District and subject to District availability and willingness to provide such services.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. [California Education Code Section 47605(h)]

iLEAD Lancaster operates at:
254 E Ave K-4
Lancaster, CA 93535

iLEAD Lancaster will comply with the Education Code Section 47610 by utilizing facilities that are compliant with either the Field Act or the California Building Standards Code. iLEAD Lancaster agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times. Any building maintenance, replacement, or expansion will be conducted in accordance with all applicable laws, and the costs will be reflected in iLEAD Lancaster's budget.

Transportation

iLEAD Lancaster does not plan, at this time, to provide home-to-school transportation to its learners except as may be required under the Individuals with Disabilities in Education Improvement Act for learners with disabilities as required by an IEP, or under other applicable law. If the need for transportation arises, the Charter School will consider it at that time.

Transportation to and from school events shall meet the requirements of Education Code section 39831.3 and Vehicle Code section 28160.

Food Service

iLEAD Lancaster will participate in the National School Lunch Program, it will abide by all applicable state and federal laws and program requirements.

iLEAD Lancaster will follow their Board-approved Learner Wellness Policy if participating in the National School Lunch Program. iLEAD Lancaster will adopt a wellness policy that is in line with the federal requirements and that promotes lifelong wellness. iLEAD Lancaster is committed to creating a healthy school environment that allows learners to take full advantage of the educational programs offered.

Attendance Accounting

iLEAD Lancaster will implement an attendance recording and accounting system to ensure contemporaneous recordkeeping, which complies with state law.

Oversight

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and learner performance data, reviewing the Charter School's audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of iLEAD Lancaster not to exceed one percent (1%) of the revenue of the charter school. If iLEAD Lancaster is able to obtain substantially rent-free facilities from the District, the District may charge for the actual costs of supervisorial oversight of iLEAD Lancaster not to exceed three percent (3%) of the revenue of the charter school.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. [California Education Code Section 47605(h)]

iLEAD Lancaster is operated by a California nonprofit public benefit corporation. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. iLEAD Lancaster shall work diligently to assist the District in meeting any and all oversight obligations under the law, including, for example, monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

iLEAD Lancaster will enter into a memorandum of understanding with the District as requested by the District to address processes, policies, and expectations related to iLEAD Lancaster's operation of the charter authorized by the District.

Community Impact

iLEAD Lancaster Charter School is committed to enhancing the educational landscape by offering a unique, flexible, and personalized learning experience that caters to students who thrive outside of a traditional classroom setting. Our specialized focus on project-based learning, social-emotional development, and learner-driven education meets the needs of a specific population without duplicating or substantially undermining the existing district services, academic offerings, or programs.

Unlike traditional district schools, iLEAD Lancaster provides individualized learning plans and self-paced, online courses that are often not available in conventional classrooms. We ensure that we do not duplicate any programs currently offered by the District, but rather provide an alternative path for students who benefit from a more flexible, innovative approach to education. This allows students to pursue a tailored educational experience that aligns with their learning styles, while helping to alleviate overcrowding and address individual learner needs within the District.

Our goal is to collaborate with, not compete against, local districts, ensuring a balanced and

complementary relationship that enriches the overall educational ecosystem and offers the best possible outcomes for all students.

CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; encourage the use of different and innovative teaching methods; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioner is eager to work independently yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Petitioner pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible petition requesting a five-year charter term.

Appendix A

2025 - 2026

iLEAD Lancaster

Track A - Site Based

August

12 - First Day of School

September

1 - Labor Day

11 - 12 - TK-8 Assessments

11 - Minimum Day All Grades*

15 - Back to School Night, Minimum Day All Grades*

25 - 26 - Individualized Learning Plans

25 -Minimum Day All Grades*

October

3 - Individualized Learning Plans

13 - 17 - Mid-Fall Break, Staff Professional Development

November

11 - Veterans Day

24 - 28 - Fall Break

December

18 - Fall Semester Ends

19 - Learner Free Day

19 - Reports of Progress Sent Home

19 - Jan 12 - Winter Break

January

12 - Staff Professional Development

13 - Spring Semester Begins

19 - Martin Luther King, Jr.

22 - 23 - Learner Led Conferences

22 -Minimum Day All Grades*

30 - Learner Led Conferences

February

16 - Presidents' Day

March

13 - Learner Free Day

April

Apr 6 - Apr 13 - Spring Break

May

14 - 15 - TK-8 Assessments

14 - Minimum Day All Grades*

25 - Memorial Day

28 - Jun 5 - Learner Showcases

June

5 - Last Day of School

2025

July 2025

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
3	4	5	6	7	8	9

August 2025

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

September 2025

SUN	MON	TUE	WED	THU	FRI	SAT
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	4

October 2025

SUN	MON	TUE	WED	THU	FRI	SAT
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	1

November 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	29
31	1	2	3	4	5	6

December 2025

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

*Every Friday is a Minimum Day**

2026

January 2026

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

February 2026

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
1	2	3	4	5	6	7

March 2026

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

April 2026

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	1	2

May 2026

SUN	MON	TUE	WED	THU	FRI	SAT
26	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	1	2	3	4	5	6

June 2026

SUN	MON	TUE	WED	THU	FRI	SAT
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	4

**Minimum day = Schools & Learning Studios close early*

Semester start & end dates

Holidays/Vacation Breaks

Minimum Days

Learner Showcases

Emergency closure make-up days, if needed**

25-26 TrA v2501161600

Total Days 175 S1 81 S2 94 P-1 81 P-2 137

Board Approved: Feb. 18, 2025

2025 - 2026

iLEAD Lancaster

Track A - Independent Study

August

12 - First Day of School

September

1 - Labor Day

11 - 12 - K-8 Assessments

11 - Minimum Day All Grades*

15 - Back to School Night, Minimum Day All Grades*

25 - 26 - Individualized Learning Plans

25 -Minimum Day All Grades*

October

3 - Individualized Learning Plans

13 - 17 - Mid-Fall Break, Staff Professional Development

November

11 - Veterans Day

24 - 28 - Fall Break

December

18 - Fall Semester Ends

19 - Learner Free Day

19 - Reports of Progress Sent Home

19 - Jan 12 - Winter Break

January

12 - Staff Professional Development

13 - Spring Semester Begins

19 - Martin Luther King, Jr.

22 - 23 - Learner Led Conferences

22 -Minimum Day All Grades*

30 - Learner Led Conferences

February

16 - Presidents' Day

March

13 - Learner Free Day

April

Apr 6 - Apr 13 - Spring Break

May

14 - 15 - K-8 Assessments

14 - Minimum Day All Grades*

25 - Memorial Day

28 - Jun 5 - Learner Showcases

June

5 - Last Day of School

2025

July 2025

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
3	4	5	6	7	8	9

August 2025

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

September 2025

SUN	MON	TUE	WED	THU	FRI	SAT
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	4

October 2025

SUN	MON	TUE	WED	THU	FRI	SAT
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	1

November 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	29
31	1	2	3	4	5	6

December 2025

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

*Every Friday is a Minimum Day**

Semester start & end dates

Holidays/Vacation Breaks

Learning Period End Dates

Minimum Days

2026

January 2026

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

February 2026

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
1	2	3	4	5	6	7

March 2026

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

April 2026

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	1	2

May 2026

SUN	MON	TUE	WED	THU	FRI	SAT
26	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	1	2	3	4	5	6

June 2026

SUN	MON	TUE	WED	THU	FRI	SAT
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	4

**Minimum day = Schools & Learning Studios close early*

Learner Showcases

Emergency closure make-up days, if needed**

LP	LP Dates	Days
1	8/12/25 - 9/12/25	23
2	9/15/25 - 10/10/25	20
3	10/20/25 - 11/14/25	19
4	11/17/25 - 12/18/25	19
5	1/13/26 - 2/6/26	18
6	2/9/26 - 3/6/26	19
7	3/9/26 - 4/3/26	19
8	4/14/26 - 5/8/26	19
9	5/11/26 - 6/5/26	19

Appendix B

RESOLUTION NO. 2019.2020.1

RESOLUTION OF THE BOARD OF DIRECTORS OF iLEAD LANCASTER AUTHORIZING THE ADOPTION OF A CONFLICT OF INTEREST CODE AND CERTAIN OTHER ACTIONS RELATED THERETO

WHEREAS, iLEAD Lancaster, as a California nonprofit public benefit corporation that operates a public charter school, is required to adopt a Conflict of Interest Code pursuant to Government Code Section 87300;

WHEREAS, the Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. § 18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700s, Statement of Economic Interests; and

WHEREAS, iLEAD Lancaster desires to adopt a Conflict of Interest Code adopting and incorporating the FPPC Model Code by reference.

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

Section 1. A Conflict of Interest Code, in the form attached as Exhibit A, is hereby tentatively adopted and promulgated.

Section 2. The School Director or designee is directed to seek preliminary review of the Conflict of Interest Code by the code reviewing body and is authorized to make amendments to the Code as requested by the code reviewing body.

Section 3. After receiving preliminary review from the code reviewing body, the School Director or designee is directed to notify any individuals who will hold "designated positions" under the Conflict of Interest Code by providing them with a copy of the Code.

Section 4. After providing notice to individuals designated in the Conflict of Interest Code, the School Director or designee is directed and authorized to submit a copy thereof and any other required documents or information to the code reviewing body for final approval.

Section 5. This resolution shall take effect immediately upon its adoption.

SECRETARY'S CERTIFICATE

I, Latorra Saxton, President of the Board of Directors of iLEAD Lancaster, 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 iLEAD Lancaster, which was duly held on the 27th day of September, 2019, 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 27th day of September, 2019.

President
iLEAD Lancaster

EXHIBIT A

[Conflict of Interest Code]

CONFLICT OF INTEREST CODE
iLEAD LANCASTER

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code, § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, iLEAD Lancaster, a California nonprofit public benefit corporation ("Corporation"), is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. § 18730) that contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of 2 Cal. Code of Regs. § 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Corporation ("Code"). This Code shall take effect when approved by the Los Angeles County Board of Supervisors.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. § 18730(b), each designated employee set forth in the Appendix shall file a Statement of Economic Interests ("Form 700") with the Secretary of the Corporation. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Los Angeles County Board of Supervisors. Original statements for all other designated employees shall be retained by the Secretary. All retained statements shall be available for public inspection and reproduction (Gov. Code, § 81008).

APPENDIX TO
CONFLICT OF INTEREST CODE OF
iLEAD LANCASTER

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from legal counsel to iLEAD Lancaster, a California nonprofit public benefit corporation ("Corporation"). (Gov. Code, § 83114; 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code, § 83114(a).)

Opinions rendered by legal counsel to Corporation do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on such legal counsel's opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Government Code section 91003.5.

I.

Designated Employees

Designated Positions	Disclosure Categories
Members of the Board of Directors	1, 2
President	1, 2
Treasurer	1, 2
Secretary	1, 2
School Director	1, 3
Consultants/ New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the Code, subject to the following limitation:

> The President or designee may determine in writing that a particular consultant/ new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's/ new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The President's or designee's determination is a public record

and shall be retained for public inspection in the same manner and location as this code. (Gov. Code, § 81008.)

II.

Disclosure Categories

Category 1
Designated positions assigned to this category must report:

All interests in real property which are located in whole or in part within two (2) miles of any facility utilized by a Corporation charter school, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

Category 2
Designated positions assigned to this category must report:

All investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by Corporation.

Category 3
Designated positions assigned to this category must report:

All investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by the designated position's department. For the purpose of this category, the department of the School Director is his or her entire school.

