MEETING AGENDA - iLEAD CA/Hybrid

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 resource center between 9:00 am and 3:30 pm.

Meeting

Meeting Date	Wednesday, January 21, 2026
Start Time	6:30 PM
End Time	7:30 PM
Location	Address: 29477 The Old Rd, Castaic Address: 2850 Fairview Rd, Costa Mesa Address: 2110 W Ave K, Lancaster
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Board Meeting Agenda

Discuss and take action regarding the Board Meeting Agenda.

Resolution #:

1.5. Board Meeting Minutes

Discuss and take action regarding the Board Meeting Minutes from the previous meeting/s.

Resolution #:

Documents

- Minutes-2025-11-04-v1.pdf

2. Curriculum Moment

2.1. Curriculum Moment

2.2. Learner Board Ambassador Report

3. Public Comments

3.1. Public Comments

The public may address the iLEAD CA Charters 1 governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

4. Action Items

4.1. School Accountability Report Card

Discuss and take action regarding 2023 - 2024 School Accountability Report Card outlining the required school information for public review.

Due date: 1/21/2026

Documents

- 24-25 Hybrid SARC Final.pdf

4.2. Submission of iLEAD Flex Petition

Discuss and take action regarding submitting the iLEAD Flex school petition to Antelope Valley High Union School District.

Due date: 1/21/2026

Documents

- iLEAD Flex Petition FINAL.pdf

4.3. Revised Bylaws

Discuss and take action regarding the Revised Bylaws.

Due date: 1/21/2026

Documents

- FirstAmendedandRestatedBylaws_ Redlined_2026 (3).pdf

4.4. Board Terms

Discuss and take action to extend all Board Members terms according to the Bylaws.

Due date: 1/21/2026

4.5. Board Roles

Discuss and take action regarding adding new a Board Member.

Due date: 1/21/2026

5. Discussion And Reports

5.1. CCAP MOU Antelope Valley College

Discuss the MOU to provide dual enrollment for the learners.

Documents

- iLEAD Hybrid CCAP.pdf

5.2. CEO Report

6. Consent Items

6.1. Personnel Report

Resolution #:

Documents

- 1.21.26_EXP_Personnel Report.pdf
- 1.21.26_iCA_PersonnelReport.pdf

6.2. Check Registers

Resolution #:

Documents

- iCC1 Payment Register_20260114.pdf
- iCC1 Payment Register Summary_20260114.pdf

7. Closed Session

7.1. CONFERENCE WITH LEGAL COUNSEL- ANTICIPATED LITIGATION

Gov. Code § 54956.9 - Significant exposure to litigation: 1 Case

8. Report of Closed Session

9. Board Comments

9.1. Board Comments

10. Closing Items

10.1. Annual Form 700

Conflict of Interest Office has opened the electronic filing system. Forms are due April 1, 2026.

10.2. Next Meeting Date - February 3

Board Members mark their calendars and confirm quorum.

10.3. 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.

MEETING MINUTES - iLEAD CA/Hybrid

Meeting

Date	Tuesday, November 4, 2025
Started	5:34 PM
Ended	6:40 PM
Location	Address: 29477 The Old Rd, Castaic Address: 2850 Fairview Rd, Costa Mesa Address: 2110 W Ave K, Lancaster
Purpose	Regular scheduled meeting
Chaired by	Kenneth Ragsdale
Recorder	Jordan Pereyra

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting was called to order at 5:34 pm

Status: Completed

1.2. Roll Call

Dianne - Present

Kenchy - Present

Andy - Present

DJ - Absent

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action regarding the Board Meeting Agenda.

Motion: Dianne

Second: Andy

Unanimously Passed

DJ - Absent

Resolution #:

Status: Carried

1.5. Board Meeting Minutes

Discuss and take action regarding the Board Meeting Minutes from the previous meeting/s.

Motion: Dianne

Second: Kenchy

Unanimously Passed with a change from Dianna to Dianne

DJ - Absent

Resolution #:

Status: Carried

Documents

- Minutes-2025-09-02-v1.pdf

2. Public Comments

2.1. Public Comments

The public may address the iLEAD CA Charters 1 governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

No Public Comments were made to the board.

Status: Completed

3. Discussion and Reports

3.1. Learner Board Ambassador Report

iLEAD Exploration high school learners presented the Board Ambassador Report, highlighting past and upcoming events and academics.

Status: Completed

4. Action Items

4.1. Revised Comprehensive Safety Plan

Discuss and take action regarding the revised Comprehensive Safety Plan.

April Cauthron, iCA Support Provider, presented the revised CSP and answered questions from the Board.

Motion: Dianne

Second: Andy

Unanimously Approved

DJ - Absent

Due date:

Status: Completed

4.2. 2024-2025 Unaudited Actuals

Discuss and take action regarding the 2024-2025 unaudited actuals.

Kelly O'Brien, iCA Support Provider, presented the school budget and answered questions from the Board.

Motion: Dianne

Second: Andy

Unanimously Approved

DJ - Absent

Due date:

Status: Completed

Documents

- 2425 Hybrid UA rev1.pdf

4.3. Revised Employee Guidebook

Discuss and take action regarding the revised Employee Guidebook.

Rick Crunelle, iCA Support Provider, presented the revised employee guidebook and answered questions from the Board.

Motion: Kenchy

Second: Dianne

Unanimously Approved

DJ - Absent

Due date:

Status: Completed

Documents

- Hybrid Guidebook Nov 2025 for Board Approval.pdf

5. Discussion And Reports

5.1. Financial Report

Discuss the school 's current and projected finances.

Kelly O'Brien, iCA Support Provider, presented the financial report and answered questions from the Board.

Status: Completed

5.2. State of The School Address

Discuss the school data points such as enrollment, attendance, annual goals, quarterly rocks, ILP goals...for the school year.

Amanda Fischer, CEO, presented the State of the School report and answered questions from the Board.

Status: Completed

Documents

- 25-26 iLEAD Hybrid State of the School.pdf

6. Consent Items

6.1. Personnel Report

Motion: Dianne

Second: Andy

Unanimously Approved

DJ - Absent

Resolution #:

Status: Carried

Documents

- 11.04.25_EXP_Personnel Report.pdf
- 11.04.25_iCA_PersonnelReport (2) (1).pdf

6.2. Check Registers

Motion: Dianne

Second: Andy

Unanimously Approved

DJ - Absent

Resolution #:

Status: Carried

Documents

- iCC1 Payment Register_20251029.pdf
- iCC1 Payment Register Summary_20251029.pdf

7. Closed Session

7.1. Conference With Legal Counsel - Existing Litigation

Gov. Code section 54956.9(d)(1) CASE NOS.: 24STCV07819 and 24STCV13873

Status: Completed

8. Report of Closed Session

Nothing reported from Closed Session - No Vote Taken

Status: Completed

9. Board Comments

9.1. Board Comments

Nothing reported for Board Comments

Status: Completed

10. Closing Items

10.1. Ethics Training

Per CA Gov. Code section 53234, all CA charter school governing board members must complete two hours of ethics training by January 1, 2026.

Status: Completed

10.2. Next Meeting Date- 1/13/2026

Board Members mark their calendars and confirm quorum.

Status: Completed

10.3. Adjournment

The meeting adjourned at 6:40 pm.

Status: Completed

Antelope Valley Union High School District
Educational Services

Notice of Submission: Petition to Establish a Charter (*EC* 47605.5)

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

Name of Charter School: iLEAD Flex

Contact Information:

Name of lead petitioner(s) / relationship to charter school: Amanda Fischer

Name of lead contact (if not petitioner):

Address: Street 29477 The Old Road

City Castaic

State/Zip code CA, 91384

Telephone number(s): Office 661-512-6996

Mobile 661-904-2481

FAX number:

Email: amanda.fischer@ileadcalifornia.org

School Information:

Proposed enrollment: First year: 745 Fully implemented: Year 5: 895

Proposed grade levels: First year: TK-12 Fully implemented: TK-12

Proposed opening date (*if authorized*): July 1, 2026

Proposed or actual school location / address: Street See Section I.4, Appendix D

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

State/Zip code CA

Notice of Submission:

Signature of lead petitioner(s): Amanda Fischer

Date: January 14, 2026

Antelope Valley Union High School District
Educational Services

Required Documents: Petition to Establish a Charter (*EC* 47605.5)

Submission Package: Submit one (1) set of the following required documents to the Antelope Valley Union High School District, Educational Services Department.

Check items submitted and submit form with petition documents

☒ 1. Completed and signed *Notice of Submission: Petition to Establish a Charter* Form

☒ 2. Completed and signed *Required Documents: Petition to Establish a Charter* Form

Section I

☒ I.1 Table of Contents for Sections I through V (identify page number for each required element)

☒ I.2 List of Affirmations and Assurances signed by petitioner

☒ I.3 Evidence the school's governing body approved submission of the petition to the LEA Board of Trustees

☒ I.4 Charter Petition pursuant to *EC* 47605 and 47505.5 (Direct) with each element identified by *EC* section

☒ I.5 Resumes for petitioners and members of the Board of Directors

Section II

☒ II.1 Proposed first year operational budget including start-up costs, cash-flow, and assumptions

☒ II.2 Financial projections for the first three (3) years of operation

N/A ☐ II.3 Most recent Independent Financial Audit of 501(c)(3) (if applicable)

☒ II.4 Copy of the Public Charter Schools Grant Program Application and budget (if applicable)

Section III

☒ III.1 Required signatures of meaningfully interested parents (include name, mailing address, tel. number, age(s) of child(ren) or teachers (include name, mailing address, tel. number)

☒ III.2 Credentials for meaningfully interested teachers (if teacher signatures were submitted)

Section IV

☒ IV.1 Bylaws of 501(c)(3) (if school operated as/by a nonprofit)

☒ IV.2 Articles of Incorporation of 501(c)(3) (if school operated as/by a nonprofit)

Section V

☒ V.1 Lease/Rental Agreement(s) or Similar Document(s) (if site has been secured)

☒ V.2 Certificate of Occupancy(ies) (if site has been secured)

Antelope Valley Union High School District
Educational Services

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

Once Antelope Valley Union High School District verifies that all required documents have been submitted, it triggers the timeline for Public Hearing and Board Action. The AVUHSD 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.

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

Antelope Valley Union High School District will conduct a facilities inspection as part of the petition review process or prior to opening, if authorized.

Required Certification

Submission of a petition and this signed document certifies that:

1. The charter school's Governing Board has taken action to approve the submitted petition and budget.
2. The charter school's Governing Board has taken action to approve submission of the petition to the Antelope Valley Union High School District Board of Trustees.
3. The charter school's Governing Board and lead petitioner(s) has received, read, understands, and intends to adhere to the requirements outlined in this document, the *Overview of the Process for Considering a Petition to Establish a Charter** and the AVUHSD's Board of Trustees Policies and Administrative Regulations regarding Charter Schools**.

Printed name of charter school's Board signatory: _____

Signature of charter school's Board signatory: _____ Date: _____

Printed name of lead petitioner(s): _____

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

*Please review the document, *Overview of the Process for Considering a Petition to Establish a Charter* or contact Educational Services' Department for additional information.

***Antelope Valley Union High School District's Board Policies and Regulations are available at* http://www.gamutonline.net/district/antelopevalley/Search?vlDistKey=2411&sSearchOne=charter&sdoc=1

iLEAD Flex Charter School

Presented to
Antelope Valley Union School District

Charter Petition

Grades TK-12

Submitted January 2026

Section I

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AFFIRMATIONS/ASSURANCES

As the authorized representatives of the applicant, I, Amanda Fischer, hereby certify that the information submitted in this establishment charter for iLEAD Flex Charter School ("iLEAD Flex" or the "Charter School"), to be operated by iLEAD California Charters 1 ("iCC1"), submitted to the Antelope Valley Union High 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, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- iLEAD Flex 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. Education Code Section 47605(d)(1)]

- iCC1 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. Education Code 47605(c)(6)]

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

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

- iLEAD Flex 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 Flex 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 Flex in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- iLEAD Flex 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. Education Code Section 47605(e)(1)]

- iLEAD Flex will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities 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 Flex will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 Code of Regulations Section 11967.5.1(f)(5)(C)]

- iLEAD Flex 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. Education Code Section 47605(l)(1)]

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

- iLEAD Flex 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 Flex without graduating or completing the school year for any reason, iLEAD Flex 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. Education Code Section 47605(e)(3)]

- iLEAD Flex 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. Education Code Section 47605(e)(4)(A)

- iLEAD Flex 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. Education Code Section 47605(e)(4)(B)]

- iLEAD Flex 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 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. Education Code Section 47605(e)(4)(C)]

- iLEAD Flex 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. Education Code Section 47605(e)(4)(D)]

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

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

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

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

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

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

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

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

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

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

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

- iLEAD Flex shall comply with federal and state 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 Flex 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 Flex 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 Flex shall comply with all requirements of Education Code Section 47606.5, including but not limited to the requirements that iLEAD Flex 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. Education Code Section 47606.5(e)]

Amanda Fischer

Lead Petitioner's Signature

01/14/2026

Date

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 Flex 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 iLEAD Flex Charter School operated by iCC1, a California nonprofit public benefit corporation for educational and charitable purposes. The Charter School will provide a voluntary public educational choice for parents/guardians with learners in grades TK-12 who choose to have their children educated in an alternative learning environment

iLEAD Flex plans to operate as a nonclassroom-based charter school.

iLEAD Flex will provide quality educational instruction and guidance, curricular support, and selected resource materials to ensure that learners make appropriate progress toward achievement of iLEAD Flex's learner outcomes, based on the Common Core State Standards. This charter school's objective is to provide a safe, nonjudgmental, and appropriate educational experience for all its learners.

The iLEAD Flex 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 Flex will provide an exceptional academic program for all learners in grades TK-12 that encourages deeper learning through self-directed learning in a developmentally appropriate educational environment. iLEAD Flex will use a hybrid learning model to focus on personalizing instruction to meet individual learner needs and will serve a diverse population of learners that represents overall ethnic diversity.

iLEAD Flex'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 Flex will provide an exceptional academic program in grades TK through 12 that encourages deeper learning through Project Based Learning, Social Emotional Learning and Individualized Learning in a developmentally appropriate environment. The Charter School will focus on differentiating instruction to meet individual learner needs.

At iLEAD Flex, all learners in grades 9-12 have access to a rigorous, standards-based, UC/CSU A-G-aligned 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 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 Flex 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 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 Flex team in successfully operating iLEAD Flex.

California Charter Schools Association (CCSA)
iLEAD Flex will be 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 Flex will be 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 over 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)
iLEAD California Charters 1 (iCC1) is the nonprofit public benefit corporation that oversees and supports the operation of iLEAD California schools. Acting as the charter management and support organization, iCC1 provides comprehensive educational and operational services through a shared resource agreement. iCC1's approach is rooted in the iLEAD methodology, which emphasizes individualized, project-based, and social-emotional learning. Through this structure, iCC1 delivers a wide range of services, including instructional development, training, implementation, and assessment support for all students. In addition to instructional support, iCC1 provides expertise in leadership, governance, human resources, information technology, financial management, and school operations, ensuring that compliance and reporting requirements are met and assists schools outreach efforts. By centralizing these shared resources at the nonprofit level, the schools are able to focus on delivering high-quality instruction and addressing the unique needs of every student. iCC1's mission is to empower individuals to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers.

Young Minney and Corr
iLEAD Flex's California legal expertise will be provided by Young Minney & Corr. Young Minney & Corr represent clients involved in the public sector throughout California, including charter schools and school districts. Charter schools throughout California rely on Young Minney & Corr for advice on charter development, renewal, incorporation, and other matters. They have experience representing more than 1000 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 will provide top-quality audit, accounting, and consulting services to iLEAD Flex.

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. [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. [Education Code Section 47605(c)(5)(A)(ii)]

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. [Education Code Section 47605(c)(5)(A)(iii)]

Overview

iLEAD Flex will be an accredited TK-12 public charter school that offers a flexible, personalized, and hybrid learning experience. It will serve students with a variety of learning styles and needs, providing a rigorous curriculum. iLEAD Flex emphasizes project-based learning, fostering creativity, critical thinking, and real-world application of knowledge. Learners in the lower grades will meet grade-level expectations through hybrid learning, which allows for flexibility and a variety of learning experiences, including the completion of projects designed in collaboration with their facilitators, families and/or through virtual or in-person offerings. Alongside the facilitator of record, learners and their families play an active role in their program design so that it is personalized to suit their aspirations. With staff support and personalized school counseling, learners at the high school level outline their course of study and path for meeting graduation requirements. A broad course of study offers beyond basic graduation requirements and ensures learners have the opportunity to graduate college/career ready, with offerings such as Advanced Placement, Career Technical Education, A-G approved coursework, and college credits. Learners realize their potential as lifelong learners, empathetic citizens, authentic individuals, and design thinkers while working toward a high school diploma and demonstrating college and career readiness.

Mission and Vision

The mission statement of iLEAD Flex is "Free to Think. Inspired to Lead." iLEAD Flex is committed to providing a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for all learners in grades TK-12 to prepare them for college and career.

The vision of iLEAD Flex is to 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.

Core Values

At iLEAD Flex, 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, the school will hold fast to these core values:

- **Solution-Oriented:** We work independently and collaboratively to achieve our individual and organizational goals. We identify and address challenges and are proactive to prevent issues from arising. We are self-directed and take responsibility for our own development.
- **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.

Schoolwide Learner Outcomes

iLEAD Flex believes that education should extend beyond traditional academic knowledge. Our purposeful approach revolves around the iLEAD Schoowide 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 each child's educational journey. In the course of a child's career with iLEAD Flex, 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 will 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 Flex, a commitment will exist to establish a new paradigm in education. The culture will be accepting, kind, caring and demonstrate community, which will contribute to a better society. The focus will be on developing empathy which fosters an engaging, positive, rich environment. iLEAD Flex believes people are natural-born leaders. Opportunities for discovery and wonder to nurture a lifelong love of learning are provided. Success will be demonstrated through leadership, self-direction, problem-solving skills, creativity, collaboration, innovation, and service. iLEAD Flex 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. iLEAD Flex's graduates are well-equipped to succeed in postsecondary school and have meaningful careers in the 21st-century workplace. iLEAD Flex provides a rigorous, relevant, and attainable education program based on the State Standards. iLEAD Flex will accomplish its mission and vision through implementation of the following best practices:

Educational Approach and School Design

iLEAD Flex adopts a personalized and project-based-learning approach, tailored to meet the individual needs, skills, and interests of each learner. This method allows for flexible scheduling, enabling learners to balance their studies with other commitments. Emphasizing a student-centered environment, iLEAD Flex encourages learners to actively participate in their educational journey. The curriculum includes social-emotional learning, fostering well-rounded development, and incorporates global and cultural perspectives to prepare learners as informed global citizens. iLEAD Flex will promote community and collaboration through offering multiple program types that will encompass activities such as advisory and morning meetings, in person offerings, synchronous instruction offerings, live interaction, group projects and workshops, tutoring, clubs, school-sponsored events, and field studies, which will build a strong sense of teamwork and belonging.

School Design/Learning Setting

iLEAD Flex believes that choice in education is essential. Many families seek a flexible, personalized learning option that best fits their child's needs in an ever-changing world. iLEAD Flex will offer a program that provides multiple learning options under the guidance of an assigned credentialed facilitator.

The iLEAD Flex model allows for individualized pacing, determined collaboratively between the learner and facilitator. Learners are invited to engage in workshop-style instruction, enrichment classes, and collaborative learning opportunities. Learners will have access to flexible schedule options and learning opportunities, reflecting a new paradigm in independent study designed for the 21st century.

iLEAD Flex learners benefit from an engaging education that emphasizes project-based and hands-on learning. Coursework and assignments are managed through tools such as a learning management system or other methods, ensuring organization and accountability. Learners will have access to a full team of credentialed facilitators, educational specialists, and MTSS support staff.

Instruction is delivered through a variety of methods, including in-person, virtual, synchronous, asynchronous, one-on-one tutoring, and small-group sessions. Learners also will have opportunities to participate in school-sponsored events such as field studies, college tours, work-based learning, and interest-based clubs.

Facilitators blend rigor, creativity, and flexibility to provide a well-rounded, high-quality education. iLEAD Flex learning integrates traditional academics with real-world experiences, encouraging community connections through field studies, service projects, park days, and school events to help learners grow both academically and socially.

For the independent study program offering, attendance is based on work completed rather than time spent at a center. When learners attend a learning center, they will gain access to facilitators, peers, and hands-on learning experiences. Learners are expected to maintain regular daily and/or weekly communication with their facilitators through email, phone calls, virtual calls or other methods to ensure they stay on track with their educational goals. All assigned work must be completed, whether on-site or independently. Individualized learning empowers learners to work at their own pace while collaborating with credentialed facilitators to create a customized learning plan. In some iLEAD Flex programs, learners may receive instructional funds to further personalize their educational experience. These funds provide equitable access to community partners, curriculum options, tutoring, and enrichment opportunities for grades TK–12.

School Calendar and Instructional Minutes

iLEAD Flex's school year will comply with the requirements set forth in Title 5, California Code of Regulations Section 11960, and is 175 days long. iLEAD Flex 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 Flex 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
- 9th-12th: 64,800 minutes

Attached in Appendix A, the proposed school year calendar outlines instructional days for learners. iLEAD Flex could service multiple instructional tracks with different calendar start dates to meet the varying needs of families.

iLEAD Flex will operate as a nonclassroom-based school. iLEAD Flex will offer nonclassroom-based instruction in excess of 20% of its total instructional minutes authorized in California Education Code §47612.5(e)(1), due to this iLEAD Flex is subject to a determination for funding requirement of §47634.2. iLEAD Flex will submit this funding determination regularly as deemed and required by the state.

Independent Study

iLEAD Flex will adhere to CDE regulations and requirements for independent study programs and California Education Code §47612.5 and §51745 *et seq*. iLEAD Flex will adhere to TK-12 public school guidelines for independent study for those learners enrolled in the independent study program, which will be evident through an annual audit as per Education Code 47612.5(b) and will follow all regulations and requirements for Independent Study (IS) programs as required by California Education Code. Learners between the ages of 19 and 21 years old will not be directly enrolled into the Independent Study Program; however, a learner may turn 19 years old while already in the Program. In this event, the learner would continue working and following the Independent Study Program just as they had since enrollment.

iLEAD Flex shall not charge any fees for learners to enroll or participate in the Independent Study Program and will 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 (IS) program provides a high-quality program to learners for whom the daily requirements of a traditional school setting are less appropriate or not feasible. For the non-traditional learner, the IS Program provides an opportunity for comprehensive resources, offering core academics tailored for the individual.

All iLEAD Flex classes will be taught and supervised by appropriately credentialed facilitators per EC 51747.5(a) who are part of the iLEAD Flex teaching staff. iLEAD Flex will comply with 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 facilitator. It is believed that academic success is achieved by establishing course benchmarks and maintaining weekly communication among the learner, facilitator, and parent. Learners are offered multiple opportunities for engagement, appropriate to their learning plan, with minimum expectations outlined in the Written Agreement to check in with facilitators. Learners understand they are responsible for viewing assignments and completing them based on the assigned work by the facilitator. In between class time, learners communicate with facilitators and staff through means such as email, phone, and through the learning management system.

In accordance with EC 51747, a learner's completed assignments are submitted in conjunction with the due dates posted by the facilitators. Graded assignments are kept in each learner's individual file. Grades and progress are documented in the student information system by the facilitators and are available to parents/guardians and learners on an ongoing basis via this internet-based system.

The iLEAD Flex Board of Directors will monitor and review the Independent Study board policy to ensure compliance with Ed Code.

Attendance and Absences
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 Flex will comply with all Independent Study requirements of the California Department of Education to assign attendance credit. iLEAD Flex shall use the time value method of attendance accounting prescribed in EC 51747.5(b). iLEAD Flex 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 Flex'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, providing necessary resources, and specifies the duration of the Independent Study period along with the expected academic outcomes, such as credits earned or other appropriate measures.

Technology
As a nonclassroom-based school where teaching and learning will occur in a variety of ways, technology will be utilized as a tool to revolutionize learning. Technology will be implemented to facilitate digital literacy. Our technology plan develops proficiency in the following areas:

- Technical Skills: Learners will use digital devices and software to access workshops, lessons, learning games, and courses.
- Information Literacy: Learners will conduct research to find, evaluate, and use information effectively.
- Critical Thinking & Problem-Solving: Learners will analyze information, solve problems, and make informed decisions including managing their own projects and portfolios of work.
- Communication & Collaboration: Learners will use technology to interact and collaborate with peers, facilitators, and content experts.
- Digital Citizenship: Learners will develop an understanding of rights and responsibilities in the digital world.
- Creativity & Innovation: Learners will use technology to create and develop new ideas from the lens of project-based learning and real-world scenarios.
- Data Literacy: Learners will understand, interpret, and use data effectively.
- Digital Well-being: Learners will maintain a healthy balance with technology and interpersonal development.

Equitable Access
- At iLEAD Flex, digital platforms will be 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 Flex's model of instruction ensures each learner readily has access to a device and connection to the internet.

Technology at iLEAD Flex Encompasses:
- 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
- Generative Artificial Intelligence tools
- Other production software

iLEAD Flex will use technology to serve several purposes:

- Deliver curriculum, instruction, and assessment in both asynchronous and synchronous methods
- 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 will be 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

iLEAD Flex offers multiple ways for educational partners to engage in and contribute to the school community. Through parent/guardian/family webinars, schoolwide events, volunteer opportunities, field studies, and family education initiatives, 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 will conduct an annual survey for input on the school and its programs. All community partner input received, whether through surveys or community input meetings such as board meetings, School Site Council (as applicable), iSUPPORT, and/or other means, will be annually reviewed and utilized to inform LCAP/SPSA actions, the budget, and/or future decisions 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 Flex.

To promote learner progress, iLEAD Flex will ensure ongoing parent/guardian communication with facilitators, counselors, and administrators through informal interactions and by request, as well as via web-based technology. The school will also conduct learner-led conferences and issue Reports of Progress at least twice annually. A weekly newsletter is emailed to families and staff. iLEAD Flex implements policies and practices designed to foster effective communication between parents/guardians, facilitators, counselors, and administrators. These include setting expectations for timely responses, outlining conflict resolution procedures, and providing staff training in areas such as equity, effective communication strategies, and harassment prevention to minimize conflicts.

Educational Philosophy

iLEAD Flex'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 Flex will implement a model that brings to life the constructivist philosophy.

Whom the Charter School Is Attempting to Continue to Educate and Serve

iLEAD Flex will serve a diverse population of TK-12 students, with demographics similar to the authorizing district, encompassing a wide spectrum of ethnic, cultural, socioeconomic, and linguistic backgrounds. iLEAD Flex will reach learners from all social and economic groups throughout Los Angeles County and contiguous counties. The program will cater to advanced learners, those who struggle academically, students with special needs, English Learners, and individuals with various learning styles. Based on community input and research, iLEAD Flex fills a unique need in the community for those seeking innovative learning options. A hybrid education provides a viable and accessible alternative. iLEAD Flex learners seek to incorporate learning into robust interests and activities that exist outside a brick-and-mortar school such as athletics, acting and performing, entrepreneurship, service, work-based learning, flexible learning models, and small-group instruction. Emphasizing learner autonomy and personalized learning paths, iLEAD Flex will blend real life interests and needs with project-based learning to meet state standards. This approach fosters a dynamic and adaptive educational experience, accommodating diverse learning styles and encouraging self-directed growth.

iLEAD Flex projects to have the enrollment listed below (as also outlined in the budget):

	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Projected Enrollment	745	830	870	895	895

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 and 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 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 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 Flex, 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 of 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, the iLEAD Flex program 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 Flex's unique design reflects beliefs about how learning best occurs. Through a constructivist paradigm, iLEAD Flex adheres to the iLEAD Methodology: individualized learning, project-based learning (PBL), and social-emotional learning (SEL). iLEAD Flex inspires learners to become lifelong learners, empathetic citizens, authentic individuals and design thinkers.

To support all learners both academically social-emotionally, such as learners with disabilities, English Learners, foster/probation youth, and/or those experiencing homelessness, iLEAD Flex will provide targeted support to help all learners strive towards standards and achieve goals. Meaningful opportunities given for them to demonstrate accomplishments and celebrate success. Through Multi-Tiered Systems of Support (MTSS), learners can retain state standard concepts and skills, preparing them for 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. 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 Flex'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, along with 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.
- Morning Meeting/Advisory: These offerings are a key strategy for developing the whole child, for individualizing the educational program and for creating a supportive school environment. Through 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 will provide the learners and facilitators a space to connect and discuss their school community, working collaboratively to address any challenges that individual learners, the classroom, or the school community as a whole is facing. These are 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 Flex'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 Flex encompasses:

- 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.

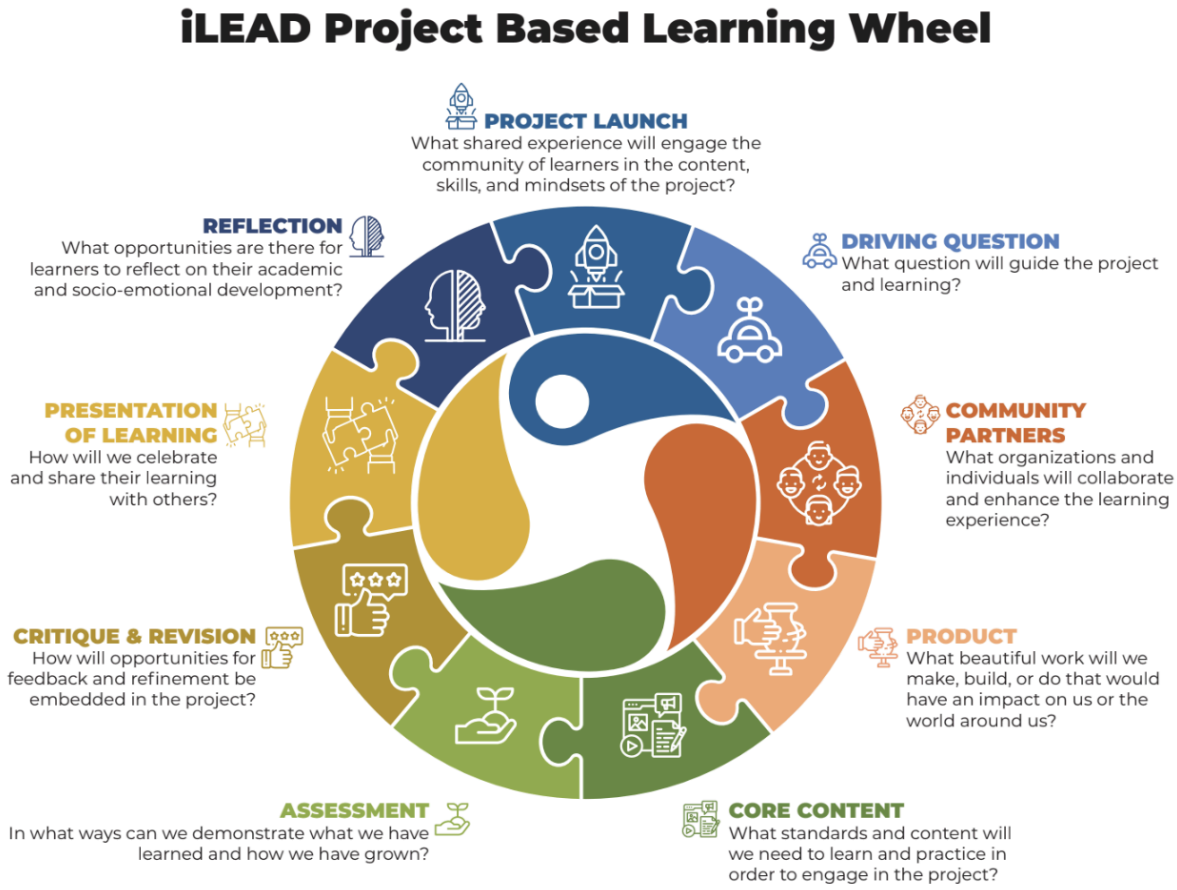
Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent Lifelong Learners

Our methodology differentiates hands-on instruction, where learners come to understand that they can achieve, thereby developing confidence and motivation to learn. iLEAD Flex staff utilizes "backwards design" and focuses on learner achievement data to ensure that learning objectives are met. Our program includes a facilitator who guides learners in developing self-directed learning skills. 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, which is one of the Learner Outcomes.

Teaching Methodologies

iLEAD Flex's educational design and philosophy are consistent with the school's vision, mission, and core values. iLEAD Flex'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 Flex's Instructional Approach to Teaching and Learning



Adapted from High Tech High GSE Professional Learning

Project-Based Learning at iLEAD Encompasses:

- 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, with school programs that 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 will 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 will 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 will explicitly and implicitly promote learner independence and

growth, open-ended inquiry, team spirit, and attention to quality.

- Manage Activities: Facilitators will 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 will employ a variety of lessons, tools, and instructional strategies to support learners in reaching project goals. They will differentiate for English Learners, students with disabilities, and learners needing Tier II and III interventions.
- Assessing Learning: Facilitators will 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 will emphasize 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 will engage in learning and creating alongside students and identify when they need skill-building, redirection, encouragement, and celebration.

Curriculum and Instruction

The iLEAD Flex curriculum approach will be unique in design and delivery. As a nonclassroom-based school, learners will engage with curriculum that encourages them to explore, understand, and apply knowledge and skills in meaningful ways.

iLEAD Flex will offer a diverse range of courses and pathways, empowering learners to achieve their unique educational, personal, and postsecondary school goals. iLEAD Flex will ensure that all learners are provided with a rigorous, relevant, coherent, and standards-based curriculum that concentrates on engagement through the integration of various instructional methodologies that are best suited to each student and group of learners. iLEAD Flex's standards-based, career-connected curriculum is grounded in the Common Core State Standards, with curricula, units, and lessons designed in alignment with the iLEAD Methodology. This fosters critical thinking and communication skills and helps learners make connections within and between key concepts embedded in the standards and to the real world. iLEAD Flex's facilitators are expected to utilize curriculum in the context of project-based learning, embedding approved curriculum into the project-design process that incorporates:

- iLEAD Methodology elements of individualized learning and social-emotional learning
- Learner Outcomes
- State Content Standards
- Standards for Career Ready Practice
- ISTE and National Standards for Quality Online Teaching and Learning

iLEAD Flex facilitators will also regularly meet in department and grade-level teams where they will share best practices, receive feedback, and collaborate to vertically and horizontally align curriculum across grades and disciplines. The curriculum supports creation of projects based on performance and assessment data, and incorporates a wide variety of instructional strategies in alignment with MTSS.

Instructional strategy will connect designed curriculum projects with assessment data to ensure that learners receive individualized support. Emphasizing evidence-based virtual instruction strategies in annual professional development and staff meetings ensures that facilitators and staff stay current on best practices that engage and motivate learners to take ownership of their learning, collaborate with peers, and develop lifelong learning skills. A combination of in-person, asynchronous and synchronous instruction opportunities ensure that all learners will engage in learning in a variety of modalities to

optimize learning. Facilitators will be trained in a proven model of Common Core State Standards-based instruction, where they will collaborate to analyze and prioritize content standards, align assessments, and design instructional activities that meet these standards. Facilitators will integrate research-based instructional strategies in a nonclassroom-based setting both synchronously and asynchronously that promote active learning and foster a lifelong love of learning.

As part of a multi-tiered system of support, Tier I instruction involves providing all learners with high-quality, differentiated learning experiences as part of core instruction in the classroom and include, but are not limited to, acknowledgement/encouragement of positive behavior, graphic organizers, hands-on activities, small-group instruction, and small-group teaching. Facilitators will conduct ongoing formative assessments and checks for understanding, which allow them to differentiate their approaches to meet all learner needs, including those of learners achieving below grade level. Tier II instruction is targeted support for learners who are not meeting grade-level expectations despite receiving high-quality Tier I core instruction. It may involve small-group settings with intervention curriculum and with explicit instruction tailored to learners' specific needs. Progress monitoring is key in determining whether Tier II is effective and whether adjustments or increased support are needed. Staff works with counselors, intervention staff, and as a collaborative team to ensure Tier II intervention through instruction is consistent and effective.

Tier III instruction is intensive, individualized intervention for learners who continue to struggle despite Tier I and II support outside of typical classroom instruction. Staff works to plan and deliver programming annually that provides opportunity for Tier III instruction to occur.

iLEAD Flex selects instructional materials and methods based on alignment with the school's standards-based learning outcomes and educational philosophy and is consistent with the school's rigorous, relevant, and attainable learner outcomes. Materials are chosen to promote active, purposeful engagement with content where learners learn and show what they know "by doing." Materials are selected to enhance curricular integration; for example, learners read a work of historical fiction to enhance their understanding of history/social science content they are studying. Instructional materials align with MTSS, and supplemental materials are used to differentiate for learner needs.

iLEAD TK-8 Curriculum

Transitional Kindergarten

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, understand that adding or subtracting one changes the quantity, and solving simple addition and subtraction problems. They will 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 will 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 will 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 will 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.

Learners will 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.

<u>Kindergarten</u>

ELA: Learning new language skills is a hallmark of kindergarten and a primary focus in our ELA curriculum. Learners will be 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 like 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 will engage in exploring fundamental scientific concepts through inquiry and hands-on activities. They will 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 will engage in the engineering design process, including asking questions, developing models, planning investigations, and testing their ideas.

Social Studies: Learners will 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 will reason about the attributes of geometric shapes, practicing how to compose and decompose these shapes.

Science: Learners will 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 their 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 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 schools or communities.

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. Our 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, and 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 1 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 study energy, waves, waves and information, structure, function, and information processing, plants and animals, Earth's system, 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 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 here, 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 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 will 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, learners 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 and Reconstruction, and finally, industrialization.

Grades 9-12

English Language Arts – Core and College Preparatory: As recognized in the content standards, developing strong literacy skills is critical to learners' success in school and for becoming productive, fulfilled individuals. The ELA curriculum at iLEAD Flex will be based on CA CCSS for English Language Arts, along with the ELA/ELD Frameworks. Facilitators will engage in vertical and horizontal articulation grades 6-12 to ensure comprehensive, interdisciplinary, and strategic alignment of knowledge and skill building. ELA will be implemented in the context of the iLEAD Methodology and MTSS. Courses will be based on thoughtfully selected curriculum, interactive learning, approved reading lists, and teacher-created projects using a variety of resources to enhance learning. In grades 9-12, learners will take grade- and skill-appropriate A-G-approved course options for English Language Arts in accordance with each learner's graduation plan. ELA curricula and learning targets at each grade level will include opportunities for learners to:

Read

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

Write

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speak and Listen

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Utilize the English Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Mathematics – Core/College-Preparatory: As recognized in the content standards, developing strong mathematical thinking and skills that will emphasize conceptual understanding of important mathematical ideas and mathematical reasoning. The math curriculum at iLEAD Flex will be rooted in California Common Core State Standards for Mathematics. Facilitators will engage in vertical and horizontal articulation to ensure comprehensive, interdisciplinary, and strategic alignment of knowledge and skill building. Math will be implemented in the context of the iLEAD Methodology and MTSS, incorporating inquiry-based, hands-on activities that help learners see the connection between concepts and real-life applications. Courses will be based on thoughtfully selected curriculum, interactive learning, approved reading lists, and teacher-created projects using a variety of resources to enhance learning. Placement in courses will adhere to the most current board-approved Math Placement Policy. In addition, learners will take grade- and skill-appropriate A-G-approved course options for mathematics in accordance with each learner's graduation plan. iLEAD Flex will utilize a comprehensive mathematics curriculum incorporating the California State Standards and learning targets that will include opportunities for learners to:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

The traditional pathway of Algebra I, Geometry, Algebra II will be offered along with advanced courses and introductory courses. The pathway will cover the following conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

History and Social Sciences – Core and College Preparatory: The History/Social Sciences curriculum will build learners' knowledge through the process of doing historiography and using social

science processes. Learners will navigate big ideas and themes connected to real-world problems through project-based learning. Instruction will develop learners' growing understanding of their community and the world and the impact they have through citizenship in community. Social Science curriculum at iLEAD Flex will be based on California History-Social Science Content Standards. Facilitators will engage in vertical and horizontal articulation in grades 6-12 to ensure comprehensive, interdisciplinary, and strategic alignment of knowledge and skill building. Curriculum will be implemented in the context of the iLEAD Methodology and MTSS, incorporating inquiry-based, hands-on activities that help learners see the connection between concepts and real-life applications. T Courses will be based on thoughtfully selected curriculum, interactive learning, approved reading lists, and teacher-created projects using a variety of resources to enhance learning. In grades 9-12, learners will take grade- and skill-appropriate A-G-approved course options for Social Science in accordance with each learner's graduation plan. iLEAD Flexwill utilize a comprehensive Social Science curriculum incorporating the California State Standards and Learning Targets that will include opportunities for learners to engage in the following intellectual skills:

- Chronological and Spatial Thinking
- Historical Research, Evidence, and Point of View
- Historical Interpretation

Courses will be rooted in the following Social Science Themes:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society

Learners may choose to earn a California State Seal of Civic Engagement by meeting standards set forth by the CDE and local indicators set forth by the school.