Appendix C

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 7/3/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Venbrook Insurance Services
6320 Canoga Avenue, 12th Floor
Woodland Hills, CA 91367

www.venbrook.com CA Lic No. 0D80832

CONTACT NAME: Venbrook Insurance Services
PHONE (A/C, No, Ext): 818-598-8900 **FAX (A/C, No):** 818-598-8910
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Philadelphia Indemnity Insurance Company	18058
INSURER B : Berkley National Insurance Company	38911
INSURER C :	
INSURER D :	
INSURER E : Evanston Insurance Company	35378
INSURER F :	

INSURED
iLEAD California Charters 1, iLEAD Online, SCVI, iLEAD Exploration, iLEAD Agua Dulce, Empower Generations, iLEAD Lancaster, iLEAD Hybrid
29477 The Old Rd.
Castaic CA 91384

COVERAGES **CERTIFICATE NUMBER:** 86106934 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	✓ **COMMERCIAL GENERAL LIABILITY** ☐ CLAIMS-MADE ✓ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ✓ POLICY ☐ PRO-JECT ☐ LOC ✓ OTHER: Abuse & Molestation			PHPK2563114-002	7/1/2025	7/1/2026	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG 1,000,000 each conduct	$ 1,000,000 $ 100,000 $ 5,000 $ 1,000,000 $ 3,000,000 $ 3,000,000 $ 3,000,000 Agg.
A	**AUTOMOBILE LIABILITY** ✓ ANY AUTO ☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS ☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY			PHPK2563114-002	7/1/2025	7/1/2026	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	✓ **UMBRELLA LIAB** ✓ OCCUR **EXCESS LIAB** ☐ CLAIMS-MADE ☐ DED ☐ RETENTION $			PHUB867153-002	7/1/2025	7/1/2026	EACH OCCURRENCE AGGREGATE	$ 5,000,000 $ 5,000,000
B	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N ☐ **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		JWC 9800023-12	7/1/2025	7/1/2026	✓ PER STATUTE ☐ OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
E	Business Income Included			MKLV5XPR002929	7/1/2025	7/1/2026	$50,000 Water Damage Ded; $150,000 Wildfire/Smoke Ded.	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

*10 Days Notice of Cancellation for Non-Payment of Premium, 30 Days All Other.

CERTIFICATE HOLDER

EVIDENCE OF INSURANCE

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Karen Smith

© 1988-2015 ACORD CORPORATION. All rights reserved.

Appendix D

iLEAD Lancaster

2024–2025 Local Control Accountability Plan

School at a Glance

Learner Outcomes

Lifelong Learner | Empathetic Citizen | Authentic Individual | Design Thinker

Grades TK-8
795 Learners
127 Staff

17% Students with Disabilities
4% English Learners
4% Homeless/Foster Youth
29% Socioeconomically Disadvantaged

Highlights

Greatest Progress

- ELA CAASP Scores increased with gap reduction in subgroups
- Math CAASP Scores gap reduction in Hispanic learners and English learners
- Decrease in suspension rate and chronic absenteesm
- Increase in attendance rate
- MAP CGI indicated that as a school, at least 1 year of growth in reading and math was met
- 86% staff responded favorably about community belonging
- 87% family overall program satisfaction

25/26 School Focus

- Increase academic achievement in ELA, Math, and Science
- Increase ELPI
- Decrease Chronic Absenteeism
- Decrease Suspension
- Increase Attendance

LCAP

Local Control Accountability Plan
(state plan for funding aligned with metrics and state priorities)

GOALS

AWAKEN

1. **Awaken** the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.

BUILD

2. Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.

CHAMPION

3. Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.

Maintenance Actions

1.1 Maintain Safe, Clean, Welcoming School Facilities
1.2 Fund High-Quality Staff
1.3 Fund High-Quality Staff Who Bridge Learning Gaps
1.4 Inclusively Collaborate with Educational Partners
1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils
2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials
2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials
2.5 Foster a Staff Culture of Excellence through Lifelong Learning
3.2 Implement Multi-Tiered Systems of SEL Support
3.3 Provide Access to High-Quality Counseling
3.4 Increase Counseling and Services for High-Needs Learners

Improvement Actions

1.6 Build Social Capital and Recognize and Celebrate Learner Achievement
2.3 Deliver Effective ELD Programming
2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity
3.1 Commit to Proactive and Restorative Discipline Practices
3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About

Bridging Gaps for Unduplicated Learners:

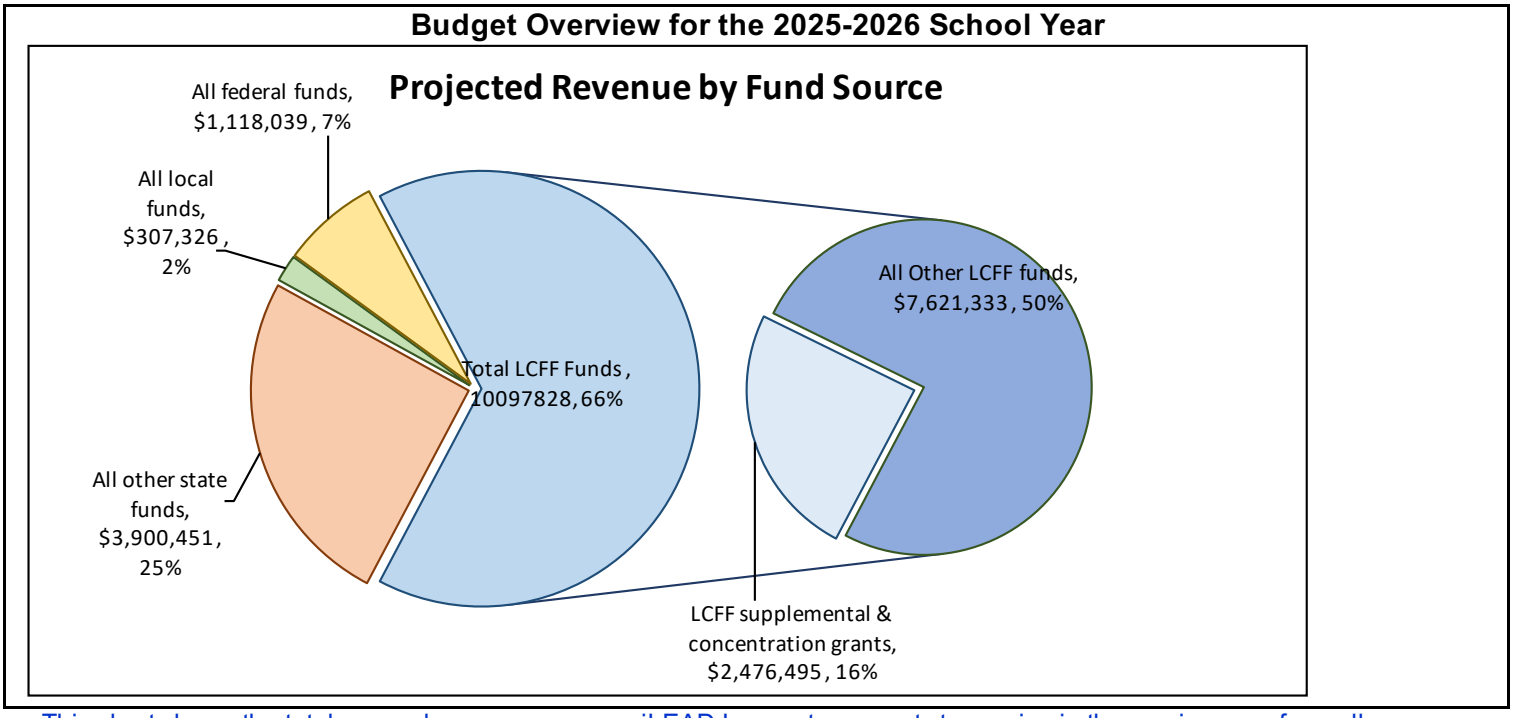
1.3 Fund High-Quality Staff Who Bridge Learning Gaps
1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils
2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials
2.3 Deliver Effective ELD Programming
3.4 Increase Counseling and Services for High-Needs Learners

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: iLEAD Lancaster
CDS Code: 19-64667-0125559
School Year: 2025-2026
LEA contact information: Deborah Autrey: director@iLEADLancaster.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

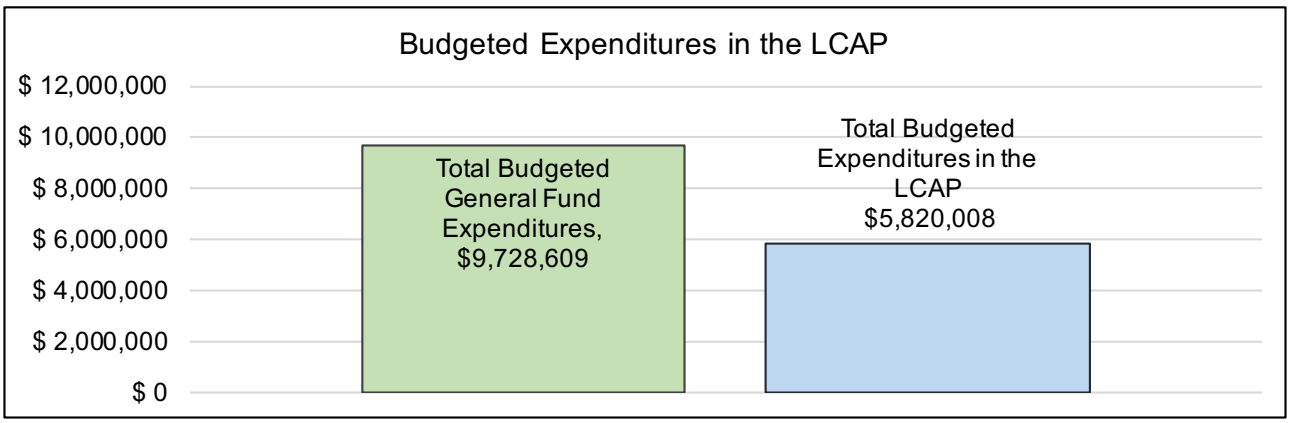


This chart shows the total general purpose revenue iLEAD Lancaster expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for iLEAD Lancaster is $15,423,644.00, of which $10,097,828.00 is Local Control Funding Formula (LCFF), $3,900,451.00 is other state funds, $307,326.00 is local funds, and $1,118,039.00 is federal funds. Of the $10,097,828.00 in LCFF Funds, $2,476,495.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much iLEAD Lancaster plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: iLEAD Lancaster plans to spend $9,728,609.00 for the 2025-2026 school year. Of that amount, $5,820,008.19 is tied to actions/services in the LCAP and $3,908,600.81 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

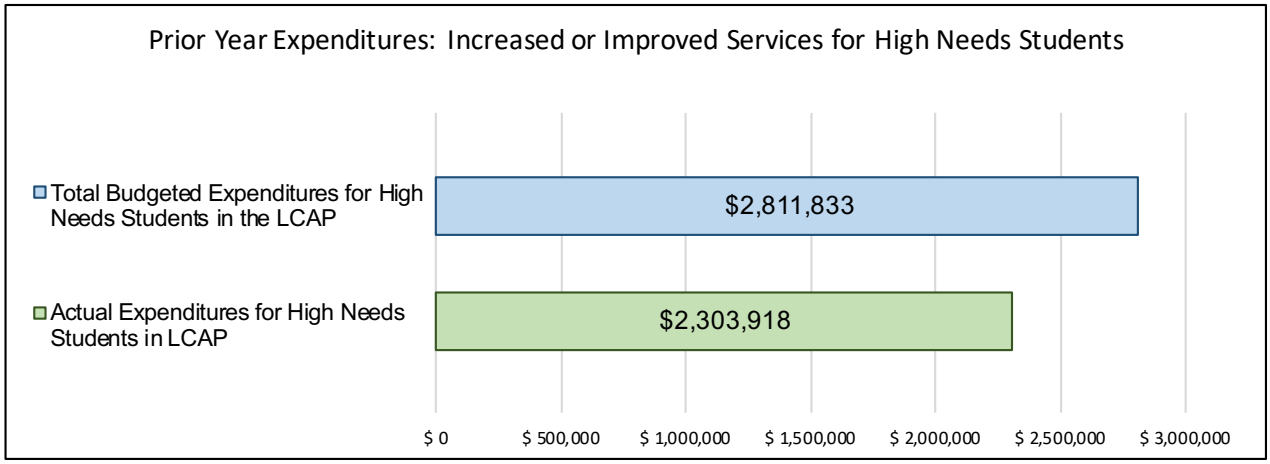
Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district, and

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, iLEAD Lancaster is projecting it will receive $2,476,495.00 based on the enrollment of foster youth, English learner, and low-income students. iLEAD Lancaster must describe how it intends to increase or improve services for high needs students in the LCAP. iLEAD Lancaster plans to spend $2,476,495.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



This chart compares what iLEAD Lancaster budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what iLEAD Lancaster estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-2025, iLEAD Lancaster's LCAP budgeted $2,811,833.00 for planned actions to increase or improve services for high needs students. iLEAD Lancaster actually spent $2,303,918.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of $507,915.00 had the following impact on iLEAD Lancaster's ability to increase or improve services for high needs students:

All estimated actual revenue for increasing and improving services for high needs students was expended.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Lancaster Charter	Deborah Autrey Director	director@ileadlancaster.org (661) 722-4287

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

iLEAD Lancaster Charter School, located in Lancaster, California, opened in September 2012. The school serves TK- 8th grades with an enrollment of 771 learners during the 2024-25 school year.