Science – Core and College Preparatory: At iLEAD Flex, learners will develop knowledge and understanding of scientific concepts and practices. Learners will be involved in inquiry-oriented investigations that incorporate real-life applications. They will develop an understanding of the nature and process of scientific investigation. The science curriculum, rooted in NGSS, will be integrated within project-based units of study. iLEAD Flex will utilize a comprehensive science curriculum incorporating the Next Generation Science Standards, which include Core Ideas, Science and Engineering Practices, and Cross-Cutting Concepts. Curriculum will be implemented in the context of the iLEAD Methodology and MTSS, incorporating inquiry-based, hands-on activities that help learners see the connection between concepts and real-life applications. Courses will be based on thoughtfully selected curriculum, interactive learning, approved reading lists, and teacher-created projects using a variety of resources to enhance learning. In grades 9-12, learners will take grade- and skill-appropriate A-G-approved courses in Physical, Biological, and Earth and Space Sciences options in accordance with each learner's graduation plan. iLEAD Flex uses a comprehensive Science curriculum incorporating the

California State Standards and Learning Targets. Traditional Science sequencing of a Biological Science, Physical Science, and 3rd year additional lab Science with advanced sciences offered will cover the the following conceptual categories:

- Ask questions and define problems
- Develop and use models
- Plan and carry out an investigation
- Analyze and interpret data
- Engage in argument from evidence
- Construct explanations and design solutions
- Obtain, evaluate, and communicate information
- Use mathematics and computational thinking

Language Other Than English – Non-Core and College Preparatory: Learners will develop knowledge and understanding of one or more world languages. The World Language curriculum, rooted in the World Languages Standards for California Public Schools, will focus on communication, connection, and culture. Curriculum will be implemented in the context of the iLEAD Methodology and MTSS, incorporating inquiry-based, hands-on activities that help learners see the connection between concepts and real-life applications. Courses will be based on thoughtfully selected curriculum, interactive learning, approved reading lists, and teacher-created projects using a variety of resources to enhance learning. In grades 9-12, learners will take grade- and skill-appropriate A-G-approved course options for World Languages in accordance with each learner's graduation plan. iLEAD Flex will utilize a comprehensive World Language curriculum incorporating the California State Standards and Learning Targets that will include opportunities for learners to engage in the following intellectual skills:

- Interpretive Communication
- Interpersonal Communication
- Presentational Communication
- Settings for Communication
- Receptive Structures in Service of Communication
- Productive Structures in Service of Communication
- Language Comparisons in Services of Communication
- Culturally Appropriate Interaction
- Cultural Products, Practices, and Perspectives
- Cultural Comparisons
- Intercultural Influences
- Connections to Other Disciplines
- Diverse Perspectives and Other Viewpoints

Learners may choose to earn a California State Seal of Biliteracy by meeting standards set forth by the CDE.

Visual and Performing Arts – Non-Core and College Preparatory: Learners will develop knowledge and understanding of one or more Visual and Performing Arts disciplines. The Arts curriculum, rooted in the California Arts Standards for Public Schools, will focus on creating, performing, presenting, pricing, responding, and connecting as lifelong, universal skills. Curriculum will be implemented in the

context of the iLEAD Methodology and MTSS, incorporating inquiry-based, hands-on activities that help learners see the connection between concepts and real-life applications. Courses will be based on thoughtfully selected curriculum, interactive learning, approved reading lists, and teacher-created projects using a variety of resources to enhance learning. In grades 9-12, learners will take grade- and skill-appropriate A-G approved course options for VAPA in accordance with each learner's graduation plan. Learning Targets will include opportunities for learners to engage in the following concepts and skills:

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Refine and complete artistic work
- Analyze, interpret, and select artistic work for presentation
- Develop and refine artistic work for presentation
- Convey meaning through the presentation of artistic work
- Perceive and analyze artistic work
- Interpret intent and meaning in artistic work
- Apply criteria to evaluate artistic work
- Synthesize and relate knowledge and personal experiences to make art
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Health and Physical Education – Non-Core and College Preparatory: iLEAD Flex will deploy a holistic approach to wellness that is a safe, nonjudgmental, and supportive process which allows learners to explore aspects of physical and mental well-being. Learners will develop knowledge and understanding of how high-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. The curriculum, rooted in the Physical Education Model Content Standards for California Public Schools, will focus on knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle. Curriculum will be implemented in the context of the iLEAD Methodology and MTSS, incorporating inquiry-based, hands-on activities that help learners see the connection between concepts and real-life applications. In grades 9-12, learners will have multiple course options for Physical Education and Health in accordance with each learner's graduation plan. Learners will also receive comprehensive health education in accordance with the California Healthy Youth Act (Ed code § 51934).

Advisory Program – Non-Core/Non-College-Preparatory: iLEAD Flex's Advisory program is a unique and pivotal component of learner success. It provides whole-child development through essential support systems in a variety of areas, including:

- Academic achievement
- Social/emotional growth
- Learner Outcome portfolio development
- Culture building
- Leadership development
- Career-connected learning and career-ready practices
- Digital citizenship and leadership

Career and Technical Education (CTE) Pathways

The Career Technical Education (CTE) program provides opportunities for learners to explore career pathways in middle and high school. A career pathway is a sequence of courses within a specific industry field. It connects a learner's interest with future career goals. CTE courses are the perfect place to develop interest, skills, and experience in a career-related industry that can be carried forward into career pathways beyond high school. iLEAD Flex CTE curriculum will meet California's CTE Model Curriculum Standards and provides a curriculum emphasizing career-ready practices to provide learners of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. CTE Pathways follow the rigorous standards of the Career Technical Education Incentive Grant Rubric (CTEIG Rubric), including didactic and experiential learning, career exploration opportunities, work-based learning opportunities, industry-recognized certifications, community partnership, advisory committee support, and collaboration with the local community colleges and industry partners. iLEAD Flex Pathway offerings will be determined by learner and family interest, credentialed staffing availability, workforce need, and community input.

Technology Instruction

iLEAD Flex will implement the ISTE Standards and National Standards for Quality 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 will center around four themes: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving, and decision-making. These themes shape learners into:

- Empowered Learners: Learners will 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 will recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. They will act in and model ways that are safe, legal, and ethical.
- Knowledge Constructors: Learners will 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 will use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
- Computational Thinkers: Learners will 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 will 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 will use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

iLEAD Flex will leverage 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 as needed which will be used throughout the day in various settings.

College and Career Readiness

In alignment with iLEAD's individualized learning methodology, all 7th-12th grade learners receive personalized college-career exploration, planning, and guidance. This includes individualized graduation plans, college/career exploration through aptitude testing, college/career curriculum in advisory, college application support, etc. Frequent webinars are offered for learners and families to support FAFSA, scholarships, college applications, financial literacy and preparation, and postsecondary opportunities. Multiple opportunities exist to help support and showcase a whole-child approach to postsecondary readiness. All learners are required to submit the FAFSA or California Dream Act before entering 12th grade.

WASC Accreditation

iLEAD Flex will seek accreditation the first year of operations and subsequently maintain good standing with the Western Association of Schools and Colleges (WASC). iLEAD Flex will do this through the Systems Accreditation option in collaboration with iLEAD as a WASC system.

UC A-G

iLEAD Flex will submit all eligible courses for UC approval and maintain its course list annually. iLEAD Flex's curriculum will meet the standards of the University of California and the California State University's A-G course requirements for college entrance eligibility into the UC or CSU systems. A robust course list will exist to give learners several paths to success in meeting rigorous A-G admissions requirements. A sample course catalog can be found in Appendix B. Parents/guardians of high school learners seeking higher education admission will be notified in writing regarding the eligibility of iLEAD Flex's courses to meet college entrance requirements. Thus, all high school courses will be transferable to other local high schools.

Graduation Requirements

iLEAD Flex's graduation requirements exceed state minimum requirements and are designed to meet the UC/CSU A-G requirements, as shown in Appendix C. However, to meet the needs of all learners, a Career Ready graduation requirement exists to allow more flexibility in how learners demonstrate readiness to enter postsecondary endeavors. Each learner will complete a graduation plan their freshman year (or sooner) aligned with their individual goals, needs, and postsecondary plans, including meeting college-career readiness indicators as measured by the CA School Dashboard. Graduation plans will be evaluated annually or as needed and support learners' focus and success. The course catalog will provide a broad course of study and multiple ways for learners to meet rigorous graduation requirements in alignment with their Individualized Learning Plans, interests, and college/career goals.

Credit Recovery Opportunities

A comprehensive MTSS system works to proactively prevent learners from needing credit recovery through one-to-one and small-group tutoring, intervention curriculum, frequent check-ins, and executive functioning support. However, iLEAD Flex makes credit recovery options available for learners in order to ensure that all learners graduate on time with the opportunity to meet A-G and graduation requirements. Each learner will have a graduation plan that is continuously reviewed and revised. If a

learner is not making adequate progress, the staff will meet with the learner and discuss alternative options for credit recovery and academic intervention.

College Credit Courses

Concurrent and dual enrollment programs lead to a range of positive outcomes, including increasing the academic rigor of the high school curriculum, helping low-achieving learners meet high academic standards, providing more academic opportunities and electives in small schools, preventing high school dropout and increasing student aspirations, helping students acclimate to college life, and reducing the cost of college to students. iLEAD Flex will work actively with local community colleges and higher education institutions to provide appropriate college credit opportunities. iLEAD Flex will seek a CCAP agreement with the zoned Community College to provide Dual Enrollment classes through the school in accordance with AB 1122. An emphasis on CTE and CAL-GETZ four-year transfer requirements will be placed on college credit courses. College credit courses can be applied toward graduation and/or meeting A-G requirements as appropriate. All college credit courses will be approved by school staff before being added to learner transcripts.

Ensuring Transfer Learners Can Meet Graduation and College Entrance Requirements

Upon enrollment, staff works with individual learners to create a graduation plan to meet the requirements for graduation. Through advisory and college counseling, learners receive curriculum and guidance that connects their aptitudes to their interests, potential careers, and multiple postsecondary training and education options that support the creation of their graduation plan. This plan is monitored and updated during the school year. Staff helps ensure that each learner is enrolled in appropriate courses, and that each learner has the support he or she needs to successfully complete graduation requirements. Our college-going culture encourages all learners to demonstrate college/career readiness in a variety of ways, including but not limited to meeting A-G requirements, completing a CTE pathway, receiving a State Seal of Biliteracy, taking at least two college-credit courses, and/or completing work-based learning/internship opportunities, including student enterprise activities. All eligible iLEAD Flex courses are UC a-g approved. Learners transferring out of iLEAD Flex to other institutions may work with the high school counselor to determine transferability of courses to other public high schools.

Teacher Quality and Professional Development

Recruitment, Hiring, and Retention of High-Quality Teachers/Facilitators

iLEAD Flex 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 Flex. 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 so on.

iLEAD Flex will use a hiring process that reveals the alignment of candidates' educational philosophy and skills with the school's instructional approach. Ideal candidates value 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 Academic Performance and Progress (CAASPP).

iLEAD Flex will attract 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. They have opportunities to collaborate with colleagues and to participate in professional development that meets their needs. iLEAD Flex will attract teachers who are interested in working in an innovative, learner-centered environment.

Facilitator Professional Development and Collaboration for Ongoing Improvement

iLEAD Flex's yearly schedule includes several days of pre-service professional development training and support. iLEAD Flex'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 begins each summer prior to the start of school and continues throughout the school year.

iLEAD Flex'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 develop facilitator understanding of the theory and practice of the iLEAD design elements, instructional and assessment approaches, and covers such topics as standards-based curriculum development and project planning; instructional methodology, such as project-based learning and inquiry-based teaching; social/emotional learning; and individualized learning.

Professional development includes a comprehensive training prior to the start of the school year, weekly collaborative planning and PD, as well as several pupil-free PD days specified throughout the year on the calendar that are devoted to review of learner achievement data, facilitator growth, collaboration, and professional development. Professional learning experiences develop facilitator understanding of the theory and practice of iLEAD Flex's instructional approaches, as well as administrative policies and procedures and state and/or local mandated teacher training.

iLEAD Flex facilitators participate in several days of focused professional development and planning at the beginning of August (prior to the start of the school year), with a new facilitator on-boarding process/training on additional days, in addition to DesignEDU professional development provided by the iLEAD Learning Support Team. This PD includes activities such as team-building programs, administrator-initiated activities, team and individual coaching, and facilitator-initiated activities.

The iLEAD Flex Sample of Professional Development is attached in Appendix F. This proposed 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 Flex will cultivate a professional culture at the school that implements the same principles and core values as other schools implementing the iLEAD educational model. This culture is collaborative in nature, encourages ongoing professional dialogue, and is a positive, fun environment. The iLEAD Flexprofessional 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 that are arrived at in these contexts are implemented by each responsible member and supported by the School Director. iLEAD Flex'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 not only exists among learners but also with staff. As a result of this positive professional culture, facilitators will be motivated to remain with iLEAD Flex, 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 Flex believes that the facilitators, parents/guardians and learner must collaborate to design the optimal Individualized Learning Plan. The structure of iLEAD Flex's flexible learning environment will be set up 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, accessibility to facilitators for extra help when needed, and regularly scheduled times for the facilitator and family to meet and address individual learner needs. Credit recovery opportunities will be offered to learners needing additional coursework and support to achieve graduation and college and career readiness. In addition, the learning experiences are monitored and adjusted, and learners are given the time and resources necessary to achieve the essential academic standards for each grade level. Additionally, facilitators participate in professional development on differentiation to address the learners' multiple learning styles and special needs, including those of low achievers, and use a curriculum planning process 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 Flex will identify learners who are performing below grade level through the results of the MAP and CAASPP Assessments and classroom assessments. iLEAD Flex will make facilitators aware that raising the academic achievement of these learners is both a moral imperative and a factor in the success of the school.

Upon enrollment to iLEAD Flex, learners will be 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 their progress toward ILP goals. iLEAD Flex 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 will be reassessed at least two times during the school year to determine progress, reflect on growth, and make necessary changes to the ILP.

Instructional staff monitors 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 if necessary to address the learner's specific needs.

iLEAD Flex'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 their 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 and provide information to facilitators about what elements of math need to be re-taught or reinforced. These platforms create a personalized learning path for each learner that provides effective supplemental instruction. In using systems we look to use technology programs connected to MAP assessments, making the learning more personalized for each learner.

Multi-Tiered System of Supports (MTSS)

iLEAD Flex will implement a Multi-Tier System of Supports. Multi-Tier System of Supports (MTSS) is emerging nationally as an effective strategy to support every learner. MTSS is a general education approach to high-quality instruction, early intervention, and prevention and behavioral strategies. MTSS is an individualized, comprehensive, learner-centered assessment and intervention delivery system to identify and address learner academic, social, emotional, and behavioral challenges.

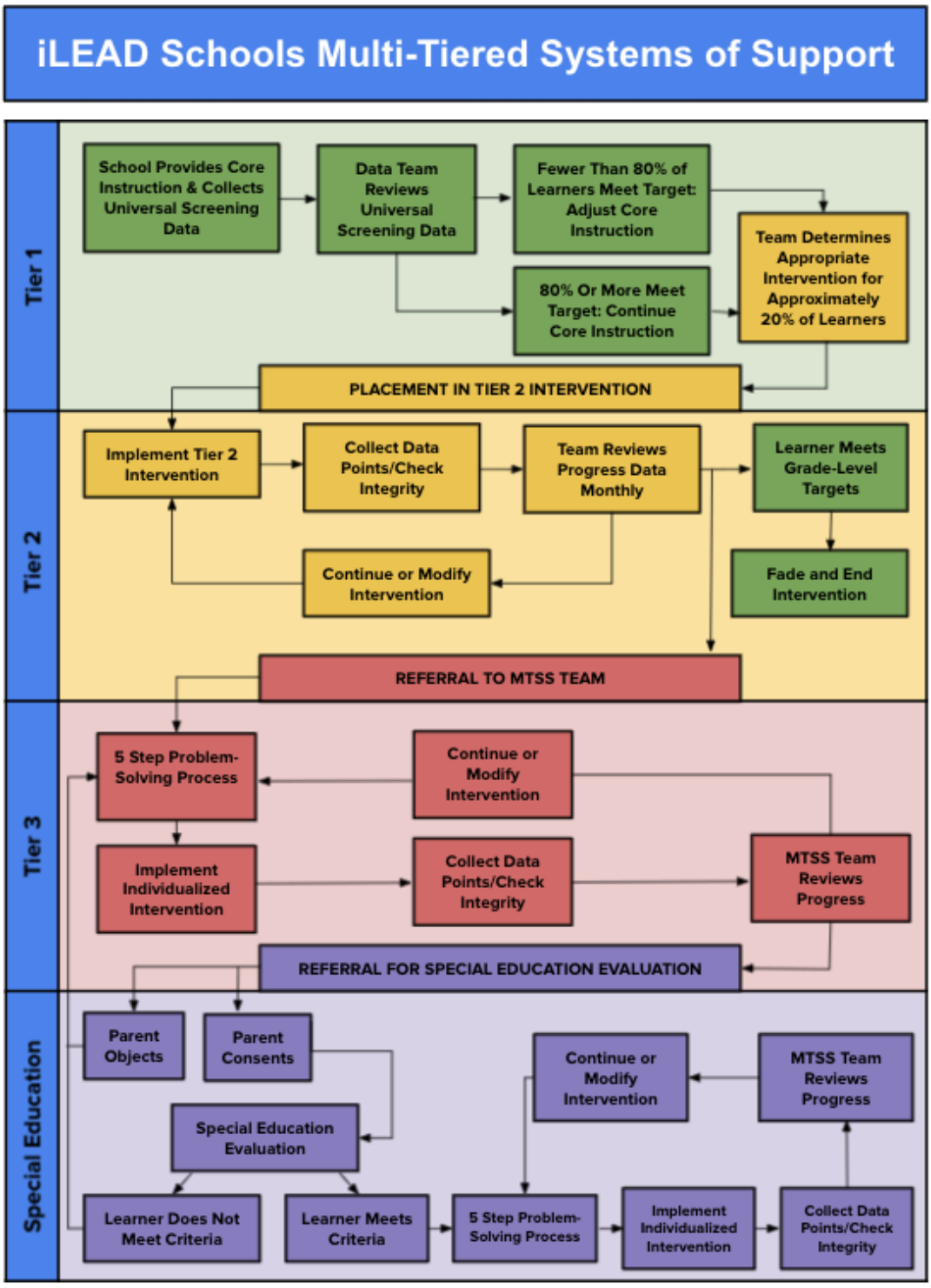
The cornerstone of the iLEAD Flex MTSS model is the belief that all children and youth can learn. The model is a tiered approach to instruction and intervention that includes core, strategic/targeted, and intensive instruction to support the academic as well as the social, emotional, and behavioral needs 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 Flex, 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, experiencing homelessness, or 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 the entire 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 and intervention support for at-risk learners. Thoughtful configuration and operation of this system will enable iLEAD Flex 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.		



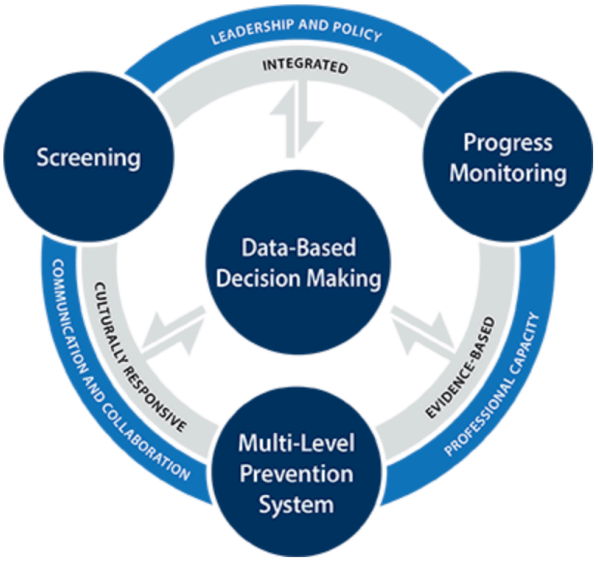
iLEAD Flex will be able to identify low-achieving students and those who may need additional support through frequent benchmark assessment and review of individual student data. Learners who are achieving below grade level are recognized through multiple measures, such as NWEA MAP, reading difficulty screener for K-2, 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. At iLEAD Flex, workshops also will be offered to help parents/guardians learn strategies to support their children's learning at home.