Vision: At iLEAD, we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become Lifelong learners, Empathetic citizens, Authentic individuals, and Design thinkers, we can create a better future for all.

The mission of ?iLEAD Lancaster Charter School is to empower students 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 them in discovering their 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.

iLEAD Lancaster offers a learner-centered approach to education that focuses on interdisciplinary project-based learning and social-emotional learning principles while adhering to the Common Core Standards. 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. Twice a year, learners and facilitators alike reflect on student growth in each of these areas through use of the iLEAD Comprehensive Growth Card.

Learner performance and achievement are measured by a variety of summative and formative assessments that are aligned to state standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP). To support instructional decision-making, the school utilizes NWEA MAP (Measures of Academic Progress), an adaptive assessment tool approved by the California Department of Education (CDE), as one of several measures to monitor learner progress throughout the year.

Through thoughtfully designed learning environments and the implementation of professional learning on diversity, equity, and inclusion, it is iLEAD Lancaster's goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths to cultivate a love for learning. The school incorporates technology as a regular part of the learning process. School staff works with each learner to develop an individualized learning plan with an emphasis on academic and SEL goals.

The staff also incorporates a variety of methods and best practices including professional learning, implementation of intentional teaching strategies, analysis of learner performance data, Multi-Tiered Systems of Support (MTSS), and the revision of instruction as necessary to educate all learners and address the unique needs of English Learners, Students with Disabilities, Socioeconomically Disadvantaged, those experiencing Homelessness, and Foster Youth. At iLEAD Lancaster, English learners receive designated and integrated language support throughout the school day. Students with Disabilities are taught in inclusive general education classes as much as possible according to the needs of their individualized education plans providing them with the least restrictive environment possible.

Using restorative practices and Leader in Me training, iLEAD Lancaster places a special emphasis on leadership, critical thinking, collaboration, and creativity. School staff encourages leadership in each learner by instilling the confidence and character that inspires others when one thinks for themself. The school provides humanities, arts, the Makery, a STEM Exploratorium (workspace areas for learners), and hands-on aerospace opportunities.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2024-2025 school year for iLEAD Lancaster has been marked by a continued commitment to fostering a positive learning environment and addressing key areas of student and family well-being. The school has focused on high quality academics through MTSS with a focus on math intervention, Project-Based Learning, communication, learning environment, family/community involvement, and school environment, as evidenced by various survey results and ongoing initiatives.

Overall Highlights Include:
-Events/activities/field studies were at an all-time high this year with great success
-PBL Training for all staff to reaffirm commitment and best practices in alignment with the iLEAD Methodology
-Partnership with the LAIRP for Restorative Practices training and implementation
-Expanded small group instruction and MTSS intervention strategies for all learners to support academic achievement
-Community Building through "Dish with the Director" supported strong family/community partnership and a commitment to educational partner voice

Successes Include:
-Facilities FIT Tool: Maintained a "good" status, achieving the target.
-Ed Partner Engagement: Maintained 15 educational partner engagement opportunities, meeting the target.
-Unduplicated Ed Partner Engagement in Special Programs: Maintained 10 programs for parents of Unduplicated Pupils (UDPs) and individuals with exceptional needs, meeting the target.
-Family Engagement, Perception of School, and Strategic Input: Maintained at or above 85% of families feeling that the school provides adequate opportunities for their involvement and incorporates their input as an educational partner. The 2024-2025 outcome was 87.1%.
-Access to Broad Course of Study: Maintained 10 exploratories offered, meeting the target.
-ILP Academic Goal: Increased by 26.2%, with 95.2% of learners meeting their self-identified academic goal.
-Fall to Spring MAP CGI (Reading & Math): Reading increased by 0.1, and Math increased by 0.2, meeting the target of maintaining at or above -0.2.
-Staff Survey on PD: The 2025 outcome showed 82.7% of staff had favorable responses, meeting the target of maintaining at or above 80%.
-Dropout Rates (Middle School): Maintained at 0%, meeting the target of below 1%.
-Attendance: Increased by 0.5%, with a 2023-2024 attendance rate of 88.6%.
-Extra Curriculars: Maintained 5 extra-curricular opportunities offered annually, meeting the target of at or above 3 opportunities.
-School Environment (Local Indicator Survey Rubric): Maintained all indicators, meeting the target.
-Access to Instructional Materials (Local Indicator Survey Rubric): Maintained all indicators, meeting the target.

Areas for Growth Include:
-EL ELPAC Progress: Decreased by 51%, with only 30.8% making progress toward proficiency. This is a significant decline of 49.20% below the baseline.
-EL Reclassification: Decreased by 13.3%, with a 2024 rate of 7.69%.
-CAASPP ELA - All Learners: Participation rate decreased by 0.3%.
-CAASPP ELA - English Learners: Participation rate decreased by 8%.
-CAASPP ELA - Hispanic Learners: Participation rate decreased by 7%.

-CAASPP Math - All Learners: Participation rate decreased by 0.2%.
-CAASPP Math - English Learners: Participation rate decreased by 4%.
-CAASPP Math - Hispanic Learners: Participation rate decreased by 0.3%.
-CAST Science: Decreased by 5.12%, resulting in a decline of 14.13% from the baseline.
-Chronic Absenteeism - All Students: Declined by 4.2% but is still a challenge, with a 2024 rate of 42.0% chronically absent.
-Chronic Absenteeism - African American Learners: Declined by 3% but is still a challenge, with a 2024 rate of 51.9% chronically absent.
-Chronic Absenteeism - English Learners: Increased by 2.6%.
-SARC Teacher Data - Teachers without Credentials and Misassignments: Increased by3.
-SARC Teacher Data - Misassignments for English Learners: Increased by 4.5%.

2023 California School Dashboard Red Areas (continued LCAP focus for 3-year cycle)
-Chronic Absenteeism and English Language Arts for all learners were red on the 2023 California Dashboard
-Hispanic and socioeconomically disadvantaged learners were red on the 2023 California Dashboard for ELA
-Hispanic learners were red on the 2023 California Dashboard for Math
-African American learners, White learners, and English Learners were red on the 2023 California Dashboard for Chronic Absenteeism
-African American learners and socioeconomically disadvantaged learners were red on the 2023 California Dashboard for Suspension rates.

iLEAD Lancaster has $738,044 in unexpended Learning Recovery Emergency Block Grant funding for the 25/26 school year. Funding is tied to Actions 1.3 and 2.4 and will use Metric 2.8 to measure effectiveness.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The school was identified for Differentiated Assistance based on 2023 California Dashboard lowest performance ratings for:
Priority 4 Learning:
ELA: Hispanic learners and socioeconomically disadvantaged learners
Math: Hispanic learners
Priority 5 Engagement:
Chronically Absent for African American learners
Suspension for African American learners and socioeconomically disadvantaged learners

As part of receiving technical assistance, the school worked with the Los Angeles County Office of Education (LACOE) in the spring of 2024 to attend an all-day collaboration to analyze performance ratings and perform root cause analysis for each area identified under Differentiated Assistance. The school has continued in 24-25 to translate root cause analysis to implementation actions and action monitoring for identified areas of growth through MTSS evidence-based intervention, behavioral supports, family services, engagement opportunities, restorative practices training, and implementation. Actions 2.2, 2.3, 3.4, and 3.5 all support Differentiated Assistance initiatives.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Learners	-Annual surveys -Semi-annual Learner Outcome survey -Listening sessions -Student leadership
Families	-Annual surveys -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings
Staff	-Annual Panorama survey -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings -Individual learning plans -PD Exit Ticket surveys
Board	-Monthly board meetings -Annual Board training
Community	-Monthly board meetings -CTE advisory committees -School Site Council
Leadership	-Annual Survey -Monthly School Director Collab -Monthly Operations Collab -Individual Learning Plan -Continuous Improvement Cycle Strategic Meetings

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As a school of choice, serving the community and the school's educational partners is a vital component of school strategy and operations. The school is committed to the meaningful engagement of its educational partners in the development of the LCAP and is an organic, ongoing process as part of the school's continuous improvement cycle.

Annually, feedback from families, learners, community members, board members, learners, staff, and leadership is utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received, actions and spending under the school's three goals were maintained, expanded, or modified to further learner achievement and continue the development of program offerings.

During the school year, monthly iSUPPORT meetings were held to provide opportunities for school staff and families to connect regarding the school program. Informal feedback was also received by families through attendance at schoolwide events. ELAC meetings were held in fall and spring to provide an open forum for questions and feedback on the EL program and allow the ELAC to review the school's Single Plan for Student Achievement. Additionally, monthly EL collaborations with the EL coordinators across iLEAD California provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program.

Twice, learners and staff completed a Learner Outcome Survey, used as a measure of learner growth in the Schoolwide Learner Outcomes and their progress toward academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent, staff, and learner surveys regarding aspects of the program were sent in the spring to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Various learner clubs allowed opportunities for discussion and feedback. The director held "Dish with the Director" frequently as an "open-door" invitation for parents to communicate honestly, provide feedback, and collaborate on strategic planning and school initiatives.

Monthly board meetings were held with the opportunity for anyone from the public to attend (including staff, parents, and learners) and provide public comment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	After a year 1 analysis of the effectiveness of the goal, this goal remains unchanged based on the 2024 CA Dashboard and survey responses, as it has been effective in addressing state priorities 1, 3, 8, and 4, and closing outcome disparities. Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.	Broad Goal

State priorities addressed by this goal.

1, 3, 8

An explanation of why the LEA has developed this goal.

Goal 1 is a call to action to AWAKEN the leader in all by gathering all educational partners together around the school's iLEAD methodology and vision/mission. Goal 1 is a broad goal and was developed to address state priorities one, three, four, and eight. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions. This broad goal aims to ensure that every learner is entitled to optimal and equitable conditions of learning by providing basic services as outlined in the school's charter. As a school of choice, it is essential that the school act as the heart of the community it serves, ensuring that industry partners, community partners, families, learners, and staff collaborate to maintain a program that ultimately leads to college/career readiness and well-rounded individuals who have the skills to achieve their goals. Actions in this goal ensure the foundational building blocks of a strong school culture adhere to the school's program as outlined in its charter. Metrics were intentionally selected to support accountability of spending and actions to meet the goal. While most actions in this goal are maintenance actions, this ensures continued prioritization of identified evidence-based initiatives and programs important to the school community.
Actions in this goal will support success in:
-Clean, safe facilities
-Highly qualified staff
-Access to standards-aligned curriculum
-Family/community input in the strategic direction of the school
-College/career readiness

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SARC FIT Tool-Facilities: Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). (State Priority 1)	2023-24: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2024-25: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).		Maintain good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC)	Maintained Target Met
2	SARC Misassignments of Teachers of English Learners Total Teacher Misassignments (State Priority 1)	21-22 Teachers without Credentials and Misassignments: 3 21-22 Misassignments for English learners: 4.1%	22-23 Teachers without Credentials and Misassignments: 6 22-23 Misassignments for English learners: 8.6%		Teachers without Credentials and Misassignments: 1 or less Misassignments for ELs: 1% or less	Teachers without Credentials and Misassignments: increased 3 Misassignments for English learners: increased 4.5%
3	Dashboard Local Indicator Survey	2024 Local Indicator Survey Rubric:	2025 Local Indicator Survey Rubric: Rate the		Maintain 4's and 5's on Local Indicator Survey Rubric Questions	Maintained all indicators Target Met

Rubric: Priority 3 Rubric Local Indicator Priority 3: The local educational agency (LEA) annually measures its progress in (1) seeking input from parents in decision-making (State Priority 1)	LEA's progress in creating welcoming environments for all families in the community: 5 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 LEA's progress in providing families with information and resources to support student learning and development in the home: 5 LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input	LEA's progress in creating welcoming environments for all families in the community: 5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any		

		from any underrepresented groups in the school community: 5 LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5	underrepresented groups in the school community: 5 Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5			
4	Annual Educational Partner Engagement Opportunities, such as: School Site Council iSUPPORT Annual Panorama Surveys Monthly Board Meetings Other Opportunities (State Priority 3)	2024: 15 Educational Partner Engagement Opportunities Annually	2024-2025: 15 Educational Partner Engagement Opportunities occurred		Maintain or increase the number of engagement opportunities	Maintained Target Met

5	Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs: English Learner Advisory Committee Homeless/Foster /EL Liason Outreach FIEP Process (State Priority 3)	2024 Opportunities: 10 programs for parents of UDPs and individuals with exceptional needs	2024-2025: 10 programs for parents of UDPs and individuals with exceptional needs		Maintain or increase programs for parents of UDPs and individuals with exceptional needs	Maintained Target Met
6	Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input (State Priority 3)	Baseline 2024-2025: 87.1% of families feel that "the school provides adequate opportunities for me to be involved in my child's education," and "the school values and incorporates my input as an educational partner."	Same as Baseline		Target: Maintain at or above 85%	N/A

Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1 focuses on fostering a positive school community, safety, and strong educational partnerships. Overall implementation of actions under this goal has been substantial, with many planned initiatives moving forward as intended. All actions in this goal were implemented with fidelity.