Within the MTSS framework, several additional components allow iLEAD Flex to serve learners efficiently and effectively:

Universal Screening:
iLEAD Flex 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 Flex 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 curriculum that provides a learning environment that focuses 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 (re-teach, explicit direct instruction, use of manipulatives and visual cues, etc.)
- Validation and affirmation of learners' cultures and home language

MTSS Team and Tier 1:

➔ The MTSS Team will monitor effectiveness of Tier 1 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions

➔ The MTSS 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

MTSS Team and Tier 2:

➔ The MTSS Team will monitor effectiveness of Tier 2 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions

➔ The MTSS 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 Flex 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

MTSS Team and Tier 3

- ➔ The MTSS Team will monitor effectiveness of Tier 3 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions
- ➔ The MTSS 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

The MTSS Team will use a collaborative model to identify interventions for improved learner performance in order to have early identification and provision of supports to learners who are struggling academically, socially-emotionally, linguistically, and/or behaviorally. The process will emphasize that early intervention for underachieving and struggling students is a function of our differentiated instructional program. Before the first day of school, iLEAD Flex will establish the Core MTSS Team and may consist of members below in addition to others. The Core MTSS Team will meet throughout the school year, and their function is to ensure the MTSS process happens with integrity, reviewing referrals and data. For MTSS meetings, at least two members of the Core MTSS Team must be there.

Core Team Members

- School Leader (will serve as the MTSS Designee)
- General Education Facilitator
- Student Support Personnel (Counselor, EL Coordinator, Foster/Migrant/Homeless Liaison, etc.)

MTSS Meeting Team Members based upon need but not limited to:

- Core Team Members
- Referring Teacher
- Parent/Guardian
- Student Support Team (SST)
- Counselors, Speech, OT (where appropriate)
- School Psychologist
- EL Coordinator

Any facilitator or parent/guardian can request an MTSS review of a learner's needs for additional support and intervention. The MTSS Designee is responsible for scheduling an MTSS meeting when the facilitator and parent/guardian are available and sends the formal notification.

The MTSS Designee will prepare all materials for the MTSS meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents, and evidence. The MTSS Designee is the lead facilitator of the meeting and will ensure all members participate. The MTSS Designee also prepares documentation of the plan the MTSS Team has devised and schedules the follow-up meeting (4-6 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 MTSS 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 MTSS Team will prepare a plan to continue and/or revise interventions and, as needed, seek expertise from additional school site personnel, including the School Psychologist, Instructional Leadership Team, Student Support, etc.
- The MTSS Designee will update learner records with MTSS documentation and schedule another 4-6-week follow-up meeting, if additional action steps are taking place.

Plan for Learners Who Are Academically High Achieving

iLEAD Flex is also an ideal environment for high-achieving learners. At iLEAD, learners are not constrained by grade level. Learners are encouraged to reach beyond the grade-appropriate state standards to pursue their own interests and learn at their own pace. iLEAD Flex's self-directed, hands-on, project-based approach allows exceptional flexibility for high-achieving students to learn according to their unique skills, abilities, and talents with a rigorous and engaging curriculum. Facilitators will modify learners' Individualized Learning Plans and differentiate instruction to engage and challenge each learner at their level. Facilitators will also guide learners to extracurricular education and enrichment programs that happen throughout the year.

The process for identifying learners who are academically high achieving is similar to the process for identifying academically low-performing learners, using the results of the state CAASPP assessments, Measures of Academic Progress (MAP), and regular benchmark formative and informative assessments as well as project-based-generated portfolios of learners. Modifications for academically high-achieving learners begin with collection and analysis of various assessments in determining abilities, talents, and needs. Individualized Learning Plans will be updated as needed to address their specific needs. Depending on identified needs, learners will receive one or more of the following opportunities: workshops, online coursework, differentiated instruction, learning activities above grade level, honors and career program courses, and advanced work-based learning and internship opportunities through CTE.

Plan for English Language Learners

iLEAD Flex will offer a rigorous, data-driven, and research-based program to all English Learners (ELs) aligned with the Four Principles of the California English Learner Roadmap.

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions That Support Effectiveness
- Alignment and Articulation Within and Across Systems

The ultimate goal is for all English Learners to have equitable access to curriculum and define their own success.

iLEAD Flex will be committed to meeting the needs of ELs with a goal that they will gain fluency in English as quickly as possible in a supportive setting. iLEAD Flex facilitators, staff, and school leaders

will communicate to parents/guardians in their primary language as needed. iLEAD Flex will provide Integrated ELD to English Learners across all subjects and will deliever Designated ELD as required. iLEAD Flex facilitators will use the California English Language Development Standards in tandem with the California Common Core State Standards for ELA/Literacy and other content standards, as well as implement SIOP methods, SDAIE strategies, and strategies from programs such as ELLevation to ensure learners strengthen their abilities to use English as they simultaneously learn content. Additionally, iLEAD Flex will use locally developed ELD units, Visual Thinking Strategy, and strategies such as Orton-Gillingham to meet the needs of our English Learners.

Identification of English Learners

iLEAD Flex's English Learner program will be designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials, curriculum, and supports in order to demonstrate grade-level California Common Core State Standards mastery and English language proficiency in the areas of listening, speaking, reading, and writing.

In order to identify English Learners in a timely fashion and to provide appropriate instructional support and services, all parents/guardians will be required to complete a Home Language Survey upon enrollment, if this is the first time registering in a California public school. Learners whose primary language is not English will be assessed using the Initial English Language Proficiency Assessments for California (ELPAC) assessment 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 English Learners in accordance with California Education Code guidelines. Learners with disabilities will be permitted to take the assessment with the accommodations listed in the Education Code if they are specified in the learner's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to learners who are unable to participate in the ELPAC, according to the guidelines set forth in the learner's IEP. The school will notify parents/guardians of the school's responsibility to conduct ELPAC testing and will inform parents/guardians of ELPAC assessment results within 30 calendar days of enrollment.

Learners will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English Learners at this level have fully functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.

3	English Learners at this level have moderately functional receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English Learners at this level have somewhat functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English Learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Parents/guardians will be notified of their child's ELPAC scores each year via email. The same process will occur when a learner is being considered for reclassification and again when they are officially reclassified. Annual assessments for learners already identified as EL will be administered within the Annual Assessment window.

Educational Program for English Language Acquisition

iLEAD Flex will implement a Structured English Immersion (SEI) model. SEI is a language acquisition program in which nearly all classroom instruction is provided in English, but with curriculum and presentation designed for learners who are learning English while simultaneously mastering content.

In addition to the major program design features at iLEAD Flex that support learners who are ELs (hands-on learning, differentiated instruction, etc.), facilitators at iLEAD Flex will employ the Sheltered Instruction Observation Protocol (SIOP) model, Specially Designed Academic Instruction in English (SDAIE) strategies, and strategies from programs such as ELLevation in their learning environment. SIOP, SDAIE, and programs such as ELLevation include a variety of specific learning and teaching strategies to provide instruction toward language acquisition and help take learners into, through, and beyond the topics covered. Facilitators will engage in the following practices, among others, to support universal access to subject matter content for all learners.

- During lesson planning and preparation, facilitators will identify lesson objectives aligned with state and local standards.
- Facilitators will link new content to learners' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.

- Facilitators will use controlled vocabulary, sentence structure, visuals, realia, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Facilitators will provide learners with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Facilitators will provide learners with regular opportunities to interact with their peers, in a structured format, through collaborative learning activities, such as think/pair/share, partner and group projects.
- Facilitators will provide learners with regular opportunities to use new language skills in context.
- Facilitators will pace lessons appropriately to allow for the participation and active engagement of all learners.
- Facilitators will utilize language-based as well as content-based assessments.

Additional research-based strategies that will be utilized with English Learners are highlighted below:

A. Learner Engagement*:* iLEAD Flex will continue to consistently challenge ourselves to achieve high levels of learner engagement. We know that learners are engaged in learning when they have goals for schooling. They participate and ask questions. They actively incorporate new information with prior knowledge. They are held accountable by staff and peers, as well as themselves, for learning.

B. High-Quality, Learner-to-Learner Interaction: A critical element of language development is providing time and space for learners to use language in writing, reading, listening, and speaking. iLEAD Flex will provide opportunities for learners to collaborate, discuss ideas, and process information. Facilitators will spend time explicitly teaching "partner talk": what it looks like, sounds like, and feels like.

C. Non-Linguistic Representation: Nonlinguistic representations help English Learners associate meaning with academic language through sensory and mental images. These representations include realia (real objects), pictures, pictographs, diagrams, physical models, video clips, recorded sounds, gestures, and movement. The purpose of non-linguistic representation is to enhance learners' abilities to use mental images to represent and elaborate on knowledge.

D. Informal Assessment and Immediate Feedback*:* English Learners require immediate, realistic feedback in order to know how they are doing in the classroom. When provided feedback, learners will be given information about how well they are doing relative to a particular learning goal so that they can improve their performance. Formative assessment and feedback supports learners in self-assessing their understanding. It also informs instruction so that the facilitator can adjust "on the spot" as necessary. Practices that informally assess learners and provide feedback on their understanding include but are not limited to:

    - Allowing learners to self-assess: thumbs check for understanding, fist of five assessment
    - Using project rubrics to assess academic and presentation skills
    - Posing questions that require answers in visual form: thumbs-up/down, hold up fingers to represent an answer choice
    - Completing work on whiteboards and showing answer
    - Using exit slips at the end of the workshops to check if learners have mastered the

objective and share results with learners the next day
- Checking in with learners during individual and collaborative work
- Assigning a "temperature monitor" who frequently informs the facilitator of group concerns, needs, level of understanding, etc.
- Redirecting learners to follow the procedure and ask their peers for help first

E. Systematic ELD Instruction and Programming: In addition to integrating SIOP, SDAIE, and strategies from programs such as ELLevation during Integrated ELD, iLEAD Flex will be devoted to providing Designated ELD instruction. During Designated ELD, learners will be actively engaged in instructional activities focused on developing listening, speaking, reading, and writing skills in English. Instruction will be based on learners' ELD proficiency levels as determined by the ELPAC. Facilitators will ensure that ELD lessons include:

- A clear and stated language objective based on a scope and sequence of language skills and focus on the language function or purpose
- Language patterns and vocabulary
- Structured language practice
- Engaging topics and instructional practices

Learners will be provided with a Structured English Immersion Model (SEI). The goal of the SEI Program is for English Learners to acquire English language skills and access to core content so that ELs, including those with disabilities, can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate support to make grade-level content standards accessible. High-quality ELD instruction and scaffolded content instruction will be provided with primary language support in the SEI model. Facilitators utilize instructional practices appropriate to each learner's level of English language proficiency to promote access to the core subject matter content. Content will be differentiated and scaffolded according to the learners' linguistic needs. The more advanced nature of the academic content in high school may lead to significant challenges for learners who are not yet proficient in English. For this reason, interventions will be provided to support these learners in the mastery of content and language. In order to ensure adequate progress toward English fluency as well as content mastery, facilitators, the EL Coordinator, and school leaders will engage in ongoing monitoring of English Learners and programs and make adjustments as needed.

How the Program Will Meet ELD Standards and Use the Results of the ELPAC

iLEAD Flex will base its English Learner support program on the California ELD Standards. As guided by the California English Learner Roadmap and ELD Standards, iLEAD Flex 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 learners are not making sufficient academic progress as indicated through ELPAC data, the EL program will be modified as needed.

iLEAD Flex 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 undergoing an interview process, which may include a teaching demonstration. Additionally, iLEAD

Flex 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 Flex will also support facilitators by providing professional development on SIOP, SDAIE, programs such as ELLevation, language development, progress monitoring, and assessment of ELs. iLEAD Flex will comply with all applicable laws regarding teacher credentialing, including Education Code section 47605(l), as amended from time to time.

Services and Supports for English Learners, Including Instructional Strategies and Intervention
Facilitators will have access to ELPAC assessment results to inform program placement, reclassification, and instruction. iLEAD Flex will use assessment interpretation resources to help facilitators and administrators use learner results to inform English Learners and their parents/guardians about learner progress.

iLEAD Flex will provide quality professional learning opportunities for all its educators 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' 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 ELs can meet the California ELD Standards. All facilitators authorized to teach English Learners will receive training in the effective implementation of techniques such as SIOP, SDAIE, and programs such as ELLevation. These programs will 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 Flex's program is effective for the English Learner population. As part of this, leadership will partake in an annual analysis of the ELD program and go through the following items to evaluate, refine, and adjust instructional practices for the coming school year:

Goal	Evaluation Questions
1. Implementation ELL 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 ELLs 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 Measurable Achievement Objective 1 with regard to progress in learning English? 2.2 What percentage of ELs meet the state's 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. ELLs will make steady progress in core academic subjects. b. ELLs 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 ELLs and RFEPs in categories indicating risk for school failure are no greater than those for EOs.	4.1 Are ELLs (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 EL and their family to monitor progress and set/adjust learning goals.

Process and Specific Criteria for Reclassification
EL learner classification uses the ELPAC four Performance Level Descriptors (Levels 1-4).

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

The three proficiency levels below represent the stages of English language development, describing expectations for how well learners can understand and use the English language at each level – knowledge, skills, and abilities across a continuum as they continue to build on existing language skills and knowledge.

A. **Emerging:** Learners at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
B. **Expanding:** Learners at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
C. **Bridging:** Learners at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical

texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Facilitators will continue to monitor the progress and performance of each learner identified as an English Learner with the goal of helping these learners reclassify to Redesignated Fluent English Proficient (RFEP) status. Once iLEAD Flex receives ELPAC results, the EL Coordinator will begin to analyze the data and determine the eligibility for re-designation of each learner within 30 days of receiving the scores. The re-designation criteria are as follows:

- ELPAC score: Overall Performance Level 4

  and

- Content Competency through one of the following:

  Such as NWEA Benchmark scores for English (reading & language): Average or above

  CAASPP English scores of Meet or Exceeds Standards

  Grades: A or B in ELA

  and

- Facilitator recommendation

- Parent/guardian approval

The EL Coordinator, 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 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.

Process for Monitoring Progress of English Learners and Reclassified (RFEP) Learners
In order to meet the individual needs of each English Learner, the EL Coordinator, classroom facilitator, and School Director carefully monitor learner performance on assignments, benchmark and common assessments and standardized testing. Reclassified learners continue to be monitored for four years after exiting the EL program. ELs scoring at the lowest levels of the ELPAC will be provided supplemental instruction, focusing the areas of performance in the four domains of English, listening, speaking, reading, and writing. The goal is to accelerate all areas of their English language acquisition.

Learners will be monitored in conjunction with the following California ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe learner knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide iLEAD Flex's Language Assessment Team (LAT) as they determine a need for more targeted instruction in English language development as well as differentiated instruction in academic content areas.

iLEAD Flex 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. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as the learner's English language proficiency level.

English Learners will continuously be reevaluated annually by the Language Assessment Team (LAT) using the ELPAC summative 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. The LAT will continue to monitor learners who are re-designated as RFEP for a period of four years.

Process for Monitoring Progress and Supports for Long-Term English Learners (LTELs)
LTELs will participate in ELD courses in which their academic language and specific academic vocabulary and language structures are developed. Because the needs of LTELs are varied, iLEAD Flex's EL Coordinator and classroom facilitators will collaborate to identify the reasons why a learner has not acquired English at a rate of one level to the next annually (e.g. ELD 1 to ELD 2) and determine the best support system for that learner. Annually, learners and their parents/guardians will be made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Socioeconomically Disadvantaged Learners
iLEAD Flex will identify Socioeconomically Disadvantaged (SED) learners based on information provided at the time of enrollment. Like all other subgroups, school leaders and faculty will monitor the progress of SED learners throughout the year by disaggregating test and other assessment data. In addition to learner-centered, data-driven and wellness-focused approaches to educating the whole child, particular frameworks are specifically targeted to support SED learners and families.

iLEAD Flex recognizes that learners may face tremendous challenges outside of the school day, and therefore social-emotional needs often supersede academic interventions. The SST (Student Success Team) process may be initiated if issues are identified that negatively impact a learner's progress. Concerns about safety, nutrition, wellness, or housing may be addressed through the SST process and/or referrals and follow-ups with local agencies.

Facilitators and staff receive training on recognizing symptoms and behaviors indicative of a child's need for additional support, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. The Student Success Team will be responsible for identifying learners and families who might need additional resources or supports, including referrals to community service organizations.

Counselors and advisors will provide comprehensive information to all learners and their families about A-G requirements, financial aid, college application processes, SAT and ACT test prep, and career exploration. Learners who will be the first in their families to attend college receive extra support as they navigate the complex college application process.

Plan for Serving Learners with Disabilities

Overview

iLEAD Flex understands that the school has the obligation to serve learners with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its learners have access to a free and appropriate public education (FAPE). iLEAD Flex shall 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 Flex 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 Flex, with the necessary materials, services, and equipment to support their learning. The school will ensure that any learner with a disability attending iLEAD Flex is properly identified, assessed, and provided with necessary services and supports. iLEAD Flex shall be solely responsible for its compliance with Section 504 and the IDEA.

iLEAD Flex will be a member of the El Dorado Charter SELPA, in conformity with Education Code Section 47641(a).

iLEAD Flex 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 Flex shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by iLEAD Flex shall be accessible for all learners with disabilities.

Facilitators at iLEAD Flex 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:

- 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 may be learning disabled

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 Flex or the El Dorado Charter SELPA.

All learners with disabilities will be integrated into the programs of iLEAD Flex 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 Flex will meet all the requirements within a learner's Individualized Education Program ("IEP"). iLEAD Flex 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, we can ensure 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 the system.

Inclusion Model

It is the intent of iLEAD Flex 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 Flex's intention to provide special education services within an inclusion model for learners with exceptional needs for whom iLEAD Flex'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 Flex believes that learners with special needs benefit educationally, socially, and emotionally from the opportunity to receive services in this inclusion model. iLEAD Flex's Education 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 Flex 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 Flex will plan to participate in a comprehensive "Child Find" system to identify learners who have or may have exceptional needs. iLEAD Flex 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 Flex, in collaboration with the El Dorado 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 "assessments" 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 Flex will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible learners in accordance with applicable law. iLEAD Flex shall obtain parent/guardian consent to assess the learner.

The referral process is a formal, ongoing review of information related to learners who are suspected of having special needs and show potential signs of needing special education and related services. iLEAD Flex'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 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 Flex will follow all legal mandates for a timely response.

After a learner is referred for assessment of a learning disability, iLEAD Flex 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 Flex will obtain informed consent from the parent/guardian before conducting the assessment. Once consent is given by the parent/guardian, all 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. A facilitator or iLEAD Flex 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 Flex, in collaboration with any hired service providers, and will generally be performed by a qualified school psychologist, education specialist, and a nurse if applicable. Those assessments could include but are not limited to:

- 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 Flex will follow the below assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern, and iLEAD Flex 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 Flex will hold a meeting to review the results of the assessment and determine whether the learner qualifies for special education. This meeting is the initial IEP meeting described in detail below, and iLEAD Flex will give the learner's parent/guardian the opportunity to participate. iLEAD Flex 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 Flex 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 our full-inclusion program. Prior to such meeting and pending agreement on a new IEP, if needed, iLEAD Flex 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 Flex will consist of the following individuals:

- 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 Flex 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, conferencing by telephone, or conferencing via 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 or guardian's written consent, iLEAD Flex 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:

- Assessments used to determine present levels, identify needs, and 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 is ("ITP") 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 Flex 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 Flex who have IEPs will continue to attend the school, unless the IEP recommends otherwise.

Parents/guardians will be informed approximately three times a year 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 Flex 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 Flex employs a highly individualized model of instruction for all learners, which benefits all learners with learning challenges. iLEAD Flex utilizes a Multi-Tiered Systems of Support ("MTSS") model and will also comply with the federal mandate of the LRE. iLEAD Flex 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 Flex will provide several programs for learners with special needs, whereby the academic program is structured in one or several of the following ways: an Education Specialist may provide support services in the classroom or in a small group; an on-site Education Specialist may coordinate programs and services for learners who are fully included in 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 education specialist collaborates with regular education facilitators and oversees implementation of each learner's IEP.

iLEAD Flex may contract support such as 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 Facilitator (APE), autism behavioral or occupational therapists, visually impaired and orientation mobility providers, deaf and hearing impaired providers, and counselors. iLEAD Flex 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 Flex 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 could provide iLEAD Flex with the following staff such as:

- Credentialed special education facilitators, resource specialists, education 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 Flex, in collaboration with the SELPA and the iLEAD Flex 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, category of disability and the number of learners with disabilities who are 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 Flex of learners with disabilities (e.g., attainment of diploma and type, moved, 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 Flex 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 Flex and no learner shall be denied admission nor counseled out of iLEAD Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex. 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 include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient
- Tests are selected and administered to ensure that when a test is administered to a learner with impaired sensory, manual, or speaking skills, the test results accurately reflect the learner's aptitude or achievement level, or whatever factor 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 Flex's proposed 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 Flex and specific annual actions to achieve those goals. iLEAD Flexwill annually update its goals and annual actions using the LCAP template adopted by the State Board of Education. iLEAD Flex 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 purpose 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 school-wide 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 Flex, in accordance with Education Code section 47605(c)(5)(B), is proposing 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 Flex, as that term is defined in Education Code section 52052(a).

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.	The 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 and support for all learners.	Misassignments of Teachers of English Learners Total Teacher Misassignments.	SARC Misassignments of Teachers of English Learners Total Teacher Misassignments

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 self-assessment survey on priority Priority 2B. Educational Partner Surveys that indicate satisfaction with curriculum and instructional materials. Course Offerings that reflect a broad and diverse opportunities to satisfy LEA's graduation requirements.	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 as compared to state levels. Internal: English Learner reclassification rate.	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 and Distance from Standard/Color. CAST Score Whole School. MAP ELA and Math CGI from fall to spring annually. Learners who meet their self-identified academic readiness goal on the spring Learner Outcome internal survey.	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 Teaching Profession to increase	Approved Staff Calendar non-student days and/or PD opportunities. Staff Surveys on PD that indicates satisfaction with PD offerings. CA School Dashboard Local Indicator Survey: Priority 2C	Board-Approved Staff Calendar Annual Staff LCAP Survey Data Annual CA School Dashboard Local Indicator Survey

the effectiveness of instruction to all learners.		

State Priority #3: Parental Involvement		
Includes family engagement in decision-making, 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 elf-assessment survey on Priority 3 Rubric Local Indicator Self-Reflection Tool. Number of family/community engagement opportunities annually as indicated by School Director. Annual Family Surveys that indicates 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 opportunities, family education	Director self assessment on Priority 3 Rubric Local Indicator Self-Reflection Tool. Number family/community engagement opportunities specific to unduplicated pupils annually as indicated by school Director. Annual Family Survey that indicates satisfaction with opportunities to	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

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.	engage in and contribute to the school community.	

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**
1.6 Promote College and Career Readiness through Individualized Learning: Counselors, leadership, and support staff will ensure high school graduates are college-and-career-ready based on the Dashboard CCI indicator by offering advanced and A-G classes, college credit courses, state seal of biliteracy, and CTE pathways to ensure graduates are prepared for college and career as indicated on the CA School Dashboard and learners' Individualized Learning Plans. Learners will receive	College and Career Indicator % graduating prepared and approaching prepared. Percent of graduates who complete A-G requirements. Percent of graduates who complete both A-G requirements and a CTE pathway. Percent of graduates will successfully take 2 or more AP/IB exams and pass 2 or more AP/IB exams. Percent of graduates who earned the State Seal of Biliteracy	CA School Dashboard State Indicator: College and Career Indicator % graduating prepared and % approaching prepared. CA School Dashboard State Indicator Additional Reports: -College/Career Levels & Measures Report -Met UC/CSU Requirements and CTE Pathway Completion Report EAP Program % Prepared and Conditionally Prepared based on CAASPP

personalized counseling and support for college readiness throughout their school career and engage in personalized learning opportunities that allow each learner to set goals and work to meet them.	Percent of graduates earning an Alternative Diploma who completed Career Ready requirement in career exploration and work-based learning experiences Percentage of learners who complete their college/career goal on annual Individualized Learning Plan as indicated by staff Panorama Learner Outcome Survey. Percentage of graduates who successfully complete at least 1 College Credit Course. Percentage of graduates will be considered ready for college as indicated by ELA and math CAASPP scores. Percentage of graduates will be considered conditionally ready for college as indicated by ELA and math CAASPP scores.	
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 and Distance from Standard/Color. CAST Score Whole School. MAP ELA and Math CGI fall to spring annually. Percent 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 as measured by semester surveys

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 self-assessment on Priority 3 Rubric Local Indicator Self-Reflection Tool. Annual Educational Partner Survey: Student Perception of School Safety and Connectedness that indicates if 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 removed barriers to learning.	Graduation rate Middle school dropout rate High school dropout rate Annual Educational Partner Survey: Student Perception of School Safety and Connectedness that indicates if the majority of learners feel safe and connected in their school environment.	CA School Dashboard State Indicator: Graduation Rate 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 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	Attendance rate Chronic absenteeism rate Percent of learners will meet their self-identified ILP SEL goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey.	CALPADS Attendance Rate CA School Dashboard: Chronic Absenteeism Rate Annual Learner Surveys SEL ILP Goal

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.	Suspension and Expulsion rates Annual Educational Partner Survey: Student Perception of School Safety and Connectedness that indicates if 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 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.	Director self-assessment (full implementation or sustainability) on priority Priority 2B. Educational Partner Surveys that indicate satisfaction with curriculum and instructional materials. Course Offerings that reflect broad and diverse opportunities to satisfy LEA's graduation requirements.	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.

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.		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.	English Learner progress on ELPAC English Learner reclassification rate	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 California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners.	Approved Staff Calendar non-student days and/or PD opportunities Staff Surveys on PD that indicate satisfaction with PD offerings. CA School Dashboard Local Indicator Survey: Priority 2C	Board-Approved Staff Calendar Annual Staff Panorama Survey Data Annual CA School Dashboard Local Indicator Survey

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**
1.7 Build Social Capital and Recognize and Celebrate Learner Achievement: Counselors and leadership will maximize opportunities for learners to be recognized for achievements that support scholarships, college admissions, and résumé building by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, CTE Certificate of Completion, Industry-Recognized Certifications, the National Merit scholarship, and/or Senior Portfolio Defenses.	Percent of graduates who complete a CTE pathway. Percent of graduates who earn a State Seal of Biliteracy. Percent of graduates will earn a Golden State Seal Merit Diploma. Percent of graduates who qualify for National Merit Scholarship Percent of Graduates who Earn State Civic Seal	DataQuest: State Seal of Biliteracy, Golden Merit Diploma, National Merit Scholarship, CTE Completer Rate

iLEAD Flex 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 Flex 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 Flex'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 Flex will use multiple assessment measures to get an accurate picture of students' learning, as learning styles and instructional methods vary greatly and no single measure tells the entire story. iLEAD Flex'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 Flex 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), reading difficulty screener for K-2 and other mandated state assessments. iLEAD Flex 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 Flex and iLEAD Flex 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 Flex will utilize value-added growth measures, including school year pre-, mid-, and post-formative assessments. At the beginning of each academic year, iLEAD Flex administers a formative pre-assessment to measure each learner's strengths and challenges in reading and mathematics.

Throughout the school year, iLEAD Flex will monitor learner progress using a variety of methods (described below). iLEAD Flex 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 Flex's pupil outcomes.

Class/Course Assessments

iLEAD Flex will use a range of assessment strategies that may include but are not limited to the following:

Authentic assessments: iLEAD Flex 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 Flex 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 Flex 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: iLEAD Flex may choose to use diagnostics and other assessments that are part of the curriculum. Curricular-developed assessments may also be used apart from curriculum where they provide helpful data and align well with iLEAD Flex's learner outcomes and instructional methods.

Project Completion: The school evaluates learner progress and achievement through project-based learning experiences that demonstrate mastery of academic content and essential skills. Each project incorporates clear rubrics, formative assessments, and opportunities for learners to reflect on their growth. Participation in Presentations of Learning (POLs) provides additional evidence of understanding as learners articulate their process, outcomes, and personal reflections. These authentic assessments emphasize the demonstration of learning through inquiry, creativity, collaboration, and real-world application.

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, 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, school and that complements 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 3-12.

Use and Reporting of Data

The iLEAD Flex staff analyzes learner performance data to establish policies and make programmatic and staffing decisions that support the achievement of all learners and shares this information with the 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 Language 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 Board monitors policies and staff performance for continual improvement of instruction.

iLEAD Flex's instructional staff will regularly analyze overall and subgroup data, identify programmatic strengths and weaknesses within each content area, set instructional goals, and put into place corrective plans to fill any gaps, adjusting professional development and curriculum accordingly. Staff will monitor progress toward identified learner outcomes on an ongoing basis, 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 Flex 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 Flex will share accountability information with the school community, the larger community, and the District via an annual report (as requested), the school's website, and school-wide newsletters.

The iLEAD Flex 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. [Education Code Section 47605(c)(5)(D)]

Governance Structure

As an independent charter school, iLEAD Flex Charter School, operated by iLEAD California Charters 1, 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), the District shall not be 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, provided it meets its statutory oversight obligations. iLEAD Flex 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 iCC1 Board of Directors has ultimate responsibility for the Charter 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 Flex. Responsibilities include:

- Policy Implementation
- Curriculum Oversight
- Staff hiring, evaluation, and termination
- Ensuring compliance with the charter and applicable laws

Educational Partner Involvement

iLEAD Flex 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 Flex shall comply with all applicable federal, state, and local laws and regulations, as well as applicable District policies and procedures, provided such policies are not in conflict with charter school law.

iLEAD Flex 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 Flex shall comply with:

- Brown Act
- California Public Records Act
- Political Reform Act
- Government Code Section 1090 et seq.
- Conflict of Interest rules per IRS guidelines and California nonprofit law

The Charter School will adopt a Conflict of Interest Policy and Conflict of Interest Code, which will be submitted to the County Board of Supervisors for approval.

All iCC1 Board meetings are noticed and conducted in accordance with the Brown Act and Education Code Section 47604.1(c). 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 Flex. 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

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Governance Operations

Scope of Authority and Responsibility

The iCC1 Board of Directors is charged with the overall policy-making, budgetary decisions, and evaluation of school director. Along with other duties, the Board of Directors of iLEAD Flex is responsible for the following:

- Promoting and guiding the vision and mission of iLEAD Flex
- 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 and Education Code Section 47604.1. 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 Flex 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 transacting 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 Flex is committed to continuous improvement and ongoing training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for iLEAD Flex. To this end, the Board receives appropriate training and educational opportunities, both as a full Board and individually. Board Members attend the 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 (AB 2158), 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. A Fiscal Policy will be adopted.. All policies are designed to ensure compliance, internal controls, and ethical governance.

Bylaws

A set of Bylaws, reflecting the governance structure described herein, were adopted by the Board of Directors. The Bylaws provide that iLEAD Flex shall have no "member" within the meaning of Corporations Code Section 5056(a). See Section IV for a copy of iCC1's Bylaws.

Conflicts of Interest
Members of iCC1's Governing Board, any administrators, managers, or employees, and any other committees of the Board shall at all times comply with federal and state laws, nonprofit integrity standards, 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. iCC1's Conflict of Interest Code will be adopted.

Board Policies
Basic policies adopted will be found on the iLEAD Flex website, including the Fiscal Policy once board adopted. 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 supervisorial 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 an 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 Flex acknowledges and agrees that all persons are entitled to equal employment opportunities. iLEAD Flex 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 Flex will adhere to all State and Federal requirements that are applicable to teachers and paraprofessional employees. iLEAD Flex 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 Flex have California Teaching Credentials that are searchable on the Commission on Teacher Credentialing website. iLEAD Flex will make every effort to minimize the use of facilitators with emergency credentials. As appropriate, iLEAD Flex 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 Flex 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 Flex 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 Flex 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 Flex'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 Flex 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.

Applicants to teach in our program are evaluated based on the following qualifications:

- 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, 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 Flex team to ensure continuous improvement for learners, staff, and the iLEAD Flex 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

Educational Specialist (Special Education Teacher)

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 parent/guardian 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 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 Flex may seek the following non-instructional staff to be committed to the mission of iLEAD Flex 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 Flex will be responsible for the following:

- Manage and maintain 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 Flex 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 Flex will maintain a 25:1 teacher to student ratio, consistent with Education Code 51745.6(d) for nonclassroom-based schools.

Management Structure

Roles and lines of authority for board and management positions are identified in the organizational chart included in Element D (4) 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 Flex 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 Flex 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 Flex'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 Flex 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 Flex:

Family Educational Rights and Privacy Act (FERPA)
iLEAD Flex, 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 Flex will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 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 Flex 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 nonclassroom-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 Flex 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 Flex will adhere to Education Code Section 49423 regarding administration of medication in school. iLEAD Flex 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 Flex 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 Flex will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by iLEAD Flex.

Diabetes Information
iLEAD Flex 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 Flex 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 Flex 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 Flex shall maintain a drug, alcohol, and smoke-free workplace.

Safe Place to Learn Act, Comprehensive Anti-Discrimination and Harassment Policies and Procedures
iLEAD Flex shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq. iLEAD Flex 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 Flex (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 Flex 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 Flex 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 Flex shall review, at 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 Flex'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 Flex to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Human Trafficking Prevention
iLEAD Flex provides parents/guardians with prevention resources on human trafficking as required by Education Code Section 49381.

Menstrual Products
iLEAD Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex will adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the Flex 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 Flex 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 Flex shall maintain records documenting compliance with the foregoing training (Ed. Code Sections 218, 218.3).

Data Privacy
iLEAD Flex 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 maintenance of any information obtained from social media in its pupil records.

School Safety Plan
iLEAD Flex 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. See Appendix E for a draft plan.

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 an Opioid Factsheet for Patients.

Transportation Services
Effective July 1, 2025, to the extent iLEAD Flex 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 Flex 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 Flex 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 Middle Schools and High 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex, 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 Flex 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.

Sample Outreach and Enrollment Timeline

Timeline	Activities
December	Launch initial outreach campaign
December	Start accepting applications
January/February	Host first round of info sessions; distribute print materials
January/February	Begin direct outreach and media outreach
January/February	Continue info sessions and application support
March	Final outreach push, support sessions, deadline reminders
April/May	Notify families of lottery outcomes; begin registration process

Lottery Preferences and Procedures

If the number of applicants exceeds the available space in any grade leve, iLEAD Flex 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:

Existing Students Exempt from Lottery

For purposes of admission to iLEAD Flex for the 2026–27 school year, **"existing students"** shall be defined to include learners who were enrolled during the immediately preceding school year (2025–26) in the iLEAD Hybrid Antelope Valley Studio or iLEAD Hybrid Antelope Valley Exploration program, whose resource center is being closed.

Existing students, as defined above, **shall be exempt from the public random lottery** and shall be eligible to enroll in iLEAD Flex, provided that a timely application is submitted during the open enrollment period and space is available in the applicable grade level.

This exemption is provided for the purpose of continuity of educational services and shall be implemented in a manner consistent with Education Code Section 47605(e), federal law, the California Constitution, and the Charter School's nondiscrimination policies. This exemption shall not guarantee admission if capacity is exceeded.

Public Random Lottery Preferences

Beginning with the 2027–28 school year and for all years thereafter , the Charter School shall apply only the standard enrollment preferences listed below in any public random lottery, as applicable:

- Siblings of learners admitted to or attending iLEAD Flex

- Children of iLEAD Flex employees and Board Members, not to exceed 10% of enrollment
- 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 Flex 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 Flex 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 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 Flex is oversubscribed, the District shall make reasonable efforts to accommodate the growth of iLEAD Flex and in no event shall take any action to impede iLEAD Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) 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 Flex 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 Flex 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 Flex 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 Flex) 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 Flex.

Alternatives to Suspension and Tiered Interventions

iLEAD Flex prioritizes alternatives to exclusionary discipline. Before suspension is considered, staff implement a range of interventions. A multi-tiered system of support (MTSS) is utilized to address behavioral concerns based on intensity and frequency.

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 Flex persons or property.

As described in Section 48911.1 Suspension, including supervised suspension, will be imposed only when other means of correction fail to bring about proper conduct. iLEAD Flex documents the other means of correction used and place that documentation in the learner's record, which may be accessed pursuant to Section 49069.7.

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 justice program specifically for incident of racist bullying, harassment, or intimidation, the school will encourage engagement in restorative justice 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.
7. Culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.
8. Behaviorl contracts.
9. After-school programs that address specific behavioral issues, justice, or expose learners to positive activities and behaviors, including but not limited to those operated in collaboration with local parent and community groups.
10. 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.

Jurisdiction for Suspension or Expulsion

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 Flex 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.

Suspended or expelled learners shall be excluded from all school-related extracurricular activities unless otherwise agreed upon during the period of suspension or expulsion.

Grounds for Suspension or Expulsion

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) 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.

(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) 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.

(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 1 to 5 (inclusive). 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.

(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 justice 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 Flex 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.

Suspension

- **Mandatory Suspension/Expulsion Offenses:** Mirror California Education Code § 48915, including possession of firearms, brandishing a knife, selling controlled substances, sexual assault, or explosives.
- **Discretionary Suspension Offenses:** Align with Ed. Code § 48900, including bullying, vandalism, disruption, substance possession, theft, harassment, or willful defiance, if other corrective measures fail.

Expulsion

- **Mandatory Recommendations:** In compliance with § 48915 includes the following firearm possession, sexual assault, explosion-related acts.
- **Discretionary Recommendations:** Based on severity, failure of prior interventions, or danger to safety.

Rationale and required additional findings are documented per discipline policy and educational best practices.

Suspension Procedures: Suspensions shall be initiated according to the following procedures:

Investigation Protocol
A fair and thorough process gathers evidence objectively before deciding on suspension.

Authorized Staff
Only the School Director or designated administrator may issue suspension.

Informal Conference
Suspension shall be preceded by an informal conference conducted by the director or the director's designee. 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 school district may count suspensions that occur while a pupil is enrolled in another school district 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.

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.

A Neutral 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.

Rehabilitation Plans
Expelled students may be offered plans designed to support eventual return, including timeline (up to 1 year), behavior expectations, check-in goals, and review process.

Readmission Process
The School Director reviews rehabilitation progress and suitability for return, considering school safety and capacity.

Notice to Teachers
iLEAD Flex 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
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 including 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.

Notification of 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 Flex 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 Flex, 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 Flex, 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 Flex

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 Flex 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'sgoverning board. The charter school must then schedule a special board meeting within a reasonable timeframe to hear the appeal. During the appeal process, the learner will remain enrolled in the school onindependent study. The school board's decision regarding the appeal is final and cannot be furtherappealed. If the expulsion is upheld by the board, the learner will be disenrolled the same day as theboard'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 Flex will work

cooperatively with parents/guardians upon request to assist with locating alternative education programs.

Rehabilitation Plans
Learners who are expelled from iLEAD Flex 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 Flex, 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 Flex agree to a change of placement as part of the modification of the behavioral intervention plan.

If iLEAD Flex, 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 Flex 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 Flex 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 Flex.

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 Flex 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 Flex 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 Flex had knowledge that the learner was disabled before the behavior occurred.

iLEAD Flex 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 Flex 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 Flex 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 Flex had no basis for knowledge of the learner's disability, it shall proceed with the proposed discipline. iLEAD Flex shall conduct an expedited evaluation if requested by the parents; however, the learner shall remain in the education placement determined by iLEAD Flex pending the results of the evaluation.

iLEAD Flex 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.

Supports for Vulnerable Student Populations
iLEAD Flex 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 full procedural rights equivalent to parents—including receipt of all notices and inclusion in hearings and appeals.

Involuntary Removal from charter
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 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).

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.

Conclusion
These policies and procedures are designed to promote fairness, equity, and positive outcomes, while ensuring a safe learning environment for all students at iLEAD Flex.

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 Flex 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 Flex 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 Flex 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/ Non-STRS Eligible Employees

All non-certificated staff members will participate in Federal Social Security. Social Security taxes are deducted from employee salaries, and iLEAD Flex will contribute the required employer's share.

iLEAD Flex 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 Flex 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 iLEAD Flex 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 Flex

Enrollment at iLEAD Flex is entirely voluntary. No student will be required to attend the Charter School.

Learners who choose not to attend iLEAD Flex 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 Flex, 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 Flex 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 Flex, nor will iLEAD Flex be required to hire employees from the district.

Employees of iLEAD Flex 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 Flex.

Personnel Policies
All iLEAD Flex 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 Flex will implement comprehensive personnel policies and procedures approved by the iLEAD Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex 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 Flex
% School Director

29477 The Old Road
Castaic, CA 91384

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 Flex agrees to respond promptly to all reasonable inquiries from the District,

including inquiries regarding its financial records.