The school maintained a "good" status for its facilities and demonstrated strong family engagement, with 87.1% of families feeling that the school provides adequate opportunities for involvement and incorporates their input as an educational partner. The ILP Academic Goal saw a substantial increase, with 95.2% of learners meeting their self-identified academic goal. The school continued to emphasize effective communication, noting successes like" increased parent engagement and involvement through Dish with the Director" opportunities and "leveled up with learner engagement through attendance initiatives". The school focused on promoting college and career readiness and building social capital through new programming for middle school centered around career technical education exploration and financial literacy development tied to college/career exploration activities. Staff engaged in professional development opportunities around these initiatives. Additionally, a multitude of in-person events and an emphasis on collaboration with families were emphasized school-wide throughout the year, such as increased attendance at extracurricular activities, and monthly iSUPPORT meetings to provide opportunities for staff and families to connect.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2024-2025 school year are primarily attributable to fluctuations in student enrollment and Average Daily Attendance (ADA). These changes directly impacted Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending. Additionally, the school received one-time local and state grant funding that was not initially accounted for in the budget. This funding altered the overall LCFF spending priorities and consequently led to deviations between budgeted and estimated actual expenditures and the associated percentages of improved services. The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community, even as the specific allocation of funds evolved throughout the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Most Actions associated with Goal 1 proved to be effective. In combination with staff reflection and survey data, it is clear that all actions made a positive impact on Goal 1.

The school will continue to fund high-quality staff to support a decrease in teachers with credentials or misassignments.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Maintain Safe, Clean,	The facilities team will ensure all educational partners have clean, safe, innovative spaces that	$0.00	No

	Welcoming School Facilities	align with the school's vision, mission, learner outcomes, and methodology, which allow high-quality learning to take place.		
2	1.2 Fund High-Quality Staff	Leadership and HR will recruit and retain fully credentialed and appropriately assigned staff to provide high-quality instruction and support for all learners.	$3,244,117.00	No
3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Leadership and HR will recruit and retain qualified staff to provide support to English learners, homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals. LREBG: Action Tying LREBG funds to Action 1.3 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By recruiting and retaining high-quality staff, we are directly investing in the human capital necessary to deliver the targeted, differentiated instruction and comprehensive support services required for effective learning recovery. This action is a foundational investment that underpins the success of all other recovery efforts, ensuring that our English learners, homeless/foster youth, and socioeconomically disadvantaged students receive the dedicated, expert attention they need to thrive. Metric 2.8 will be utilized to monitor this action.	$1,433,305.00	Yes
4	1.4 Inclusively Collaborate with Educational Partners	Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continous improvement efforts.	$110,984.00	No
5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Outreach, leadership, and staff will incorporate multiple ways for educational partners to engage in and contribute to the school community. Through family groups, family education opportunities, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	$108,240.00	Yes
6	1.6 Build Social Capital and Recognize and Celebrate Learner Achievement	Counselors and leadership will maximize opportunities for learners to prepare for high school and college/career, be recognized for achievements, and build social capital.	$11,588.00	No

Goal

Goal #	Description	Type of Goal
2	After analyzing the effectiveness of the goal in year 1, it remains unchanged based on the 2024 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 2, 4, and 7, and closing outcome disparities. Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.	

State priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

Goal 2 focuses on academic excellence and accountability to rigorous academic programming that leads to two of the school's Learner Outcomes: Lifelong Learning and Design Thinking. It addresses state priorities two, four, and seven. This broad goal calls the school community to BUILD a core academic program through multi-tiered systems of support, project-based learning, and strong practices of teaching and learning. This goal calls on our staff to utilize both time-tested and innovative strategies to ensure that all learners meet their growth goals. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions. This goal goes beyond basic access to core programming. Rather, its metrics and actions ensure individualized learning and support for both learners and staff so that they may set and attain their individual learning goals as well as make progress toward mastery of state standards and California Teaching Performance Expectations. Actions in this goal ensure that curriculum, instruction, and assessment in addition to staff development are prioritized in school spending. Metrics are curated to balance external data sources with internal data to show the whole picture in measuring academic performance.
Actions in this goal will support success in:
-Learner achievement in ELA, Math, Science
-Staff development in implementing evidence-based best practices in alignment with the vision, mission, and values of the school
-Family/Community input in the strategic direction of the school
-College/career readiness

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials (State Priority 2)	2024 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 5 ELD: 5 Math:5 Next Generation Science Standards: 5 History-Social Science: 5	2025 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 5 ELD: 5 Math:5 Next Generation Science Standards: 5 History-Social Science: 5		4's and 5's in all content areas	Maintained all indicators Target Met
2	Implementation of state standards through Professional Development and coaching: number of dedicated staff professional development/work days annually (State Priority 2)	2023-2024: 22 dedicated staff professional development/no learner days annually	2024-2025: 22 dedicated staff professional development/work days		2023-2024: 22 dedicated staff professional development/no learner days annually	Maintained Target Met
3	Annual Panorma Staff Survey: Professional Development (State Priority 2)	2025: 82.7% of staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	Same as baseline		Target: Maintain at or above 80%	N/A

4	Dashboard Local Indicator Survey Rubric Priority 2C Local Indicator Survey: Priority 2C - Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified (State Priority 2)	2024 Local Indicator Survey Rubric Priority 2C: ELA: 5 ELD: 5 Math: 5 Next Generation Science Standards: 5 History-Social Science: 5	2025 Local Indicator Survey Rubric Priority 2C: ELA: 5 ELD: 5 Math: 5 Next Generation Science Standards: 5 History-Social Science: 5		Maintain 4's and 5's in each content area	Maintained Target Met

5	CA Dashboard Indicator: CAASPP English Language Arts (State Priority 4)	All Learners 2023 95% CAASPP Participation Rate - ELA ELA: 82.1 points below standard (red) 68.5 points below state English Learners 2023: 100% CAASPP Participation Rate - ELA ELA: 102.9 points below standard (orange) 35.2 points below state Hispanic Learners 2023 94% CAASPP Participation Rate - ELA ELA: 81.2 points below standard (red) 41 points below state Socioeconomically Disadvantaged Learners 2023 95% CAASPP Participation Rate - ELA ELA: 92.3 points below standard (red) 49.7 points below state	All learners 2024: 94.7% CAASPP Participation Rate - ELA ELA: 77.7 points below standard (orange) improved 4.4 points and 64.2 points below state English learners 2024: 92% CAASPP Participation Rate - ELA ELA: 92.9 points below standard (orange) improved 10 points and 25.3 points below state Hispanic Learners 2024 94.3% CAASPP Participation Rate - ELA ELA: 73.7 points below standard (orange) improved 7.5 points 34.4 points and below state Socioeconomically Disadvantaged Learners 2024 95% CAASPP Participation Rate - ELA ELA: 81 points below standard (orange) improved 11.3 points and 40.1 points below state		All students: 30 points closer to standard Subgroups: 15 points closer to standard	All Learners Participation Rate: decreased .3% improved 4.4 points English learners Participation Rate: decreased 8% improved 10 points Hispanic Learners Participation Rate: increased .3 improved 7.5 points Socioeconomically Disadvantaged Learners Participation Rate: maintained improved 11.3 points

6	CA Dashboard Indicator: CAASPP Mathematics (State Priority 4)	All Learners 2023: 94.9% CAASPP Participation Rate - Math Math: 115.7 points below standard (orange) 66.6 points below state English Learners 2023: 100% CAASPP Participation Rate - Math Math: 129.5 points below standard (orange) 36.1 below state Hispanic Learners 2023 94% CAASPP Participation Rate - Math Math: 117.6 points below standard (red) 36.8 points below state Socioeconomics Learners 2023 95% CAASPP Participation Rate - Math Math 122.4 points below standard (orange) 41.6 points below state	All Learners 2024: 94.7% CAASPP Participation Rate - Math Math: 121.1 points below standard (red) declined 5.5 points and 73.5 points below state English Learners 2024: 96% CAASPP Participation Rate - Math Math: 119.5 points below standard (orange) improved 10 points and 26.1 below state Hispanic Learners 2024 94.7% CAASPP Participation Rate - Math Math: 112.2 points below standard (orange) improved 5.4 points and 33 points below state Socioeconomics Learners 2024 95% CAASPP Participation Rate - Math Math 126.3 points below standard (red) declined 3.9 points and 48.1 points below state"		All students: 30 points closer to standard Subgroups: 15 points closer to standard	All Learners Participation Rate: decreased .2% declined 5.5 points English Learners Participation Rate: decreased 4% improved 10 points Hispanic Learners Participation Rate: .7% improved 5.4 points Socioeconomics Learners Participation Rate: maintained declined 3.9 points
7	California Science Test: CAST (State Priority 4)	2023: 14.1 Met or Exceeded Standard	2024: 8.97% Met or Exceeded Standard		Increase 9%	Decreased 5.12%

8	NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math (State Priority 4)	2024: NWEA MAP Spring 2024 All Students Reading CGI: -.2 NWEA MAP Spring 2024 All Students Math CGI: -.2	2025: NWEA MAP Spring 2024 All Students Reading CGI: -.1 NWEA MAP Spring 2024 All Students Math CGI: 0		Maintain at or above -.2	Reading: increased .1 Math: Increased .2
9	CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) (State Priority 4)	81.8% making progress toward proficiency (blue) 33.1% above state	2024: 30.8% making progress toward proficiency (no color) 14.9% below state		Maintain above 80%	Decreased 51%
10	Internally Calculated English Learner Reclassification Rate As Outlined By State (State Priority 4)	2023 Internally Calculated: 21.28%	2024 7.69%		Maintain at or above 20%	Decreased 13.3%
11	Access to and enrollment in a broad course of study internally measured: TK-8 Exploratory (Elective) Offerings (State Priority 7)	2024: 10 Exploratories Offered	2024-2025: 10 Exploratories Offered		Maintain or increase total number of offerings	Maintained Target Met

12	Academic Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP academic goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 4)	2024: 69% of learners met their self-identified academic goal	2025: 95.2% of learners met their self-identified academic goal		75% of learners will meet their self-identified academic goal	Increased 26.2%

Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, the implementation of Goal 2 during the 2024-2025 school year aimed to enhance academic performance through effective instruction, personalized learning, and robust support systems. Overall implementation for Goal 2 during the 2024-2025 school year demonstrated both noteworthy successes and areas for continued focus in fostering academic achievement. A year-long effort in staff professional development in delivering high-quality PBL education and rigorous MTSS academic supports, integrating new intervention curriculum, and providing engaging and effective intervention and support demonstrates that Goal 2 actions were fully implemented. The school added several technology-rich platforms to support high-quality instruction and assessment, incorporating AI into the curriculum and assessment for staff. Supported by iLEAD California, all instructional staff received new project-based learning training and support, with a new project design guide and guidance for delivering high-quality projects to support academic achievement and learner outcomes. The school also increased MTSS intervention efforts with more small group instruction, intervention curriculum, and wrap-around supports for academically struggling learners.

The school maintained critical aspects of providing high quality academic education in ensuring that access to standards-aligned instructional materials, with both Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials and 2025 Local Indicator Survey Rubric Priority 2C: Local Indicator Survey maintaining "Target Met" status in ELA, ELD, Math, Next Generation Science Standards, and History-Social Science. Furthermore, staff professional development and coaching saw consistent effort, with 22 dedicated staff professional development/work days annually, maintaining the "Target Met" status for Metric 2. Notably, the 2025 Staff Survey indicated strong staff perception of PD and growth opportunities, with 82.7% of staff having favorable responses regarding professional development and growth, maintaining the target at or above 80%. In terms of academic progress, NWEA MAP Spring 2024 data showed an increase of 0.1 in All Students Reading CGI and an increase of 0.2 in All Students Math CGI , with the overall target being maintained. Access to and enrollment in a broad course of study also saw positive trends, with 10 Exploratories Offered being maintained. Academic Individual Learning Plan (ILP) Goal: saw a remarkable 26.2% increase in learners meeting their self-identified academic goal, achieving a "Target Met" status.

Data from 2024-2025 is overwhelmingly positive to suggest that learners made one year of academic growth in reading and math, and data from the 2024 Dashboard was utilized to support action implementation for this school year, which will reflect on the 2025 Dashboard release.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2024-2025 school year are primarily attributable to fluctuations in student enrollment and Average Daily Attendance (ADA). These changes directly impacted Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending. Additionally, the school received one-time local and state grant funding that was not initially accounted for in the budget. This funding altered the overall LCFF spending priorities and consequently led to deviations between budgeted and estimated actual expenditures and the associated percentages of improved services. The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community, even as the specific allocation of funds evolved throughout the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective Actions:
-Action 2.1 and 2.2 (standards aligned Tier I, II, III materials as indicated by course offerings and Local Indicator Survey 2C)
-Action 2.4 (implementation of MTSS and PBL Instruction and Assessment) as indicated by NWEA MAP and CAASPP
-Action 2.5 (staff professional development) as indicated by staff survey results

Ineffective Actions (based on available data)
-Action 2.3 (effective ELD programs) as indicated by ELPAC and reclassification data. Data, however, is from the previous year, and so real-time assessment of 24/25 programming will not occur until the 2025 dashboard release
-Action 2.4 -Action 2.4 (implementation of MTSS and PBL Instruction and Assessment) as indicated by NWEA MAP and CAASPP in reference to CAST Science scores and Math scores

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement.	$290,852.00	No
2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	$262,602.00	Yes
3	2.3 Deliver Effective ELD Programming	The EL Coordinator and school staff will apply professional learning, data, and resources to provide English learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English learners through ELAC, and other evidence-based strategies.	$142,012.00	Yes
4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, Math, and Science to maximize academic achievement. Staff will provide evidence-based instruction, intervention, and support to increase achievement in ELA and Math as measured by CAASPP scores with a particular focus on Hispanic learners and socioeconomically disadvantaged learners in ELA and Hispanic learners in Math. LREBG Action: Tying LREBG funds to Action 2.4 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By investing in the fidelity of MTSS and PBL implementation, we are empowering certificated staff with the instructional frameworks and methodologies proven to maximize academic achievement across all student groups. This action is a comprehensive strategy for creating a dynamic, responsive, and engaging learning environment that effectively addresses post-COVID academic and socio-emotional recovery, ensuring all students can reach their full potential through integrated academic/SEL systems. Metric 2.8 will be utilized to monitor this action. Differentiated Assistance: This action will be used to support DA for: ELA: Hispanic learners and socioeconomically disadvantaged learners	$127,268.00	No

		Math: Hispanic learners 2023 Dashboard: This goal will be used to support subgroups from the 2023 Dashboard who were Red on the Dashboard in the following areas: ELA: Hispanic and socioeconomically disadvantaged learners Math: Hispanic learners		
5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners.	$105,115.00	No

Goal

Goal #	Description	Type of Goal
3	After year 1 analysis of effectiveness of the goal, this goal is remaining the same based on the 2024 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 5 and 6 and closing outcome disparities. Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Goal 3 recognizes the whole child and the importance of whole-child education. This broad goal calls on the learning community to CHAMPION each learner in a village mentality of raising the leaders of tomorrow. Addressing state priorities five and six, this goal ensures the development of Authentic Individuals and Empathetic Citizens, two of the school's Learner Outcomes. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions in addition to local, state, and national trends in school attendance, mental health, and evidence connecting student wellbeing and student achievement. Through evidence-based social-emotional learning, a commitment to individualized learning, and programming that engages today's youth, actions in this goal make a clear connection to success on critical metrics on the California Dashboard in addition to internal metrics.
Actions in this goal will support success in:
-Attendance and chronic absenteeism
-Graduation rates and dropout rates
-Suspension and expulsion rates
-Learner safety, connection, and wellbeing
-Personalized/individualized learning

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CALPADS Attendance Rates (State Priority 5)	2022-2023 Attendance Rate: 88.1%	2023-2024 Attendance Rate: 88.6%		Increase 5%	Increased .5%

2	CA School Dashboard: Chronic Absenteeism (State Priority 5)	2023: 47% chronically absent (red) 22.7% above state level African American 2023 Dashboard: 52.2% chronically absent (red) 15.8% above state level English learners: 48.9% chronically absent (red) 22.6% above state level White: 35.6% chronically absent (red) 14.9% above state level	2024: 42.0% chronically absent (yellow) declined 4.2% and 24.3% above state level African American 2023 Dashboard: 51.9% chronically absent (red) 20.6% above state level English learners: 51.5% chronically absent (red) 31.4% above state level White: 26.7% chronically absent (orange) 13.2% above state level		Decrease 5%	All learners Declined 4.2% African American Learners Declined .3% English learners: Increased 2.6% White: Decreased 8.9%
3	CALPADS: Middle School Dropout Rate (State Priority 5)	2023: Middle School: 0%	2024: Middle School: 0%		Maintain below 1%	Maintained Target Met
4	CA School Dashboard: Suspension Rate (State Priority 6)	2023: 5.7% suspended (orange) 1.8% above state level African American 11.1% suspended (red) 1.6% above state level Socioeconomically Disadvantaged 6.1% suspended (red) 2.3% above state level	2024: 5.6% suspended (orange) decreased by .3% and 2.4% above state level African American 10.6% suspended (orange) 2.2% above state level Socioeconomically Disadvantaged 6.1% suspended (green) 2.1% above state level		Decrease by 6%	All Learner Decreased .3% African American Decreased .5% Socioeconomically Disadvantaged Maintained

5	CA School Dashboard: Expulsion Rate (State Priority 6)	2023: 0	2024: 0		Maintain below 1%	Maintained Target Met
6	Annual Educational Partner Survey: Student Perception of School Safety and Connectedness (State Priority 6)	Baseline 2024-2025: 77% of learners reported that they "feel safe" and "know who to talk to and/or what to do if I feel unsafe".	Same as baseline		Target: Increase to and maintain at or above 80%	N/A
7	Extracurricular Opportunities Offered (State Priority 6)	2024: 5 extra-curricular opportunities offered annually	2025: 5 extra-curricular opportunities offered annually		Maintain at or above 3 opportunities	Maintained Target Met

Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall implementation for Goal 3 during the 2024-2025 school year demonstrated both noteworthy successes and areas for continued focus in nurturing the whole-child. The goal supported increased counseling services for high-needs learners and implementation of a social-emotional learning curriculum, which is designed to increase engagement. Learners reported feeling safe and knowing who to talk to if they felt unsafe, and staff reported overall positive work and school environments. A restorative practices training in partnership with LAIRP supports MTSS for behavior and learner well-being.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2024-2025 school year are primarily attributable to fluctuations in student enrollment and Average Daily Attendance (ADA). These changes directly impacted Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending. Additionally, the school received one-time local and state grant funding that was not initially accounted for in the budget. This funding altered the overall LCFF spending priorities and consequently led to deviations between budgeted and estimated actual expenditures and the associated percentages of improved services. The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community, even as the specific allocation of funds evolved throughout the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All actions in goal 3 proved to be highly effective, with all metrics associated with this goal generating positive year 1 outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Commit to Proactive and Restorative Discipline Practices	Leadership and Learning Support will provide training, resources, and support for all staff to utilize Love and Logic, 7 Habits, and Restorative Practices through a trauma-informed lens to support a safe, positive, and restorative learning environment where discipline is used as an effective tool in developing self-efficacy and resilience in all learners.	$154,163.00	No
2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	Using MTSS, the school will provide training, resources, and supports to staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being. Using MTSS, the school will provide training, resources, and supports to counselors, staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being and reduce chronic absenteeism and suspension rates, with a particular focus on suspension rates for African American learners and socioeconomically disadvantaged learners and chronic absenteeism rates for African American learners, white learners, and English learners. All learners will have access to high-quality counseling and resources to enforce a high standard of excellence.	$0.00	No
3	3.3 Increase and Improve Counseling and Services for High-Needs Learners	Leadership will ensure increased access and improved services for English learners, homeless youth, foster youth, and socioeconomically disadvantaged youth to increase SEL, graduation rates, and access to additional services needed that remove barriers to learning.	$530,336.00	Yes
4	3.4 Nurture a Safe and Engaging School Environment That Learners Are Excited About	All staff will personalize learning and ensure that all learners have opportunities to feel engaged in whole-child education. The school will provide events, extracurricular offerings, leadership opportunities, and meet the community needs as indicated through educational partner feedback to support engagement. Re-engagement and support systems will be implemented to support families in meeting high attendance expectations. Differentiated Assistance: This action will be used to support DA in the following: Chronically Absent for African American learners Suspension for African American learners and socioeconomically disadvantaged learners Based on the 2023 Dashboard, this action will support the following:	$705,745.00	No

		-African American learners, White learners, and English Learners were red on the 2023 California Dashboard for Chronic Absenteeism -African American learners and socioeconomically disadvantaged learners were red on the 2023 California Dashboard for Suspension rates		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,476,495.00	$1,257,407.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.53%	0.00%	$0.00	24.53%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. Socioeconomically disadvantaged learners were 10 points lower in ELA on the 2023 California Dashboard than the all-student group and 7 points lower in Math on the 2023 California Dashboard than the all-student group. English Learners were 21 points lower in ELA on the 2023 California Dashboard than the all-student group and 15 points lower in Math on the 2023 California Dashboard than the all-student group. Foster youth were 11 points lower in ELA on the 2023 California Dashboard than the all-student group and 3 points lower in Math on the 2023 California Dashboard than the all-student group.	Based on best practices, root cause analysis, and staff listening sessions, the school will continue to fund classified support staff and additional credentialed staff to better support the needs listed above. High-quality staff allows for the implementation of multi-tiered systems of support for academic intervention. Small groups, individual tutoring, team teaching, and additional 1:1 meeting time with learners and families provide a safety net of additional support using evidence-based strategies that increase engagement and academic achievement. These actions are being provided on a school-wide basis because all learners can benefit from additional staffing, as an intervention at the school happens in a push-in model that supports inclusion and the success of all learners in a project-based learning environment.	Success will be tracked through SARC teacher assignment data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 1.2)