Internal Disputes

Any dispute arising within iLEAD Flex, 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 Flex 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 Flex will be documented by official action of the Board of Directors of iLEAD Flex. 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 Flex 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 Flex—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 Flex'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 Flex'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 Flex 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 Flex's economic sustainability is critical to fulfilling its ongoing mission of serving the community.

This approach is reflected in the deliberate and conservative long-term financial planning for iLEAD Flex. Revenue projections are based on verified state and federal funding sources and conservative enrollment assumptions. In the initial year of operation, iLEAD Flex anticipates an unrestricted ending fund balance of approximately 2%, which is appropriate for a startup charter school prioritizing instructional program implementation and operational stability. As enrollment and revenues stabilize, the school will intentionally increase its unrestricted reserves in the out-years of the multi-year projection, targeting a minimum reserve of at least 4% and progressing toward a longer-term goal of maintaining reserves equivalent to approximately three (3) months of operating expenditures. This phased approach reflects sound fiscal management, ongoing board oversight, and a commitment to long-term solvency and sustainability.

Attached, please find iLEAD Flex'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 Flex 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 Flex 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 Flex'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 Flex'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 Flex 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 Flex's insurer. iLEAD Flex shall furnish to the District upon request certificates or evidence of such insurance.

It shall be iLEAD Flex'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 Flex. iLEAD Flex 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 Flex 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 Flex complies with Education Code section 47604(b), in that iLEAD Flex shall not operate as, or be operated by, a for-profit entity.

iLEAD Flex 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 Flex 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 Flex will operates an administrative facility at:

3720 Sierra Hwy.
Acton, CA 93510

and

29477 The Old Road
Castaic, CA 91384

iLEAD Flex plans to operate studio locations in:

Lancaster, California

and

an Out of District Adjacent County (ODAC) facility if need from families arise in the future.

ILEAD Flex is in process of finding a viable location in Lancaster that will best meet the needs of its learned and instructional program. Once the charter petition is approved a location will be finalized and the District will be notified. Please refer to Appendix D for viable location options.

iLEAD Flex 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 Flex 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 Flex's budget.

Transportation

iLEAD Flex 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 Flex will determine each year, based on the needs of the enrolled learner population, if the population would benefit from participating in the National School Lunch Program. If the Charter School chooses to participate in the National School Lunch Program, it will abide by all applicable state and federal laws and program requirements.

iLEAD Flex will follow their Board-approved Learner Wellness Policy if participating in the National School Lunch Program. iLEAD Flex will adopt a wellness policy that is in line with the federal requirements and that promotes lifelong wellness. iLEAD Flex is committed to creating a healthy school environment that allows learners to take full advantage of the educational programs offered.

Attendance Accounting

iLEAD Flex 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 Flex not to exceed one percent (1%) of the revenue of the charter school. If iLEAD Flex is able to obtain substantially rent-free facilities from the District, the District may charge for the actual costs of supervisorial oversight of iLEAD Flex 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 Flex 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 Flex 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 Flex will enter into a memorandum of understanding with the District as requested by the District to address processes, policies, and expectations related to iLEAD Flex's operation of the charter

authorized by the District.

Community Impact

iLEAD Flex 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 Flex provides individualized learning plans and self-paced, Flex 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

2026 - 2027

2026

July 2026						
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
2	3	4	5	6	7	8

August 2026						
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

September 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

October 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 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	1	2	3	4	5

December 2026						
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

Every Friday is a Minimum Day*

Semester start & end dates

Holidays/Vacation Breaks

Studio Minimum Days

iLEAD - iFlex

Track A - iFlex

August

11 - First Day of School

September

3 - 4 - TK-8 Assessments

7 - Labor Day

10 - Back to School Night

24 - 25 - Individualized Learning Plans

24 -Minimum Day All Grades*

October

2 - Individualized Learning Plans

12 - 16 - Mid-Fall Break, Staff Professional Development

November

11 - Veterans Day

23 - 27 - Fall Break

December

17 - Fall Semester Ends

18 - Learner Free Day

18 - Reports of Progress Sent Home

18 - Jan 11 - Winter Break

January

11 - Staff Professional Development

12 - Spring Semester Begins

18 - Martin Luther King, Jr.

21 - 22 - Learner Led Conferences

21 -Minimum Day All Grades*

29 - Learner Led Conferences

February

15 - Presidents' Day

March

12 - Learner Free Day

April

Apr 5 - Apr 12 - Spring Break

May

13 - 14 - K-8 Assessments

31 - Memorial Day

27 - Jun 4 - Learner Showcases

June

4 - Last Day of School

2027

January 2027						
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

February 2027						
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	1	2	3	4	5	6

March 2027						
SUN	MON	TUE	WED	THU	FRI	SAT
28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

April 2027						
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	1

May 2027						
SUN	MON	TUE	WED	THU	FRI	SAT
25	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

June 2027						
SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

**Minimum day = Schools & Learning Studios close early*

Learner Showcases

Emergency closure make-up days, if needed**

Board approved: 26-27 TrA v2501221000 Total Days 175 S1 81 S2 94 P-1 81 P-2 137

2026 - 2027

iLEAD - iFlex

Track A - Independent Study

August

11 - First Day of School

September

7 - Labor Day

10 - 11 - K-8 Assessments

24 - 25 - Individualized Learning Plans

24 -Minimum Day All Grades*

October

2 - Individualized Learning Plans

12 - 16 - Mid-Fall Break, Staff Professional Development

November

11 - Veterans Day

30 - 4 - Fall Break

December

17 - Fall Semester Ends

18 - Learner Free Day

18 - Reports of Progress Sent Home

18 - Jan 11 - Winter Break

January

11 - Staff Professional Development

12 - Spring Semester Begins

18 - Martin Luther King, Jr.

21 - 22 - Learner Led Conferences

21 -Minimum Day All Grades*

29 - Learner Led Conferences

February

15 - Presidents' Day

March

12 - Learner Free Day

April

Apr 5 - Apr 12 - Spring Break

May

13 - 14 - TK-8 Assessments

31 - Memorial Day

27 - Jun 4 - Learner Showcases

June

4 - Last Day of School

2026

July 2026

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
2	3	4	5	6	7	8

August 2026

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

September 2026

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

October 2026

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

November 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	1	2	3	4	5

December 2026

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

Every Friday is a Minimum Day*

2027

January 2027

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

February 2027

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	1	2	3	4	5	6

March 2027

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

April 2027

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	1

May 2027

SUN	MON	TUE	WED	THU	FRI	SAT
25	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

June 2027

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

**Minimum day = Schools & Learning Studios close early*

LP	LP Dates	Days
1	8/11/26 - 9/11/26	23
2	9/14/26 - 10/9/26	20
3	10/19/26 - 11/13/26	19
4	11/16/26 - 12/17/26	19
5	1/12/27 - 2/5/27	18
6	2/8/27 - 3/5/27	19
7	3/8/27 - 4/2/27	19
8	4/13/27 - 5/7/27	19
9	5/10/27 - 6/4/27	19

Semester start & end dates

Holidays/Vacation Breaks

Learning Period End Dates

Minimum Days

Learning Period End Dates

Learner Showcases

Board approved: DRAFT 25-26 TrA v2501161600 Total Days 175 S1 81 S2 94 P-1 81 P-2 137

Appendix B

iLEAD Flex Course Catalog

Personalized, Relationship-Driven Learning

Empowering Every Individual

To Succeed

FREE TO THINK. INSPIRED TO LEAD.
iLEAD FLEX
ILEADFLEX.ORG • SERVING GRADES TK-12

2026 2027

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Overview

Vision Statement

At iLEAD Flex, 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 Flex Schoolwide Learner Outcomes, a collective vision that encapsulates our aspirations for each individual's education. The iLEAD Flex 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 Flex 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:

iLEAD 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.

Graduation Paths & Planning

iLEAD Flex offers two individualized graduation paths. The school offers several paths to fulfill graduation requirements. A collaborative effort among

the learner, family, and high school staff will direct, support, and encourage the learner on their graduation path. Each learner will start out on the UC/CSU grad path unless otherwise agreed. If a learner wishes to change their graduation path, an approval process ensures that all members of the team make an informed decision. Graduation requirements can be found HERE and are summarized below.

College Ready Path

California State University and the University of California school systems have established seven admission requirements labeled A-G. Learners who are planning on directly attending a University of California (UC) or California State University (CSU) are required to complete these specific UC Admissions Requirements during their high school experience. More information on the A-G requirements can be found on the University of California website. A-G courses are approved by the UC system. A G Requirements: A list of iLEAD Flex Charter School's currently approved A-G courses may be found in UC Doorways.

Career Ready Path

California Education Code (EC) Section 51225.3 has specified a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. iLEAD Flex requires a total of 180 credits in alignment with the California State Minimum Requirements for a high school diploma. While this path meets minimum requirements for graduation, admission to a four-year college/university may be impacted negatively by graduating under this path.

Exemptions

Under Ed. Code 51225.1, the following learners may be exempted from iLEAD Flex Charter School's graduation requirements under specific circumstances:

- Foster Youth
- Homeless Youth
- Former Juvenile Court Youth
- Children of Military Families
- Migrant Youth
- Newcomer Youth

Should a learner in one of the above groups meet the requirements under EC 51225.1 and EL EC 51225.3, school counselors will work with the learner who will either choose to:

- Complete a 5th year in order to meet the school's diploma requirements, OR
- Complete the Exemption Waiver to become eligible for a diploma under California's minimum graduation requirements as defined by EC 51225.1 and EL EC 51225.3

College / Career Ready

It is iLEAD Flex's goal that all learners graduate College/Career Ready. The State of California defines this as meeting ONE of the following requirements:

- **Smarter Balanced Summative Assessments:** receive a score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics CAASPP spring testing in 11th grade.
- **Advanced Placement (AP)**
    - Complete two AP courses with a grade of C− or better and receive a score of 3 or higher on two AP exams; or
    - Complete one AP course with a grade of C− or better and receive a score of 3 or higher on an AP exam. The qualifying AP course and the qualifying AP exam topics cannot match.
- Complete two semesters, three quarters, or three trimesters of **college coursework** within high school with a grade of C− or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
- **State Seal of Biliteracy (SSB):** receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
- Met University of **California (UC) and California State University (CSU) Requirements:** meet all requirements for admission to a UC or CSU school and meet one of the additional criteria below:
    - Smarter Balanced Summative Assessments: receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area
    - Complete one semester, two quarters, or two trimesters of College Credit Courses within high school with a grade of C− or better in academic/CTE subjects, where college credits are awarded for each course
    - Complete one AP course with a grade of C- or better or receive a score of 3 or higher on one AP exam
    - Receive a score of 4 or higher on one IB exam
    - Complete a CTE Pathway
- **Career Technical Education (CTE) Pathway**: complete a CTE Pathway with a grade of C− or better in the capstone course and meet one of the additional criteria below:
    - Smarter Balanced Summative Assessments: receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 or higher in the other
    - Complete one semester, two quarters, or two trimesters of College Credit Courses, outside of the completed CTE Pathway, with a grade of C− or better in academic/CTE subjects where college credits are awarded for each course
- **Transition Classroom and Work-Based Learning Experiences**

(available only to Learners who earn an alternative pathway diploma through Education Code [EC] sections 51225.31 and 51225.32): complete at least 100 hours of work experience and the equivalent of four semester courses of college and career exploration/preparation designed to prepare a Learner with an individualized education program (IEP) for employment and independent living

Graduation Celebrations

Golden Merit State Seal Diploma

The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize learners who have demonstrated mastery of the high school curriculum in at least six subject areas. Learners who are eligible for the GSSMD will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

State Seal of Biliteracy

The State Seal of Biliteracy (SSB) is a recognition conferred by the State Superintendent of Public Instruction for graduating high school learners who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Learners who are eligible for the seal will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

State Seal of Civic Engagement

The State Seal of Civic Engagement is a recognition conferred by the State Superintendent of Public Instruction for graduating high school learners who have attained a high level of proficiency in civic knowledge and action. Learners who are eligible for the seal will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

Career Technical Education Certificate

Career Technical Education (CTE) Pathway Completer Certificate is a recognition given to high school Learners who have successfully completed a series of courses within a specific career pathway. This certificate signifies that a Learner has gained both the theoretical knowledge and practical, hands-on skills needed for a particular industry. This certificate is a valuable credential for Learners looking to enter the workforce directly after graduation or to strengthen their college applications, as it demonstrates a dedicated focus on a specific career field.

Programs

- **Dual Enrollment/Concurrent Enrollment College Classes at iLEAD Flex:** Learners may take Antelope Valley College (AVC) classes at iLEAD Flex during the school day or off-campus at AVC on their own time for both high school and college credit. Please see the school counselor for more information.
- **Work-Based Learning and Internship:** Learners may receive elective credit for paid or unpaid work. Please see the counselor for more information.

2025-2026 Anticipated Course Offerings

Courses are organized into Semester A and Semester B on transcripts. One semester of coursework is typically equivalent to 5 credit hours toward graduation.

Dual Enrollment

Course	Description	A-G	Credits
Human Development 101	Human Development courses provide support, encouragement, and instruction for both new and continuing Learners. The course helps Learners increase self-awareness and self-confidence; improve learning skills; and identify and accomplish educational, vocational, and personal goals. The course is designed to help Learners who wish to improve themselves both academically and personally. It will help develop skills and knowledge that are critical to making a successful transition to the challenges of a college education and assist Learners in achieving their career and educational goals. *HD 101 is a prerequisite for learners who wish to enroll in a college concurrent enrollment course to fulfill graduation requirements. Learners must successfully pass HD 101 with a grade of C or higher before concurrent enrollment approval is granted.*	No	10

Physical Education

Course	Description	A-G	Credits
Physical Education I	In this introductory course, learners focus on mastering the fundamental movement skills and knowledge necessary for a lifetime of physical activity. Learners demonstrate proficiency in specialized movement patterns and apply biomechanical principles to analyze and improve their performance. Learners achieve and maintain a health-enhancing level of physical fitness by developing a personalized fitness plan based on the results of the FITNESSGRAM® assessment. The course concludes with a Presentation of Learning (POL) where learners evaluate how their personal fitness goals align with their long-term wellness.	No	10

Physical Education II	This course builds upon the foundations of PE 1, challenging learners to move from mastery toward leadership and specialized application. Learners exhibit responsible personal and social behavior that respects self and others in physical activity settings, focusing on conflict resolution and inclusive teamwork. Learners will design and implement a comprehensive fitness program that integrates advanced training principles such as FITT (Frequency, Intensity, Time, and Type). For their final Presentation of Learning (POL), learners will lead a group activity or "Clinic" that demonstrates their ability to teach movement concepts and foster a positive, supportive environment for their peers	No	10

A-History/Social Science

Course	Description	A-G	Credits
World History	Learners will understand how the Renaissance and Reformation provided a springboard for the Age of Reason and the Scientific Revolution. An inquiry into events such as the American War of Independence and the French Revolution will prepare Learners to consider the great advances and social upheaval sparked by the Industrial Revolution. Learners will probe the causes, events, and consequences of the two world wars and the rise and fall of Communism. The course concludes with a look at developments shaping current events.	Yes A	10
U.S. History	U.S. History Since 1877 details the American story from Reconstruction to the present day. Beginning with Western expansion, Learners will analyze the impact of events, including the rise of cities and capitalism, the Alaska Purchase, and the Spanish-American War. Learners will understand how technological advances, including the assembly line and harnessing electricity, as well as the Progressive agenda of societal reform, influenced American prosperity. Learners will consider America's rise to a world power during World War I before probing events leading up to World War II, including the Great Depression. Learners will examine the momentous war and its consequences, including the Cold War and the Korean War, and investigate later 20th-century events, including the Reagan era and the Persian Gulf War. The course concludes with a look at recent events, including the War on Terrorists.	Yes A	10
Economics	The Economics course begins with a survey of the basic principles concerning production, consumption, and distribution of goods and services within the free enterprise system. Learners will examine the rights and responsibilities of consumers and businesses, analyze the interaction of supply, demand, and price, and study the role of financial institutions. Types of business ownership, market structures, and basic concepts of consumer economics will be surveyed. The impact of a variety of factors, including geography, government intervention, economic philosophies, historic documents, societal values, scientific discoveries, and technological innovations on the national economy and economic policy will be an integral part of the course. Learners will apply critical-thinking skills to create economic models and evaluate economic activity patterns. Learners will also examine the knowledge and skills necessary as self-supporting adults to make critical decisions relating to personal financial matters, such as seeking college financial aid, using credit wisely, and balancing financial accounts.	Yes G	5
Government	U.S. Government commences its examination of American democracy with a general overview of the purpose, types, origin, and formation of governments. Learners will explore how colonial self-rule, English law, and weaknesses in the Articles of Confederation influenced the formation of the U.S. Constitution. Learners will investigate the principles of the Constitution and the federal system. The purpose, powers, and relationships among the American institutions of self-government—Congress, the Presidency, and the	Yes G	5

	Judiciary—will be examined as well as federal, state, and local governments. Learners will become aware of their civic responsibility to vote and participate in the governmental process as they gain understanding of the functions and organization of political parties, the evolution of the two-party system, and the influence of public opinion and political ideology on government decisions.		
Ethnic Studies	This Ethnic Studies course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. This course is designed to provide students with the knowledge to achieve an understanding of and an appreciation for the various cultures in their community. The focus is on the experiences of African Americans, Asian Americans, Latinos/as, and other racialized peoples in the United States. Students will be engaged in both intellectually and emotionally rigorous content constructed around issues of ethnicity, identity, service, and social justice. Students will research and examine how twentieth-century events reveal power, privilege, ethnocentrism, systemic oppression, and cultural hegemony that influence their individual experiences in the twenty-first century. *Ethnic Studies is a mandatory course for graduation and falls under elective credit requirement.*	Yes G	5

B-English

Course	Description	A-G	Credits
English 9	English 9 launches a four-year journey during which Learners will confidently master grammar, develop advanced communication skills, and learn to analyze and appreciate challenging literature. The course begins with grammar fundamentals, including sentence structure, parts of speech, and phrases and clauses. Learners' vocabulary will expand through a study of technology, literary terms, and words with multiple meanings. Culturally diverse texts will emphasize literary elements and techniques, while an overview of short and long prose will delve into excerpts from The Odyssey. Reading Animal Farm and Romeo and Juliet will expand the Learners' literary world. Writing skills will advance as Learners learn and apply the steps for creating a research paper. The course includes coverage of effective speaking and listening.	Yes B	10
English 10	In English III, Learners focus on the development of American Literature and compare it with ideas and forms of literature around the world. Learners review the basics of the language arts, then scaffold with practices of increasing complexity to meet the required grade-level objectives of analytical thinking. Engaging in a step-by-step process, Learners learn to write complex analyses and argumentative papers. Learners also learn principles in research, teamwork, discussion, and presentation skills. The text that should accompany the course is the musical, Fiddler on the Roof, by Joseph Stein. This play highlights literary devices as well as the ideas of immigration and cultural assimilation, with supporting literature. Additionally, Learners explore college and career planning as well as tips for dealing with information in technology today.	Yes B	10
English 11	In English III, Learners focus on the development of American Literature and compare it with ideas and forms of literature around the world. Learners review the basics of the language arts, then scaffold with practices of increasing complexity to meet the required grade-level objectives of analytical thinking. Engaging in a step-by-step process, Learners learn to write complex analyses and argumentative papers. Learners also learn	Yes B	10

	principles in research, teamwork, discussion, and presentation skills. The text that should accompany the course is the musical, Fiddler on the Roof, by Joseph Stein. This play highlights literary devices as well as the ideas of immigration and cultural assimilation with supporting literature. Additionally, Learners explore college and career planning as well as tips for dealing with information in technology today.		
English 12	English IV emphasizes the interpretation of various types of literature from different time periods. The genres covered include fiction, drama, and poetry. The dramatic play Cyrano de Bergerac is read and studied for its use of language to convey dilemmas and themes. Poetry studies include a survey of British poetry as well as ancient and modern poetry from various cultures and in various periods. Learners are also given a wide range of writing assignments. For example, Learners produce a fiction story and a script. They also write essays evaluating literary elements. The course also includes research and writing arguments with logic. These various writing assignments help prepare Learners for end-of-course and SAT essay writing. Coverage is also given to analyzing and evaluating media and speeches, as well as using presentation and discussion skills.	Yes B	10
College Course	Learners may take college coursework at Antelope Valley College or another approved institution in substitution for English 12. Courses must be approved by the counselor in advance and meet UC/CSU transfer requirements.	Yes B	Dependent on the course