Goal 1, Action 5	In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. While overall annual family survey data indicated that family connection to academic engagement is high with a 95% satisfaction rate, families of English learners reported a 1% lower engagement rate with the school than the all-family survey results. tate-wide data also shows a higher instance of adverse childhood experiences for socioeconomically disadvantaged, homeless, and foster youth. This data, along with listening session data shows the need for a trauma-informed, culturally competent approach that engages the whole community in learner success. Family surveys also indicated a strong need for iSUPPORT meetings, in-person activities and meet ups, and family support, particularly those families of students with disabilities.	The school will prioritize funding to increase/improve services through leadership and office support to provide culturally competent, trauma-informed family support and engagement. The school will continue to staff personnel and prioritize ELAC engagement. The school will also provide family engagement sessions and community partnership opportunities to ensure the school-home connection supports achievement and well-being. And lastly, family communications in the home language as requested, and systems for strong school-to-home communication appropriate for the learning and general community. These actions are being provided on a school-wide basis because all learners benefit from culturally responsive, trauma-informed practices that bridge the school-to-home connection and engage the whole family in learning.	Success will be tracked through parent engagement opportunities, Dashboard local indicator survey rubrics, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 1.3, 1.4, 1.5, 1.6)
Goal 2, Action 2	In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. iLEAD Lancaster showed as orange for Math and Yellow for ELA on the 2023 California Dashboard. Socioeconomically disadvantaged learners were 11 points lower in ELA on the 2023 California Dashboard than the all-student group and 19 points lower in Math on the 2023 California Dashboard than the all-student group.	Through root cause analysis and listening sessions with staff and learners, more curricula and materials that support MTSS Tier II and III are needed to support high-needs learners. The team has completed root cause analysis and research to identify and will purchase and implement culturally competent and evidence-based resources for small group and individual instruction/assessment to promote growth and achievement in California State Standards. These actions are being provided on a school-wide basis because all struggling learners can benefit from MTSS and because of the model of project-based learning at SCVi lends itself well to tier II and III intervention initiatives for all learners. MTSS groupings and resources provide personalized support for each individual learner to help them meet their needs. It is impossible to implement an MTSS program with fidelity for only some student groups, and therefore, this action is schoolwide.	Success will be tracked through NWEA MAP scores, CAASPP and CAST scores, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 2,5, 2.6, 2.9, 2.10)

Goal 3, Action 3	In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. The 2023 Chronic Absenteeism rate for English Learners was 2% higher than the all-student group and for socioeconomically disadvantaged learners was 4% higher than the all-student group.	The school will continue to increase counseling services for high-needs learners (socioeconomically disadvantaged, English Learner, socioeconomically disadvantaged learners) has been proven to increase attendance rates and social-emotional wellbeing. Additionally, listening sessions with learners indicated a need for more social-emotional support, Social Emotional Curriculum that is trauma-informed and culturally competent will be used during advisory, additional counseling sessions for unduplicated learners, and intentional student activities and engagement sessions will help support attendance, social-emotional wellbeing, and creating a culture of college/career readiness for all.	Success will be tracked through attendance data, chronic absenteeism rates, dropout rates, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 3.7)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 3	In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. The percentage of English Learners making progress toward English proficiency on the California Dashboard as well as the percentage of learners reclassified in 2023 is high, demonstrating that planned supplemental and concentration grant funding in the past has shown results. However, survey response data for academic engagement and school fit for English Learners was 1% lower than the all-student group. There is a strong need to continue delivering ongoing, effective ELD programming and instruction with an emphasis on learner buy-in and engagement.	The school will continue to use data platforms to design and implement personalized ELD programs for each learner based on evidence and learner growth, engage English Language families and community, provide professional development for credentialed teachers and classified staff, and purchase materials related to ELD programming. The school will also purchase and implement a new ELD-designated curriculum to address engagement with ELD programming.	Success will be tracked through California Dashboard data, reclassification data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 2.9, 2.10)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional concentration grant add-on funding will be used to hire/retain personnel in the following areas: counseling, social work, tutors, and bilingual staff.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$10,097,828.00	$2,476,495.00	24.53%	0.00%	24.53%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$7,226,327.00	$0.00	$0.00	$0.00	$7,226,327.00	$5,119,237.00	$2,107,090.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	1.1 Maintain Safe, Clean, Welcoming School Facilities	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	2	1.2 Fund High-Quality Staff	All	No				Ongoing	$3,130,437	$113,680	$3,244,117	$0	$0	$0	$3,244,117	0.00%
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,305,411	$127,894	$1,433,305	$0	$0	$0	$1,433,305	0.00%
1	4	1.4 Inclusively Collaborate with Educational Partners	All	No				Ongoing	$0	$110,984	$110,984	$0	$0	$0	$110,984	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Student with Disabilities (SWD), All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$108,240	$108,240	$0	$0	$0	$108,240	0.00%
1	6	1.6 Build Social Capital and Recognize and Celebrate Learner Achievement	All	No				Ongoing	$0	$11,588	$11,588	$0	$0	$0	$11,588	0.00%
2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	All	No				Ongoing	$0	$290,852	$290,852	$0	$0	$0	$290,852	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Long-term English learner	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$262,602	$262,602	$0	$0	$0	$262,602	0.00%

2	3	2.3 Deliver Effective ELD Programming	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$142,012	$142,012	$0	$0	$0	$142,012	0.00%
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	Low Income, Hispanic or Latino, All	No				Ongoing	$0	$127,268	$127,268	$0	$0	$0	$127,268	0.00%
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All	No				Ongoing	$0	$105,115	$105,115	$0	$0	$0	$105,115	0.00%
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	Low Income, African-American, All	No				Ongoing	$0	$154,163	$154,163	$0	$0	$0	$154,163	0.00%
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	3	3.3 Increase and Improve Counseling and Services for High-Needs Learners		Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$206,551	$323,785	$530,336	$0	$0	$0	$530,336	0.00%
3	4	3.4 Nurture a Safe and Engaging School Environment That Learners Are Excited About	English learner (EL), African-American, All, White	No				Ongoing	$476,838	$228,907	$705,745	$0	$0	$0	$705,745	0.00%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$10,097,828.00	$2,476,495.00	24.53%	0.00% - No Carryover	24.53%	$2,476,495.00	0.00%	24.53%	**Total:**	$2,476,495.00
								LEA-wide Total:	
								Limited Total:	$142,012.00
								Schoolwide Total:	$2,334,483.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$1,433,305.00	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$108,240.00	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$262,602.00	0.00%
2	3	2.3 Deliver Effective ELD Programming	Yes	Limited	English learner (EL)	All Schools	$142,012.00	0.00%
3	3	3.3 Increase and Improve Counseling and Services for High-Needs Learners	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$530,336.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$8,709,779.00	$7,925,813.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	1.1 Maintain Safe, Clean, Welcoming School Facilities	No	$874,162.00	$820,712.00
1	2	1.2 Fund High-Quality Staff	No	$2,818,188.00	$3,320,971.00
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	$1,731,439.00	$1,326,787.00
1	4	1.4 Inclusively Collaborate with Educational Partners	No	$49,412.00	$84,347.00

1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	$101,000.00	$89,478.00
1	6	1.6 Build Social Capital and Recognize and Celebrate Learner Achievement	No	$20,000.00	$26,888.00
2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	No	$224,011.00	$276,166.00
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	$535,964.00	$317,594.00
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3)	Yes	$0.00	$108,034.00
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	No	$3,000.00	$325,841.00
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	No	$150,984.00	$96,945.00
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	No	$104,000.00	$182,496.00
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	No	$0.00	$0.00
3	3	3.3 Increase and Improve Counseling and Services for High-Needs Learners	Yes	$443,430.00	$462,025.00
3	4	3.4 Nurture a Safe and Engaging School Environment That Learners Are Excited About	No	$1,654,189.00	$487,529.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$2,303,918.00	$2,811,833.00	$2,303,918.00	$507,915.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	$1,731,439.00	$1,326,787.00	0.00%	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	$101,000.00	$89,478.00	0.00%	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	$535,964.00	$317,594.00	0.00%	0.00%
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3)	Yes	$0.00	$108,034.00	0.00%	0.00%
3	3	3.3 Increase and Improve Counseling and Services for High-Needs Learners	Yes	$443,430.00	$462,025.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$9,615,376.00	$2,303,918.00	0.00%	23.96%	$2,303,918.00	0.00%	23.96%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Appendix E

April 9, 2025

Deborah Autrey
School Director
iLEAD Lancaster Charter
254 East Avenue K-4
Lancaster, CA 93535

Sent via Email

Re: iLEAD Lancaster Charter – CDS # 19-64667-0125559

To whom it may concern,

iLEAD Lancaster Charter has been a member of the El Dorado County Charter SELPA since July 2012. iLEAD Lancaster Charter is a member in good standing and has demonstrated the commitment and capacity to function as a LEA for special education services.

Please contact me if you have any questions.

Sincerely,

Ginese Quann
Executive Director

GQ:lc

cc: Paul Marietti, Superintendent, Lancaster Elementary

ILEAD LANCASTER CHARTER SCHOOL

AUDIT REPORT

FOR THE YEAR ENDED
JUNE 30, 2024

A NONPROFIT PUBLIC BENEFIT CORPORATION
OPERATING THE FOLLOWING CALIFORNIA CHARTER SCHOOL

iLead Lancaster Charter School (Charter No. 1376)

ILEAD LANCASTER CHARTER SCHOOL
TABLE OF CONTENTS
JUNE 30, 2024

FINANCIAL SECTION

Independent Auditors' Report 1
Financial Statements
- Statement of Financial Position 4
- Statement of Activities 5
- Statement of Functional Expenses 6
- Statement of Cash Flows 7

Notes to Financial Statements 8

SUPPLEMENTARY INFORMATION

Schedule of Expenditures of Federal Awards 16
Schedule of Average Daily Attendance 17
Schedule of Instructional Time 18
Reconciliation of Financial Report – Alternative Form with Audited Financial Statements 19

OTHER INFORMATION

Local Education Agency Organization Structure 20

OTHER INDEPENDENT AUDITORS' REPORTS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* 21
Report on Compliance for Each Major Federal Program; and Report on Internal Control over Compliance Required by the Uniform Guidance 23
Report on State Compliance and on Internal Control over Compliance for State Programs 26

FINDINGS AND QUESTIONED COSTS SECTION

Schedule of Findings and Questioned Costs 29

FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
iLead Lancaster Charter School
Lancaster, California

Report on the Financial Statements

Opinion

We have audited the accompanying financial statements of iLead Lancaster Charter School which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of iLead Lancaster Charter School as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of iLead Lancaster Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about iLead Lancaster Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Auditor's Responsibilities for the Audit of the Financial Statements (continued)

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of iLead Lancaster Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about iLead Lancaster Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information listed in the table of contents, including the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Local Education Agency Organization Structure but does not include the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2024, on our consideration of iLead Lancaster Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of iLead Lancaster Charter School's internal control over financial reporting or on compliance.

Other Reporting Required by *Government Auditing Standards* (continued)

That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering iLead Lancaster Charter School's internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
December 15, 2024

ILEAD LANCASTER CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2024

ASSETS	
Current assets	
Cash and cash equivalents	$ 7,056,331
Accounts receivable	3,182,982
Prepaid expenses and other assets	90,387
Total current assets	10,329,700
Noncurrent assets	
Right-of-use asset	12,904,789
Capital assets, net	541,612
Total noncurrent assets	13,446,401
Total Assets	$ 23,776,101
LIABILITIES AND NET ASSETS	
Liabilities	
Accounts payable	$ 1,257,951
Operating lease liability	13,297,551
Deferred revenue	2,452,732
Total liabilities	17,008,234
Net assets	
Without donor restrictions	6,767,867
Total net assets	6,767,867
Total Liabilities and Net Assets	$ 23,776,101

The notes to the financial statements are an integral part of this statement.

ILEAD LANCASTER CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024

	Without Donor Restrictions
SUPPORT AND REVENUES	
Federal and state support and revenues	
Local control funding formula, state aid	$ 8,678,603
Federal revenues	2,099,133
Other state revenues	2,639,574
Total federal and state support and revenues	13,417,310
Local support and revenues	
Payments in lieu of property taxes	994,798
Grants and donations	11,320
Investment income, net	30
Other local revenues	344,348
Total local support and revenues	1,350,496
Total Support and Revenues	14,767,806
EXPENSES	
Program services	13,034,282
Supporting services	
Management and general	1,077,150
Fundraising	18,013
Total Expenses	14,129,445
CHANGE IN NET ASSETS	638,361
Net Assets - Beginning	6,129,506
Net Assets - Ending	$ 6,767,867

The notes to the financial statements are an integral part of this statement.