C-Mathematics

***Must pass Algebra 1 or equivalent to graduate**

Course	Description	A-G	Credits
Consumer Math	The Consumer Math course applies mathematical concepts to real-life situations. The course begins with a review of basic math concepts before presenting an overview of geometry, probability and statistics, and problem-solving. Learners will learn to conduct and analyze research by collecting and describing data using graphs and models that find application in disciplines as diverse as science, trigonometry, art, architecture, and music. Learners will employ theoretical, empirical, and binomial probability to predict the likelihood of outcomes. Using math models, Learners will better understand personal finance issues, including compensation, budgeting, taxes, bank accounts, and compound interest. Applying math models to analyze the pros and cons of credit cards, renting or purchasing a home, leasing or purchasing a vehicle, and investments and insurance will enable Learners to be smarter consumers.	No	10
Algebra I	Algebra I is a common starting point for high school math studies. A review of fundamental math skills in unit 1 will ensure Learners are ready for algebraic concepts. Learners' math competence will grow as they learn to solve expressions, functions, and equations by using formulas, ratios, proportions, percentages, and rates. Other concepts include exponents and scientific notation, polynomials and trinomials, multi-step inequalities, slope formulas, and systems of equations and inequalities. Learners will solve quadratic functions through various methods, including graphing, factoring, square roots, completing the square, and the quadratic equation. Using tables and graphs, Learners will analyze and organize data and statistics. Learners will learn to work and solve exponential, radical, and rational functions and equations. The final unit ties algebraic concepts to the study of geometry.	Yes C	10
Geometry	This course, dealing primarily with two-dimensional Euclidean geometry and solid geometry, promotes the development of logical reasoning skills and is useful in many life situations. Beginning with the fundamental concepts of	Yes C	10

	line segments and angles, Learners will progress to conditional statements, geometric and algebraic proofs, and line relationships. In studying polygons, Learners will learn the properties of triangles, quadrilaterals, and circles along with geometrical concepts, including the Pythagorean Theorem and the relationship of pi (π) to circumference and area in a circle. In the study of solid geometry, Learners will learn how to determine area and volume for prisms, cylinders, pyramids, cones, and spheres. Learners will apply learned geometric skills in working with ratios, similarities, transformations, and symmetry before concluding the course with an inquiry into the fundamentals of trigonometry.		
Algebra II	Algebra II will consolidate and build on Learners' knowledge acquired in Algebra I. After a review of Algebra I concepts, Learners will take an in-depth look at linear equations, inequalities, and functions. Learners will be introduced to matrices, apply Cramer's Rule in solving linear systems, and solve graphs and equations of conic sections. Using graphs, factoring, and the quadratic formula, Learners will solve quadratic equations, inequalities, and functions. Learners will investigate how to graph, factor, invert, and solve polynomials, as well as solve rational expressions, radical expressions, fractional exponents, and rational inequalities. Learners will examine the properties, transformations, and applications of exponential and logarithmic functions. Applying probability and data analysis, Learners will determine probability and model data. The final unit will present trigonometric concepts to prepare Learners advancing to trigonometry.	Yes C	10
Precalculus	Precalculus explores a wide variety of mathematical concepts with the goal of preparing Learners for calculus or other college-level math courses. A review of number properties, factoring, the quadratic formula, and the Cartesian coordinate system will prepare Learners for advanced math concepts. Learners will use graphing calculators to plot graphs and solve equations. Learners will learn to solve a variety of problems, including parent functions, transformations, even and odd functions, domain and range, operations, linear functions, regression, correlation, quadratic functions, polynomials, asymptotes, and exponential, logistic, and logarithmic functions. Trigonometric studies include angle measurement, arc length, functions, reciprocal and quotient identities, Pythagorean identities, sines, and cosines. Sequences and series precede inquiries into the characteristics and applications of conic sections and vectors. The course concludes with an investigation into parametric equations and polar equations.	Yes C	10
Trigonomety	This course focuses on trigonometric principles as an extension of algebraic and geometrical concepts. Learners will study angles, arcs, the unit circle, right triangle trigonometry, the six trig functions, inverse functions, fundamental trig identities, verifying trig identities, solving trig equations, the law of sines, the law of cosines, vectors, complex numbers, and polar coordinates.	Yes C	10
College Course	Learners may take college coursework at Antelope Valley College or another approved institution to complete a third or fourth year of mathematics. Courses must be approved by the counselor in advance and meet UC/CSU transfer requirements.	Yes C	Dependent on the course

D-Science

*Course contains a lab component

Course	Description	A-G	Credits
Biology*	In Biology, Learners develop their appreciation for the living world. Learners explore topics in greater depth concerning ecosystems, cells, genetics, and heredity. Learners consider natural selection and the mechanics of evolution.	Yes D	10

	An exploration of microorganisms, such as bacteria precedes the study of plant and animal organ systems. The course concludes with an inquiry into animal behavior and characteristics with the study of invertebrates, amphibians, reptiles, birds, and mammals.		
Chemistry*	In Chemistry, Learners explore the wonders and fascinating discoveries that shape many of our everyday activities in society. Learners begin by understanding the fundamentals of chemistry, including the various theories, laws, and methods used in traditional chemistry research. Learners progress to such important topics as atomic structure, the periodic table, chemical bonding, chemical reactions, stoichiometry, gases, solutions, acids and bases, as well as thermochemistry, kinetics, and nuclear chemistry. Learners connect what they learn to what happens in society, explore career connections, and even practice being a chemist by completing lab experiments and engaging activities.	Yes D	10
Physics*	In this course, Learners will learn physics concepts, including matter and energy, motion and force, speed, velocity, and acceleration, in order to better understand how the universe behaves. A survey of the historical development of physics as a foundational branch of science will lead to recognition of the contributions of Newton, Einstein, Planck, and others. Learners will apply physics concepts as they study gravity and acceleration, momentum, motion, and energy. The concepts of work and power will become evident as Learners learn how machines use torque and force to accomplish work. Learners will recognize the roles of each fundamental force and will investigate electrostatics, thermodynamics, waveforms, particles, and quantum physics. Following an examination of the nucleus, radioactivity, fission, and fusion, the course concludes with the theories of special and general relativity. Throughout the course, there are lab investigations, including video labs, to reinforce science concepts and skills.	Yes D	10
Earth Science*	Earth Science is the study of the very ground beneath your feet and what's below that—all the way to the core. The course begins with the formation of the universe and how our glorious blue rock became the home we have today. You will dive into the nature of the stars and how they form the building blocks of our planet. From there, you'll journey through the development of our Earth and see how past events can help us understand our present. The forces that made the Earth impact our lives on a daily basis. This course takes a look at the resources that populate the spheres (biosphere, atmosphere, geosphere, hydrosphere, and cryosphere).	Yes D	10
Anatomy & Physiology*	Anatomy and Physiology introduces Learners to the structures and functions of the amazing body. Learners learn about different organ systems and how they work together to maintain life. Some of these organ systems include the circulatory, digestive, integumentary, reproductive, and respiratory systems. Learners examine different diseases that affect these systems and the treatments (both traditional and new) used to fight these diseases. The development and effects of aging on the different organ systems are explored throughout Anatomy and Physiology.	Yes D	10
College Course	Learners may take college coursework at Antelope Valley College or another approved institution to complete a third or fourth year of science. Courses must be approved by the counselor in advance and meet UC/CSU transfer requirements.	Yes D	Dependent on the course

E-Language Other Than English

***Completing 4 years of the same language earns the State Seal of Biliteracy.**

Course	Description	A-G	Credits
Spanish 1	This introductory Spanish course focuses on Hispanic and Latin culture and is structured to help Learners begin conversing almost immediately in Spanish. Learners will practice speaking, reading, writing, pronunciation, and grammar within the context of familiar topics.	Yes E	10
Spanish 2	Building on the skills that Learners developed during their first year of Spanish, Learners will focus on speaking, listening, reading, and writing skills, with appropriate grammatical principles as well as additional insights into culture (focusing on Colombia, Nicaragua, El Salvador, and Honduras). An emphasis on conversation occurs through coursework and activities.	Yes E	10
Spanish 3	Learners will focus on developing speaking, listening, reading, and writing skills, with appropriate grammatical principles as well as additional insights into culture (focusing on Mexico and Guatemala). A continued emphasis on speaking and listening occurs with an increased focus on Spanish literature and practical writing skills.	Yes E	10
Spanish 4	Expanding upon the advanced linguistic foundations from previous years, learners will achieve greater spontaneity and flexibility in their communication. This course emphasizes analysis of authentic Hispanic and Latin American media, including contemporary cinema and journalism, while deepening cultural insights (focusing on Spain and the Southern Cone). Learners will refine their ability to synthesize complex information through collaborative projects, literary critiques, and real-world applications, preparing them for advanced global engagement.	Yes E	10
College Course	Learners may take college coursework at Antelope Valley College or another approved institution to complete the language requirement. Courses must be approved by the counselor in advance and meet UC/CSU transfer requirements.	Yes E	Dependent on the course

F-Visual and Performing Arts

Course	Description	A-G	Credits
Drawing	This course helps Learners learn principles and develop skill in drawing techniques, taking inspiration from art history. By the end of this course, learners will have a solid foundation that they can use to effectively express creativity through drawing or other artistic endeavors.	Yes F	10
Graphic Design and Illustration I	This introductory course invites learners to explore the power of visual communication through the lens of professional design. Learners will master the fundamental elements and principles of design, including typography, color theory, and layout, while gaining hands-on experience with industry-standard digital tools. Through collaborative projects, they will practice creating original logos, digital illustrations, and basic branding materials.	Yes F	10
Graphic Design and Illustration II	Graphic Design and Illustration II builds on the visual concepts explored in Graphic Design and Illustration I. Learners take a deeper analysis into design concepts and equip themselves with new Projects and design application	Yes F	10

	training opportunities. Learners reexamine design principles and elements, effective color use, typography, and design for campaigns and products. Learners practice designing promotional materials, product labels, and architectural illustration, as well as designing for a local nonprofit and exploring cybersecurity principles. Learners prepare for employability by building a personal promotional website, portfolio, résumé, and cover letter. The course concludes with combining these materials to complete an industry-related job application.		
Art History	Art History will help Learners develop skills to recognize and appreciate the diversity of art. The course begins with prehistoric and ancient art before introducing Learners to the classical art of the Greeks and Romans. Learners will survey medieval art before exploring the glory days of art and architecture, the Renaissance. The use of light and shadow to evoke emotion during the Baroque period will impress Learners as will the whimsical style of the Rococo period. Learners will contrast the Neoclassical return to idealized subjects with the Romantic era's imagination. Appreciation of art will grow as Learners study Impressionist and Post-Impressionist artists such as Monet and Van Gogh. The course concludes with Learners tracing modern art movements, including expressionism, minimalism, as well as conceptual art and artists, including Rodin, Picasso, Mondrian, and O'Keeffe.	Yes F	10
College Course	Learners may take college coursework at Antelope Valley College or another approved institution to complete the VAPA requirement. Courses must be approved by the counselor in advance and meet UC/CSU transfer requirements.	Yes F	Dependent on the course

G-Electives

Career Technical Education

Course	Description	A-G	Credits
AI Foundations & Computational Logic *Concentrator	This course introduces learners to the intersection of traditional software development and emergent artificial intelligence. Building on foundational programming logic, learners explore the "systems thinking" required to deconstruct complex problems and apply Boolean logic to decision-making models. The curriculum emphasizes AI literacy, where learners transition from consumers to creators by building simple heuristic-based programs and exploring the mechanics of Large Language Models (LLMs). Learners will analyze the unintended consequences of AI, including algorithmic bias, data privacy, and intellectual property. The course concludes with a Presentation of Learning featuring a functional software prototype that utilizes basic AI integration to solve a community-defined problem.	Yes G	10
Advanced AI Systems & Software Engineering *Capstone	Designed for learners ready to master the industry-standard Systems Development Life Cycle (SDLC), this capstone course dives deep into the orchestration of emergent AI tools within professional software environments. Learners act as software engineers, utilizing agile methodologies to design, test, and debug multi-layered applications. The course explores advanced topics such as neural networks, reinforcement learning, and the integration of AI APIs into web and mobile platforms. Learners will collaborate with industry experts to refine their technical knowledge in data modeling and intelligent computing. For their final Presentation of Learning, learners must deploy a complete software system that leverages autonomous agents or predictive modeling, accompanied by a professional portfolio and industry-aligned technical documentation.	Yes G	10

College Prep and General Electives

Course	Description	A-G	Credits
Exploring Careers	This semester, we're unlocking your future superpowers. "Exploring Careers: The Ultimate Future Navigator" is your mission to discover what makes you tick, what careers vibe with your unique talents, and how to start building the life you want now. We'll ditch the textbooks for real-world projects, dive deep into your personal strengths with YouScience, and build a killer portfolio that showcases your journey. Get ready to explore, create, and level up your understanding of yourself and the world you get to tap into to make a difference.	No	5
College Success Lab	This class is designed to empower dual enrollment learners to confidently manage their college workload and stay on track by fostering essential college success habits, including effective time management, professional communication, and proactive help-seeking. Through this support, Learners will develop strong organizational skills, reflect on their academic and career growth, and learn to effectively access vital college resources like tutoring and counseling, ensuring their success both now and in their future educational endeavors. During this class you will have plenty of time to work on your college assignments. You will also have an opportunity at the beginning of each class to work on strengthening skills needed to be successful in this class, as well as ask questions to do well.	No	5
Advisory	iLEAD Flex's Advisory program is a unique and pivotal component of learner success. It provides whole-child development through essential support systems in a variety of areas, including academic achievement and social/emotional growth. Learner Outcome portfolio development, culture building, leadership development, career-connected learning, career-ready practices, and digital citizenship and leadership	No	2.5 Pass/Fail
Health	This course provides learners with the essential knowledge and skills to navigate their personal well-being in a modern world. The curriculum focuses on the interplay between physical, mental, and social health, encouraging learners to analyze internal and external influences on their health behaviors. Learners will practice life skills such as goal setting, effective communication, and conflict resolution to foster healthy relationships and personal safety. The course emphasizes the ability to access and evaluate valid health information and services. This course meets the high school requirements of the California Healthy Youth Act.	No	5
Journalism	In this course, learners act as a professional communications agency, applying the sender-receiver model to manage the school's information flow. They will identify and mitigate communication barriers across various media formats, including newsletters and digital broadcasts. Through the lens of Anchor Standard 2.0, learners will master industry terminology and protocols while practicing safe, legal, and responsible use of digital media. Beyond technical skills, learners will develop a customer-oriented service approach to support the school community's needs. The course concludes with a Presentation of Learning (POL) where learners demonstrate their proficiency in using technical writing to effectively reach and engage diverse audiences	Yes G	10
Yearbook	This elective course invites learners to serve as the historians and journalists of the school community. Learners will master the art of digital storytelling, professional photography, and graphic design to produce the official school yearbook. Throughout the year, they will practice project management by meeting strict publication deadlines and collaborating in a business-style environment. Key skills include conducting interviews, writing engaging copy, and utilizing industry-standard layout software. The course culminates in the final distribution of the publication and a Presentation of Learning (POL) that	Yes G	10

	reflects on their growth as visual communicators and team leaders		
Financial Literacy	This essential course provides learners with the practical skills and psychological insights needed to navigate the complexities of modern money management. In alignment with the California graduation requirement, the course covers the fundamentals of personal banking, effective budgeting for independent living, and a deep dive into the tax system and net income factors. Learners will analyze the uses and costs of credit—including credit scores and debt management—while exploring wealth-building strategies through retirement accounts, stocks, and mutual funds. The course also emphasizes consumer protection against scams and identity theft, as well as navigating the costs of insurance and college financing. This course concludes with a Presentation of Learning (POL) where learners present a comprehensive "Financial Blueprint" for their first five years after graduation.	Yes G	
College Course	Learners may take college coursework at Antelope Valley College or another approved institution to satisfy general elective requirements. Courses must be approved by the counselor in advance and meet UC/CSU transfer requirements.		10

Contact

Email: info@ileadflex.org

Web: https://ileadflex.org

Appendix C

Graduation Requirements

iLEAD Flex High School Graduation Requirements

The term "regular high school diploma" is defined as a diploma fully aligned to grade-level standards. California Education Code 51225.3 defines the mandated high school courses needed to earn a regular high school diploma. iLEAD Flex has chosen to provide differentiated diploma options. These alternatives not only address the mandated high school courses needed to earn a regular high school diploma, but also offer requirements that provide greater access to college and exceed the state's minimum requirements.

Graduation Requirement Exemptions

Under Education Code 51225.1, the following learners may be exempted from iLEAD Flex's graduation requirements under specific circumstances:

Foster Youth
Homeless Youth
Former Juvenile Court Youth
Children of Military Families
Migrant Youth
Newcomer Youth

Should a learner in one of the above groups meet the requirements under EC 51225.1, school counselor will work with the learners who will either choose to:

Complete a 5th year at iLEAD Flex in order to meet diploma requirements, OR
Complete the iLEAD Flex's Career Ready Graduation Requirments, which is equivalanet to the California Minimum Graduation Requirements, OR
Complete the minimum graduation requirements under EC 51225.1

iLEAD Flex shall ensure a learner who meets the criteria under EC 51225.1, shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating learner of a similar age would be eligible to participate.

College Ready Graduation Requirements

California Education Code (EC) Section 51225.3 has specified a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of local education agencies (LEAs) have the authority to supplement the state minimum requirements at the local level. iLEAD Flex requires a total of 220 credits in the following areas for a UC a-g aligned diploma. Typically, learners earn five (5) credits for each course in which they receive a semester grade of "D" or better.

Course Title	Credits
A- Social Studies/Social Studies Electives	
World History (UC A)	10
United States History (UC A)	10
American Government (UC G)	5
Economics (UC G)	5
B-English	
Four years	40
C- Math	
Three years, including Algebra I (four years recommended)	30
D- Science	
Biological Science, with lab	10
Physical Science, with lab	10
Recommended but not required third year	(10)
E- World Language Other Than English	
Two years (3 recommended)	20
F- Visual and Performing Arts	
One year VAPA (UC required)	10
G- Electives	
One year A-G College Prep Elective	10
Various Electives, including state required electives	50
CTE Pathway (recommended not required)	(20)
Physical Education	
One year (two years recommended)	10
Total Credits Needed	**220**

Career Ready Graduation Requirements

California Education Code (EC) Section 51225.3 has specified a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of local education agencies (LEAs) have the authority to supplement the state minimum requirements at the local level. iLEAD Flex requires a total of 180 credits in the following areas for a standard diploma. Typically, learners earn five (5) credits for each course in which they receive a semester grade of "D" or better.

Course Title	Credits
Math	
Two years, including Algebra I (three recommended)	20
English	
Three years (four recommended)	30
Science	
Biological Science, with lab	10
Physical Science, with lab	10
Social Studies	
World History	10
United States History	10
American Government/Civics	5
Economics	5
World Language, Visual and Performing Arts (VAPA), or Career-Technical Education (CTE)	
Two years (1 CTE Pathway or 2 World Language/VAPA courses)	20
Physical Education	
One year	10
Electives	
Various electives, including state required electives	50
Total Credits Needed	**180**

Appendix D

Appendix E

iLEAD Flex

Comprehensive School Safety Plan

2026-2027

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School Information

School Address	
Phone Number	
Email Address	
Site Director(s)	
Office Manager	
Maintenance	
Health Aide	

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.

Emergency Operations Organizational Plan

Address: TBA **Phone number: TBA**

Role	Personnel
INCIDENT COMMANDER	
COORDINATOR/ Operation Chief (PLANS and Section CHIEF)	
Reunification Site Lead	
PLANS/INTELLIGENCE COMMITTEE MEMBERS	
EMERGENCY OPERATION CENTER, E.O.C. LOCATION	
ATTENDANCE CHAIRPERSON	
ASSIGN STUDENT RUNNERS	
FACILITATOR ASSIGNMENT	
Learner CHECKOUT TABLES **Location-(Plan A East Gate, Plan B-3rd Grade Door), Otherwise, in the most logical place ANNOUNCED, and deemed upon the emergency.**	
PARENT LIAISON	
FIRST AID/ TRIAGE TEAM	
TRIAGE TEAM	
MORGUE CHAIRPERSON	
FACILITIES CHAIRPERSON	
SECURITY MEASURES/ CHAIRPERSON	
GROUNDS CONTROL	
RADIO COMMUNICATIONS (EOC) CHAIRPERSON	
PHONE COMMUNICATIONS CHAIRPERSON	

Approval and Implementation

This Comprehensive School Safety Plan addresses iLEAD Flex planned response to extraordinary emergency situations associated with all hazards including natural disasters, technological emergencies and biological incidents. It is the principle guide for mitigating emergencies and incidents; ensuring protection of life, health, safety and property and aiding in the recovery operations to ensure that the school returns to pre-emergency operation. This plan is intended to facilitate coordination with local first responders and establish a framework for an effective system of comprehensive emergency management.