ILEAD LANCASTER CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2024

	Program Services	Supporting Services: Management and General	Supporting Services: Fundraising	Total
EXPENSES				
Personnel expenses				
Certificated salaries	$ 3,429,127	$ 82,517	$ -	$ 3,511,644
Non-certificated salaries	2,505,319	68,414	-	2,573,733
Pension plan contributions	599,622	31,559	-	631,181
Payroll taxes	334,109	17,585	-	351,694
Other employee benefits	513,311	27,016	-	540,327
Total personnel expenses	7,381,488	227,091	-	7,608,579
Non-personnel expenses				
Books and supplies	2,110,751	82,790	-	2,193,541
Insurance	85,825	4,517	-	90,342
Facilities	465,509	24,500	-	490,009
Professional services	1,926,585	571,366	-	2,497,951
Interest expense	843,476	44,394	-	887,870
Depreciation	146,603	6,778	-	153,381
Fees to authorizing agency	-	96,734	-	96,734
Other operating expenses	74,045	18,980	18,013	111,038
Total non-personnel expenses	5,652,794	850,059	18,013	6,520,866
Total Expenses	$ 13,034,282	$ 1,077,150	$ 18,013	$ 14,129,445

The notes to the financial statements are an integral part of this statement.

ILEAD LANCASTER CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2024

CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$	638,361
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities		
Depreciation		153,381
Lease expense - amortization of right-of-use asset		190,555
(Increase) decrease in operating assets		
Accounts receivable		(296,663)
Prepaid expenses and other assets		(43,638)
Increase (decrease) in operating liabilities		
Accounts payable		(751,531)
Deferred revenue		(112,455)
Net cash provided by (used in) operating activities		(221,990)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of capital assets		(152,757)
Net cash provided by (used in) investing activities		(152,757)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS		(374,747)
Cash and cash equivalents - Beginning		7,431,078
Cash and cash equivalents - Ending	$	7,056,331
SUPPLEMENTAL DISCLOSURE		
Cash paid for interest	$	539,092

The notes to the financial statements are an integral part of this statement.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

iLead Lancaster Charter School (the "Charter") was formed as a nonprofit public benefit corporation on September 22, 2011 for the purpose of operating as a California public school located in Los Angeles County. The Charter was numbered by the State Board of Education in September 2012 as California Charter No. 1376. At iLead Lancaster, you will find a school that prioritizes a positive, supportive, and inviting environment where our students (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. During the year ended June 30, 2024, iLead Lancaster Charter School served grades TK to 8.

iLead Lancaster Charter School is authorized to operate as a charter school through Lancaster School District (the "authorizing agency"). On September 2020, the Board of Directors of Lancaster School District approved a charter renewal for the Charter for a 2 year term beginning July 1, 2021 and expiring on June 30, 2023. As a result of AB 130 and SB 114, the charter petition end date is extended to June 30, 2026. Funding sources primarily consist of state apportionments, in lieu of property tax revenues, and grants and donations from the public.

B. Basis of Accounting

The Charter's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

C. Financial Statement Presentation

The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) "Audit and Accounting Guide for Not-for-Profit Organizations" (the "Guide"). ASC 958-205 was effective July 1, 2018. Under the Guide, iLead Lancaster Charter School is required to report information regarding its financial position and activities according to two classes of net assets:

Net assets without donor restrictions – These net assets generally result from revenues generated by receiving contributions that have no donor restrictions, providing services, and receiving interest from operating investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

Net assets with donor restrictions – These assets result from gifts of cash and other assets that are received with donor stipulations that limit the use of the donated assets, either temporarily or permanently, until the donor restriction expires (that is until the stipulated time restriction ends or the purpose of the restriction is accomplished) the net assets are restricted. When a restriction expires, restricted net assets are reclassified to net assets without donor restrictions.

D. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Contributions

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported on the statement of activities as "net assets released from restrictions." Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support. Contributions restricted for the acquisition of land, buildings, and equipment are reported as net assets without restriction upon acquisition of the assets and the assets are placed in service.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the organization if not donated.

F. In Lieu of Property Tax Revenue

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for the authorizing agency. In lieu of distributing funds out of property tax proceeds, the authorizing agency makes monthly payments to iLead Lancaster Charter School. Revenues are recognized by the Charter when earned.

G. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenses have been allocated between program and supporting services based on management's estimates.

H. Cash and Cash Equivalents

iLead Lancaster Charter School considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

I. Investments

The Charter's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities. Investment return is presented net of any investment fees.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Receivables and Allowances

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management's judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions. Based on review of these factors, the Charter establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2024, an allowance for doubtful accounts was not considered necessary as all accounts receivable were deemed collectible.

K. Capital Assets

iLead Lancaster Charter School has adopted a policy to capitalize asset purchases over $5,000. Lesser amounts are expensed. Donations of capital assets are recorded as contributions at their estimated fair value. Such donations are reported as net assets without donor restrictions. Capital assets are depreciated using the straight-line method over the estimated useful lives of the property and equipment or the related lease terms.

L. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the organization prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

M. Income Taxes

iLead Lancaster Charter School is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Charter is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. As a school, the Charter is not required to register with the California Attorney General as a charity.

The Charter's management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Charter's information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

N. Fair Value Measurements

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The three levels of the fair value hierarchy are described below:

Level 1	Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
Level 2	Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
Level 3	Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

O. Lease Arrangements

In February 2016, FASB issued ASU No. 2016-02, *Leases (Topic 842)*, a new lease standard effective no later than the fiscal year 2022-23. Under FASB ASC 842, a right-of-use asset and a related lease liability must be recorded on the statement of financial position (balance sheet) for proper recognition of any operating lease. A right-of-use asset is an intangible asset that pertains to the lessee's right to occupy, operate, and hold a leased asset during the agreed rental period. A lease liability is the financial obligation for the payments required by the lease, discounted to present value.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents, as of June 30, 2024, consists of the following:

Cash in banks, non-interest bearing	$	7,050,825
Cash with third party (Bill.com)		4,806
Cash on hand or awaiting deposit		700
Total Cash and Cash Equivalents	$	7,056,331

Cash in Banks

Custodial Credit Risk
Custodial credit risk is the risk that in the event of a bank failure, an organization's deposits may not be returned to it. iLead Lancaster Charter School does not have a policy for custodial credit risk for deposits. The FDIC insures up to $250,000 per depositor per insured bank. As of June 30, 2024, $7,457,776 of the iLead Lancaster Charter School's bank balance was exposed to custodial credit risk as there were deposits over $250,000 in accounts held at one or more banks.

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2024, consists of the following:

Local control funding sources, state aid	$	1,362,585
Federal sources		495,440
Other state sources		845,503
In lieu property tax payments		253,237
Due from iLEAD affiliates		226,217
Total Accounts Receivable	$	3,182,982

NOTE 4 – CAPITAL ASSETS

A summary of activity related to capital assets during the year ended June 30, 2024 consists of the following:

	Balance July 1, 2023	Additions	Disposals	Balance June 30, 2024
Property and equipment				
Building and improvement	$ 338,963	$ -	$ -	338,963
Furniture and equipment	389,962	152,757	-	542,719
Intellectual property	447,168	-	-	447,168
Total property and equipment	1,176,093	152,757	-	1,328,850
Less accumulated depreciation	(633,857)	(153,381)	-	(787,238)
Capital Assets, net	$ 542,236	$ (624)	$ -	$ 541,612

NOTE 5 – ACCOUNTS PAYABLE

Accounts payable as of June 30, 2024, consists of the following:

Due to iLEAD California Charters	$ 768,980
Vendor payables	290,553
Due to authorizing agency	99,612
Salaries and benefits	66,650
Compensated absences	21,811
Credit card liability	10,345
Total Accounts Payable	$ 1,257,951

NOTE 6 – FINANCE LEASE

On April 1, 2021, the Charter entered into a lease agreement to occupy space located at 254 East Avenue K-4 in Lancaster, California. The facility is utilized for instructional services in order to meet the goals established by the Charter. The lease agreement covers a term beginning July 1, 2016 through May 25, 2061. During the fiscal year ended June 30, 2024, the Charter paid $696,234 in lease payments under this operating lease. At June 30, 2024, the right-of-use asset was $12,904,789 and the operating lease liability was $13,297,551.

The following table shows the present value of the operating lease liability as the actual lease payments less the implied discount rate and the right-of-use asset as the lease expense over the straight-line basis reduced by the implied discount rate. The associated asset and liability are amortized over the remaining term of the lease as follows:

Fiscal Year Ending June 30,	(a) Lease Expense	(b) Lease Payments	(c) Discount	(b) - (c) Operating Lease Liability	(a) - (c) Right-of-Use Asset
2025	$ 880,458	$ 696,024	$ 531,680	$ 164,344	$ 348,778
2026	873,884	695,609	525,106	170,503	348,778
2027	867,064	695,231	518,286	176,945	348,778
2028	859,986	694,996	511,208	183,788	348,778
2029	852,635	694,561	503,857	190,704	348,778
Thereafter	20,931,826	22,182,194	9,770,927	12,411,267	11,160,899
Total	$ 25,265,853	$ 25,658,615	$ 12,361,064	$ 13,297,551	$ 12,904,789

NOTE 7 – DEFERRED REVENUE

Deferred revenue as of June 30, 2024, consists of $2,452,732 from State sources. Deferred revenue includes funding that has been received in cash, however, has not yet been earned as of June 30, 2024. Funding conditions are expected to be met and revenue will be recognized in the subsequent fiscal year.

NOTE 8 – NET ASSETS

As of June 30, 2024, the Charter did not hold any net assets with donor restrictions. Certain designations or reserves have been made for the use of net assets without donor restrictions either by the board, management or by nature of the financial assets held by the Charter. At June 30, 2024, the Charter's net assets without donor restrictions consists of the following:

Net investment in capital assets	$	541,612
Undesignated		6,226,255
Total Net Assets without Donor Restrictions	$	6,767,867

NOTE 9 – LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The following table reflects the Charter's financial assets as of June 30, 2024, reduced by amounts not available for general expenditure within one year. Financial assets are considered not available for general use when illiquid or not convertible to cash within one year, consist of assets held for others or are held aside by the governing board for specific contingency reserves. Any board designations could be drawn upon if the board approves that action.

Financial Assets		
Cash and cash equivalents	$	7,056,331
Accounts receivable		3,182,982
Prepaid expenses		90,387
Total Financial Assets, excluding noncurrent	$	10,329,700
Contractual or donor-imposed restrictions		
Cash held for conditional contributions		(2,452,732)
Financial Assets available to meet cash needs for expenditures within one year	$	7,876,968

NOTE 10 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under a multiple-employer defined benefit pension plan maintained by an agency of the State of California. In accordance with *California Education Code* 47605, charter schools have the option of participating in such plans if an election to participate is specified within the charter petition. The Charter has made such election. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS). The Charter offers social security as an alternative plan to employees who may not qualify for CalSTRS.

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

California State Teachers' Retirement System (CalSTRS)

Plan Description
iLead Lancaster Charter School contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7667 Folsom Boulevard; Sacramento, California 95826.

Funding Policy
Active plan members are required to contribute 10.25% or 10.205% of their 2023-24 salary depending on the employee's membership date in the plan. The required employer contribution rate for fiscal year 2023-24 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter's contributions to CalSTRS for the year ended June 30, 2024 was $631,181; 100% of the required contribution.

On-Behalf Payments
The State of California makes direct on-behalf payments for retirement benefits to CalSTRS on behalf of all school agencies in California. The amount of on-behalf payments made for iLead Lancaster Charter School is estimated at $270,228. The on-behalf payment amount is computed as the proportionate share of total 2022-23 State on-behalf contributions.

NOTE 11 – COMMITMENTS AND CONTINGENCIES

Charter School Authorization

As mentioned in Note 1A, iLead Lancaster Charter School is approved to operate as a public charter school through authorization by the Lancaster School District. As such, the Charter is subject to the risk of possible non-renewal or revocation at the discretion of its authorizing agency if certain criteria for student outcomes, management, and/or fiscal solvency are not met.

On July 9, 2021, the Governor of California approved Assembly Bill 130 (AB 130). Effective July 1, 2021, AB 130 added a provision within the California Education Code (EC) whereby all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years. As a result, the charter petition end date was extended to June 30, 2025. Additionally, on July 10, 2023, the Governor of California approved Senate Bill 114 (SB 114), which amended EC 47607.4. The EC was amended to add "all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year." As a result, the charter petition end date is extended to June 30, 2026.

The Charter makes payments to the authorizing agency to provide required services for oversight. Fees associated with oversight consisted of 1% of revenue from local control funding formula sources. Total fees for oversight amounted to $96,734 for the fiscal year ending June 30, 2024.

Governmental Funds

iLead Lancaster Charter School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements would not be material.

NOTE 11 – COMMITMENTS AND CONTINGENCIES (continued)

Multiemployer Defined Benefit Plan Participation

Under current law on multiemployer defined benefit plans, the Charter's voluntary withdrawal from any underfunded multiemployer defined benefit plan would require the Charter to make payments to the plan, which would approximate the Charter's proportionate share of the multiemployer plan's unfunded vested liabilities. CalSTRS has estimated that the Charter's share of withdrawal liability is approximately $3,526,002 as of June 30, 2023. The Charter does not currently intend to withdraw from CalSTRS. Refer to Note 9 for additional information on employee retirement plans.

Pending or Threatened Litigation

The Charter is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the Charter as of June 30, 2024.

NOTE 12 – DONATED GOODS AND SERVICES

During the year, many parents, administrators and other individuals donated significant amounts of time and services to iLead Lancaster Charter School in an effort to advance the Charter's programs and objectives. These services have not been recorded in the Charter's financial statements because they do not meet the criteria required by generally accepted accounting principles. The Charter did not receive any donated items during the year ended June 30, 2024.

NOTE 13 – SUBSEQUENT EVENTS

iLead Lancaster Charter School has evaluated subsequent events for the period from June 30, 2024 through December 15, 2024 the date the financial statements were available to be issued. Management did not identify any transactions or events that require disclosure or that would have an impact on the financial statements.

SUPPLEMENTARY INFORMATION

ILEAD LANCASTER CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2024

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Charter and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The Charter has not elected to use the 10 percent de minimis indirect cost rate.

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
Passed through California Department of Education:			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	$ 213,152
Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	27,528
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	16,905
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants:			
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425	15559	708,743
Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155	285,606
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs	84.425	15620	47,991
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Learning Loss	84.425	15621	82,107
Subtotal Education Stabilization Fund Discretionary Grants			1,124,447
Sepcial Education: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	119,123
Total U. S. Department of Education			1,501,155
U. S. DEPARTMENT OF AGRICULTURE:			
Passed through California Department of Education:			
Child Nutrition Cluster			
School Breakfast Program - Basic	10.553	13525	946
School Breakfast Program - Needy	10.553	13526	183,307
National School Lunch Program	10.555	13391	372,848
Subtotal Child Nutrition Cluster			557,101
Total U. S. Department of Agriculture			557,101
Total Federal Expenditures			$ 2,058,256

The following schedule provides a reconciliation between revenues reported on the statement of activities and the related expenditures reported on the schedule of expenditures of federal awards. The reconciling amounts represent federal funds that have been recorded as revenues in a prior year that have been expended by June 30, 2024 or federal funds that have been recorded as revenues in the current year and were not expended by June 30, 2024.

	AL Number	Amount
Total Federal Revenues reported in the Statement of Activities		$ 2,099,133
Local Food for Schools	10.555	(20,969)
Supply Chain Assistance	10.555	(19,908)
Total Expenditures reported in the Schedule of Expenditures of Federal Awards		$ 2,058,256

ILEAD LANCASTER CHARTER SCHOOL
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2024

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

	Second Period Report	Annual Report
	Classroom-Based	
Grade Span		
Regular		
Kindergarten* through third	234.63	232.32
Fourth through sixth	202.38	199.21
Seventh through eighth	135.56	134.34
Total Average Daily Attendance - Classroom-Based	572.57	565.87
	Nonclassroom-Based	
Grade Span		
Regular		
Kindergarten* through third	63.30	63.75
Fourth through sixth	34.80	35.18
Seventh through eighth	29.68	30.03
Total Average Daily Attendance - Nonclassroom-Based	127.78	128.96
Total Average Daily Attendance	700.35	694.83

*Includes Transitional Kindergarten (TK)

ILEAD LANCASTER CHARTER SCHOOL
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2024

This schedule presents information on the amount of instructional time offered per grade level by iLead Lancaster Charter School and whether the Charter complied with the provisions of *Education Code Section* 47612.5.

	Instructional Minutes				Instructional Days				
Grade Level	Annual Requirement	Annual Minutes	Credited Minutes**	Offered Minutes	Minimum Requirement	Annual Days	Credited Days**	Offered Days	Status
Kindergarten*	36,000	37,625	215	37,840	175	174	1	175	Complied
Grade 1	50,400	54,220	340	54,560	175	174	1	175	Complied
Grade 2	50,400	53,840	340	54,180	175	174	1	175	Complied
Grade 3	50,400	53,840	340	54,180	175	174	1	175	Complied
Grade 4	54,000	53,840	340	54,180	175	174	1	175	Complied
Grade 5	54,000	53,840	340	54,180	175	174	1	175	Complied
Grade 6	54,000	53,840	340	54,180	175	174	1	175	Complied
Grade 7	54,000	53,840	340	54,180	175	174	1	175	Complied
Grade 8	54,000	53,840	340	54,180	175	174	1	175	Complied
Grade 9	64,800	53,840	340	54,180	175	174	1	175	Complied

*Includes Transitional Kindergarten (TK)

**The Charter received an approved Form J-13A for the number of instructional days and number of instructional minutes indicated above.

ILEAD LANCASTER CHARTER SCHOOL
RECONCILIATION OF FINANCIAL REPORT – ALTERNATIVE FORM WITH AUDITED FINANCIAL STATEMENTS
JUNE 30, 2024

This schedule provides the information necessary to reconcile fund balance/net position reported on the Financial Report – Alternative Form (Charter School Unaudited Actuals) to net assets on the audited financial statements.

June 30, 2024, fund balance/net position on the Financial Report - Alternative Form (Charter School Unaudited Actuals)	$ 6,676,240
Adjustments:	
Increase (decrease) in total net assets:	
Client adjustments to state revenue	134,203
Client adjustments to expenses	(24,754)
Record depreciation expense	(17,822)
Net adjustments	91,627
June 30, 2024, net assets per audited financial statements	$ 6,767,867

OTHER INFORMATION

ILEAD LANCASTER CHARTER SCHOOL
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2024

This schedule provides information about the local education agency (LEA or charter school), including the Charter's authorizing agency, grades served, members of the governing body, and members of the administration.

iLead Lancaster Charter School, located in Los Angeles County, was formed as a nonprofit public benefit corporation on December 6, 2017. The charter school operated by the nonprofit, iLead Lancaster Charter School, was numbered by the State Board of Education in September 2012 as Charter No. 1376. The Charter is authorized to operate as a charter school through Lancaster School District. Classes began in September 2012 for grades TK and 8. During 2023-24, the Charter served approximately 795 students in grades TK to 8.

BOARD OF DIRECTORS

Name	Office	Term Expiration
Constance Edwards	Member	June 2024
Beth Carr-Knudson	Treasurer	June 2024
La NeShae Norwood	Secretary	June 2024
Eric Becker	Member	June 2024
Bridgett Howitt	Member	June 2024

ADMINISTRATION

Nykole Kent
Director

OTHER INDEPENDENT AUDITORS' REPORTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

To the Board of Directors of
iLead Lancaster Charter School
Lancaster, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of iLead Lancaster Charter School (the "Charter") as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Charter's financial statements and have issued our report thereon dated December 15, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

348 Olive Street
San Diego, CA
92103
O: 619-270-8222
F: 619-260-9085
christywhite.com

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

San Diego, California
December 15, 2024

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

To the Board of Directors of
iLead Lancaster Charter School
Lancaster, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited iLead Lancaster Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of iLead Lancaster Charter School's major federal programs for the year ended June 30, 2024. iLead Lancaster Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, iLead Lancaster Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of iLead Lancaster Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on compliance for each major federal program. Our audit does not provide a legal determination of iLead Lancaster Charter School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to iLead Lancaster Charter School's federal programs. Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on iLead Lancaster Charter School's compliance based on our audit.

Auditor's Responsibilities for the Audit of Compliance

Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards,* and the Uniform Guidance will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the report on compliance about iLead Lancaster Charter School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding iLead Lancaster Charter School's compliance with the compliance requirements referred to above and performing such procedures as we consider necessary in the circumstances.
- Obtain an understanding of iLead Lancaster Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances, and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of iLead Lancaster Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

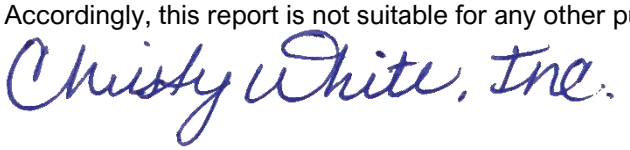
A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Report on Internal Control Over Compliance (continued)

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



San Diego, California
December 15, 2024

REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE FOR STATE PROGRAMS

Independent Auditors' Report

To the Board of Directors of
iLead Lancaster Charter School
Lancaster, California

Report on State Compliance

Opinion on State Compliance

We have audited iLead Lancaster Charter School's compliance with the requirements specified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to iLead Lancaster Charter School's state program requirements for the fiscal year ended June 30, 2024.

In our opinion, iLead Lancaster Charter School complied, in all material respects, with the laws and regulations of the applicable state programs for the year ended June 30, 2024, as identified in the table in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

Basis for Opinion on State Compliance

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810 as regulations (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

We are required to be independent of iLead Lancaster Charter School and to meet certain ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance. Our audit does not provide a legal determination of iLead Lancaster Charter School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to iLead Lancaster Charter School's state programs.

Auditor's Responsibilities for the Audit for State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on iLead Lancaster Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the report on compliance about iLead Lancaster Charter School's compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards,* and the K-12 Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding iLead Lancaster Charter School's compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of iLead Lancaster Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of iLead Lancaster Charter School's internal control over compliance. Accordingly, no such opinion is expressed; and
- Select and test transactions and records to determine iLead Lancaster Charter School's compliance with the state laws and regulations to the following items:

Description	Procedures Performed
School Districts, County Offices of Education and Charter Schools	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Yes
Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Not applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

"Not applicable" is used in the table above to indicate that the Charter either did not receive program funding or did not otherwise operate the program during the fiscal year.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies or material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
December 15, 2024

FINDINGS AND QUESTIONED COSTS SECTION

ILEAD LANCASTER CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2024

PART I – SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified not considered to be material weaknesses?	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major program:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None Reported
Type of auditors' report issued:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	No

Identification of major programs:

AL Number(s)	Name of Federal Program or Cluster
84.425, 84.425 U	Education Stabilization Fund Discretionary Grants

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	No

State Awards

Internal control over state programs:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified not considered to be material weaknesses?	None Reported
Any audit findings disclosed that are required to be reported in accordance with *2023-24 Guide for Annual Audits of California K-12 Local Education Agencies* ?	No
Type of auditors' report issued on compliance for state programs:	Unmodified

All audit year findings, if any, are assigned an appropriate finding code as follows:

FIVE DIGIT CODE	AB 3627 FINDING TYPE
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

PART II – FINANCIAL STATEMENT FINDINGS

There were no audit findings related to the financial statements for the year ended June 30, 2024.

PART III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

There were no audit findings and questioned costs related to federal awards for the year ended June 30, 2024.

PART IV – STATE AWARD FINDINGS AND QUESTIONED COSTS

There were no audit findings and questioned costs related to state awards for the year ended June 30, 2024.

PART V – SUMMARY OF PRIOR AUDIT FINDINGS

This section presents the status of actions taken by the Charter on each of the findings and recommendations reported in the prior year audit; however, there were no audit findings reported in the year ended June 30, 2023.