In order to execute this plan effectively and mobilize available resources, all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use. Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the Directors of iLEAD Flex.

This Comprehensive School Safety Plan is developed pursuant to Section 32280-32289 of the California Educational Code, conforms to the National Incident Management System (NIMS) and all applicable Homeland Security Presidential Directives.

This plan supersedes any previous versions.

Updated by: TBA **Date:** TBA

I. Introduction

A. Purpose of the Plan

The purpose of the iLEAD Flex Comprehensive School Safety Plan is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of the iLEAD Flex and its employees. This plan has been customized to meet the specific and unique needs, capabilities and circumstances found at the iLEAD Flex.

No later than the first day of July of each year, the iCA Safety Team shall review and certify to the Department of Education that the plan is current and accurate. During the annual review, the CSSP and all components of the Comprehensive Emergency Management Plan will be checked for compliance with 32282 EC and any other applicable state or local ordinance. At any time changes are made to the iLEAD Flex CSSP.

This plan provides facilitators, staff, learners, parents and other members of the community with assurances that iLEAD Flex has established guidelines and procedures to respond to incidents/hazards in an effective way.

The Comprehensive School Safety Plan is one component of the Comprehensive Emergency Management Plan. The additional components to the Comprehensive Emergency Management Plan are:

1. Floor Plan(s) that are unique to each floor of the building;
2. A Site Plan that includes all building property and surrounding property; and
3. An Emergency Contact Information Sheet specific to the school

B. Record of Distribution

iLEAD Flex has filed a copy of the entire Comprehensive Emergency Management Plan with each law enforcement agency with jurisdiction over the school building(s). iLEAD Flex has offered a copy of the plan to the fire departments, the emergency medical services and the county Emergency Management Agency that support the school. A list of organizations that have been provided a copy of the plan follows: **TBA**

A Record of Distribution may be kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. This record is available as electronic correspondence and available upon request.

C. Scope of the Plan

iLEAD Flex Comprehensive School Safety Plan provides guidelines and procedures for dealing with existing and potential school incidents. The plan outlines the expectations of school staff and learners, as well as providing authority for personnel to enact the plan, in whole or in part, in the event of an emergency affecting the school community. The plan discusses internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates and actions the learning school will use to prepare for, mitigate, respond to and recover from school emergencies.

D. Plan Overview

iLEAD Flex CSSP consists of 5 sections:

1. Basic Plan
2. Functional Annexes
3. Hazard and Threat Specific Annexes

4. Mitigation and Recovery Information
5. Plan site director

E. Plan Activation

In order to provide an effective response to an emergency or incident, this plan and its annexes may be activated in part or in whole, as necessary, by the Site Coordinator.

F. Order of Succession

A pre-identified order of succession allows for continuity of leadership if the established site director is not available. This ensures the decision-making authority and operational control is clear so that critical emergency functions can be performed in the absence of the authorized site director.

In the absence of the Site director/Coordinator, the authority to activate the plan shall pass to:

First Alternate: TBA

Second Alternate: TBA

II. SITUATION OVERVIEW

A. Building Information

iLEAD Flex is located on 37,113 sqft acre lot which includes 5 buildings, 2 pools, multiple playgrounds, large field, and basketball courts. All classes and special education services take place in classrooms.

In addition to traditional classes, our campus is also used for other events and gatherings such as after-school activities and community meetings that are held in the **TBA.** This school CSSP shall be applicable to all buildings and all events that occur on campus, regardless of the time or day of the week, if an incident or emergency occurs.

School Population

B. General Population

Current registration at the iLEAD Flex is approximately **# of Learners.** These learners are supported by a staff and faculty consisting of:

- Educational Facilitators

- Student Support Specialists
- Site Coordinator
- Office Personnel
- Counselor
- Psychologists
- Special Education Aides
- Librarian

C. Functional Needs Population

iLEAD Flex is committed to the safe evacuation and transport of learners and staff with functional needs. The functional needs population includes, but is not limited to, learners/staff with:

- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

iLEAD Flex current enrollment of learners with functional needs is approximately **# of Learners**, however, this number will fluctuate. Learners and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Learning spaces containing learners and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule.

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises, and incidents is available in hard copy in the Safety Plan binder in the office.

D. Planning Assumptions

The following list of standard planning assumptions allow for deviation from the plan if certain assumptions or conditions prove not to be true during operations.

- iLEAD Flex community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot wait for direction from local emergency response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or learners. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, will prevent or reduce incident- related losses.
- Maintaining the iLEAD Flex CSSP and providing frequent opportunities for stakeholders (staff, learners, parents, emergency responders, etc.) to exercise the plan through live drills and table-top exercises can improve the school's readiness to respond to incidents.

E. Planning Limitations

It is the policy of the iLEAD Flex that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, the iLEAD Flex will endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

F. Emergency Utility Shutoff Procedures

During or immediately after an incident, the safety of Learners and Facilitators requires immediate control of hazardous utilities. The following section identifies critical site utilities and their designated shutoff locations to mitigate damage, prevent injury, and ensure rapid response.

Identify the location of all primary site utility shutoff valves/breakers (gas, water, electric) so they can be immediately isolated in an emergency.

- **Electric - Location**
- **Gas- Location**

- **Water - Location**

III. Organizational Roles and Responsibilities

This section provides an overview of organizational functions as well as the roles and responsibilities of school faculty and staff, learners, parents, first responders and emergency management. It describes the expected actions of those impacted or responding to a school emergency.

In a major emergency or disaster, iLEAD Flex may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School personnel are usually first on the scene of an incident in a school setting. iLEAD Flex officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder agency with legal authority to assume responsibility.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response. iLEAD Flex will use the following system to manage incidents: the Crisis Response Team. Regardless of the type of system used, it should conform to the principles of the National Incident Management System and the Incident Command System.

Until non-school emergency responders arrive on-scene, the Site Coordinator is responsible for activating the iLEAD Flex CSSP, including common and/or specialized procedures, as well as hazard-specific incident plans. The Site Coordinator may delegate the authority to direct all incident activities to a staff member. This position may be called the designated Incident Commander and should be the person most qualified to manage the specific type of incident. The Site Coordinator (site director) has designated the following primary and alternates as Incident Commander:

First Alternate: TBA

Second Alternate: TBA

Contacting First Responders
The following methods will be used to contact first responders:

- Personal cell phone
- Office Phone

A. Expected Actions of First Responders

When an incident occurs at iLEAD Flex, local police, fire, and EMS departments, as well as other requested agencies will respond to the emergency. With these various agencies operating together, the following expectations must be met:

- The appropriate responding agency will assume command of the incident.
- The local first responders will develop an effective response to mitigate the incident in a timely manner.
- The Incident Commander will activate Unified Command as appropriate.
- Other actions as identified by First Responders.

Once an emergency responder agency with legal authority to assume responsibility arrives on scene, the school Incident Commander will transition command to that Incident Commander and move to serving within the incident command structure.

B. Expected Actions of Site director, Facilitators, Staff, Learners and Parents TBA

Site director is responsible for overseeing the entire incident and providing guidance on policy, helping resolve issues, and finding necessary resources for the school Incident Commander.

Responsibilities include:

- Provide guidance on district policy to School Incident Commander.
- Help resolve any issues or conflicts identified by the school Incident Commander.
- Identify and find necessary resources within the school district that have been requested by the school Incident Commander.
- Participate in Unified Command if/when established.

School Incident Commander- TBA

While the Site Coordinator retains the overall responsibility for the safety of learners and staff, he or she may delegate certain duties to manage the incident. This allows the Site Coordinator to focus on policy-level activities and interface with other agencies and parents. The Site Coordinator shall coordinate with the school's directors.

Expectations include:

- Assume overall direction of all incident management activities based on procedures outlined in the CSSP.

- Take steps deemed necessary to ensure the safety of learners, staff and other individuals.
- Determine whether to implement incident management protocols established in the CSSP (e.g., Evacuation, Reverse Evacuation, Shelter in Place, etc. as described more fully in the annexes).
- Arrange for transfer of learners, staff and other individuals when safety is threatened by a disaster.
- Ensure communication with emergency services personnel.
- Keep the site director, other officials, informed of the situation.
- Transfer command when first responders arrive on scene.
- Participate in Unified Command if established by the Incident Commander.

Facilitators/Substitute Facilitators/CARE Team/Student Support

Expectations include:

- Supervise learners under their charge.
- Take steps to ensure the safety of learners, staff and other individuals in the implementation of incident management protocols established in iLEAD Flex CSSP.
- Direct learners to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to procedures established in iLEAD Flex CSSP.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing learners to iLEAD Flex Site Coordinator.
- Obtain first-aid services for injured learners from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved.
- Render first-aid if necessary.

School Secretary/Office Staff- TBA

Expectations include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander.
- Provide assistance to the site director.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Account for visitors, contractors and non-teaching staff by sign in sheet.
- Relay information to Public Information Officer (April Cauthron/Emily Steele)

Learners

Expectations include:

- Cooperate during emergency drills/exercises and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

Expectations include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Read, understand and observe the school emergency guidance provided before, during and after an emergency.
- Understand their roles during an emergency.

Facilities and Building Operations Personnel- TBA

Expectations include:

- Survey and report building damage to the Incident Team.
- Control main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use and disbursement of supplies and equipment.
- Keep the Incident Team informed of school conditions.
- Help create the policies and plans for communicating emergency

Public Information Officer - iCA - TBA

- Help establish alternative means to provide information in the event of a failure of power,phone or other lines of communication.
- Establish a media site and reception area away from the school and any established Incident Command Post.
- Develop materials for use in media briefings.
- Provide regular updates to the media and school community.

- Coordinate media communications.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor release of information and correct misinformation.
- Coordinate messages with the site director/site incident commander.

IV. Functional Content

The following functional content provides common protocol and procedures that are implemented and referenced within the hazard and threat specific annexes in this plan. Each functional content area has been customized to fit iLEAD Flex needs, capabilities, and unique circumstances.

Our school follows the Standard Response Protocol (SRP) as outlined by The **'I Love U Guys'** Foundation. This system standardizes emergency language and actions across five key responses: **Hold**, **Secure**, **Lockdown**, **Evacuate**, and **Shelter.**

To become familiar with these functional annexes staff and learners will participate in drills and, if necessary, additional training.

IN AN EMERGENCY
TAKE ACTION

HOLD! In your room or area. Clear the halls.

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS
Close and lock the door
Account for students and adults
Do business as usual

SECURE! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

TEACHERS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Do business as usual
Take attendance

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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http://iloveuguys.org

K12 2025 STANDARD RESPONSE PROTOCOL

SRP in Practice
The SRP is not a replacement for our school safety plan; rather, it is an enhancement. It aligns with FEMA and CDE guidelines and is integrated into our Emergency Operations Plan (EOP). Training on SRP is provided annually to all staff and students, and the directives are practiced through regular drills.

Communication
In the event of an emergency, communication with learners, staff, parents, and guardians will follow SRP-aligned language. Pre-scripted messaging will be used via email, text, phone, and the school website/social media. Updates will be shared through a designated platform.

Drill Schedule (Minimum Requirements)

- Lockdown Drills: 2 per year
- Secure Drills: 2 per year (one during outdoor activities)
- Hold Drill: 1 per year
- Shelter Drill: 1 per year
- Evacuation Drills: 2 per year (including fire drills)

EVACUATION ANNEX

I. **PURPOSE**

Evacuation will take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill, etc.) and staff, learners and visitors can safely reach the evacuation location without danger (playground, football stadium, or off-site location in the community).

II. **RESPONSIBILITIES**

A. School Incident Commander/Site Coordinator

- Call or designate another to immediately call public safety (9-1-1) (police, fire and emergency responders) to give notice the school has been evacuated.
- Notify appropriate site director staff that an evacuation of the learning school has occurred.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants using a bullhorn. Make the following announcement:

> ***YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. FACILITATORS ARE TO TAKE THEIR LEARNERS TO THEIR DESIGNATED ASSEMBLY AREA. FACILITATORS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.***

- Determine evacuation routes based on location of the incident and type of emergency.
- Communicate changes in evacuation routes based on location and type of emergency.
- Designate staff with cell phones to assist in evacuation procedures.
- Monitor the situation and provide updates and additional instructions as needed.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bull horn.

B. Facilitators/Staff

- Instruct learners to exit the building using the designated emergency exit routes or as directed by the school Incident Commander/Site Coordinator. Emergency exit routes should be diagrammed on the school floor plan drawing posted near the exit door inside each room.
- Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the school Incident Commander/Site Coordinator at the time of the emergency and the evacuation.
- Help those needing special assistance. Learners and staff with functional needs that prohibit normal evacuation will be assisted out of the building, if possible, or will be taken to an area of refuge. Emergency Responders will be notified immediately of any individuals in an area of refuge.
- Do not lock classroom doors when leaving, close doors and turn off lights.
- Do not stop for learner or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or learners while exiting.
- Go to a designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other directed evacuations).
- When outside the building or inside the building evacuation location, check for injuries.
- Account for all learners. Immediately report any missing or injured learners to the school Incident Commander/Site Coordinator.
- Wait for additional instructions.

C. Office Staff

- Take visitor log and learner sign out sheet to evacuation assembly area.
- Gather headcount information from Facilitators and inform the School Incident Commander/site director of any missing learners or staff.

D. Evacuation Locations

- In the event of an evacuation of the building, initially all persons will evacuate to **the field.**

Deny Entry/LockDown

I. PURPOSE

Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

II. **RESPONSIBILITIES**

A. School Incident Commander/Site Coordinator

- Make the following announcement using a bullhorn:

> ***YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION, AND WE ARE NOW UNDER LOCKDOWN.***

- Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to the offsite assembly area(s), account for the learners and be prepared to move to offsite location.

B. Facilitators

- Clear the hallway and bathrooms by your learning area, moving everyone into the safest space
- Plan to move to the closest door for exiting the building
- Move any large objects in front of the escape path to act as barricades for exit. All moveable items such as chairs should be used as well.
- Take attendance and be prepared to move at a moment's notice.
- In the event that entry is gained by a shooter or intruder, learners should exit by running to the nearest door. This may require running past the shooter/intruder if necessary.
- Staff and learners may utilize methods to distract the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.

- Allow no one outside of the classroom until the Incident Commander gives the "All Clear" signal unless a life-threatening situation exists and a means to safe exit is available (through a window, door, or other safe passage).

Office Staff

- Stay by the phones to wait for additional procedures from the Incident Commander.
- Remotely check status of classrooms via PA, telephone, computer, or other method.
- Assist the site director or Incident Commander to establish the school command post.

Custodians

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the
- building into a safe area and lock the door.

If learners and school personnel are outside of the school building at the time of a LOCKDOWN, facilitators or other school personnel will move learners to the designated off-site assembly location.

Shelter-In-Place

I. PURPOSE

The shelter-in-place procedure provides a refuge for learners, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

II. RESPONSIBILITIES

A. School Incident Command/Site Coordinator

- Make the following announcement using a bullhorn:

> ***YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. LEARNERS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND LEARNERS OUTSIDE ARE TO IMMEDIATELY MOVE TO AN INSIDE ROOM.***

- Order a REVERSE EVACUATION for learners and staff outside to move inside the building. Use a bullhorn, cell phones, or runners to gather staff and learners inside.

- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning systems to stop the inflow of outside air into the building.
- Notify school directors the school is SHELTERING-IN-PLACE.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions that caused the SHELTER-IN-PLACE.
- Contact and consult with public safety officials as appropriate.
- Be prepared to announce additional procedures due to changing conditions of the incident, such as DROP COVER AND HOLD or to announce an "All Clear."

B. <u>Facilitators</u>

- Move learners into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.
- If outside, facilitators will direct learners into the nearest school building, interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.
- If movement into the building would expose persons to a hazardous chemical plume, facilitators should move to designated outdoor assembly areas upwind or crosswind from the spill.
- Move learners from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in the shelter until notified by the school Incident Commander/Site Coordinator or public safety official that it is safe to exit.
- Take attendance and be prepared to notify the Incident Commander of missing learners or additional learners, staff or guests sheltered in your classroom.

C. Custodians

- Shut off utilities as directed by School Incident Commander/site director or public safety official.
- Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.
- Post Shelter-in-Place cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on violence known to be in the school building and not yet contained.

Reverse Evacuation

I. PURPOSE

Reverse evacuation should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, gang activity, or a hazardous material release outside of the school building.

II. RESPONSIBILITIES

A. School Incident Commander/Site Director

- Order a REVERSE EVACUATION for learners and staff outside to move inside the building. Use a bullhorn, cell phones, or runners to gather learners and staff inside.
- Notify the school directors of the situation.
- Notify public safety by calling 9-1-1: police, fire and emergency services responders, as appropriate.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Close and lock all exterior doors and windows.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP, COVER, AND HOLD or SHELTER-IN-PLACE.

B. Facilitators/Staff

- Immediately move learners back to classrooms or safe areas using the closest entry.
- No learners or staff should be outside the building.
- Close and lock all exterior doors and windows.
- If movement into the building would present a danger, Facilitators and staff outside will direct learners to designated assembly areas or off-site assembly areas.
- Facilitators will take attendance and account for all learners and report any missing learners to the school Incident Commander/Site Coordinator.
- Wait for further instructions from the school Incident Commander/Site Coordinator or from a public safety official.
- Monitor the main entries until the “All Clear” is given.

COMMUNICATION AND NOTIFICATION

I. PURPOSE

Communication is a critical part of incident management. This section outlines iLEAD Flex communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, learners, parents, emergency responders, the community and media.

Templates for statements/ press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the iCA Safety Team and located electronically in Google Drive.

II. RESPONSIBILITIES

A. Communication Between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone:** Phone calls from school site director to staff and faculty may be used when direct communication is necessary.
- **School email:** When mass communication of a standard message is necessary a mass email will be sent from an authorized account or user to all staff/faculty or parents as necessary.
- **Staff meetings:** Scheduled as necessary.
- **Bullhorns and megaphones:** A battery-powered bullhorn to address learners and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the school directors. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the homepage of the school and district website.
- **Fax machines:** Possible uses include off-site access to receive and send critical information concerning learners and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All school staff, learners, and volunteers will be trained on

what the sounds mean and how to respond to them.

- **Whistles:** Whistles should be provided to staff in order to signal a need for immediate attention or assistance.
- **Public Address System:** A PA system may be used to distribute information of a threat or hazard situation to a large crowd at a school.

B. External Communications

iLEAD Flex officials must communicate with the larger School community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will receive clear and concise messages from iLEAD Flex about the incident, what is being done and the safety of the children and staff.

C. Communication with Parents

Before an incident occurs, the iLEAD Flex will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's emergency procedures and protocols. Information should not be shared if it would impede the safe response to an incident.
- Information will be included in Monday Messages, Parent Square , Family Guide Handbook and upon initial registration with the school.
- Identify parents who are willing to volunteer in case of an incident and include them in preparation efforts and training.
- Be prepared with translation services for non-English-speaking families and learners with limited English proficiency.

In the event of an incident, iLEAD Flex will:

- Disseminate information via text messages, Parent Square and/or email to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at the school.
- Describe how the school is handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Website address, or recorded hotline where parents can receive updated incident information.
- Keep parents informed about when and where the school will resume.

After an incident, iLEAD Flex and site directors will schedule and attend an open question-and-answer meeting for parents as soon as possible.

The following practices will be utilized to disseminate information externally when appropriate:

- **Social Media:** Social media may be used to disseminate information of a hazard or threat situation to learners, parents, and the surrounding community.
- **Standard telephone:** iLEAD Flex has designated a school telephone number for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the school directors. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the homepage of the school.
- **School Email:** When mass communication of a standard message is necessary a mass email will be sent from an authorized account or user to all staff/faculty or parents as necessary.
- **Fax machines:** Possible uses include: off-site access to receive and send critical information concerning learners and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.

MEDICAL AND HEALTH

MEDICAL EMERGENCY

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to assist staff and learners in the event of a medical emergency.

I. **RESPONSIBILITIES**

A. School Staff

- Assess the situation and environment for safety.
- Immediately notify the school Incident Commander/Site Coordinator.
- Assess the seriousness of the injury or illness.
- Call 9-1-1 immediately. Be prepared to provide the location and any pertinent details regarding the emergency.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the injured person. Do Not Move an injured person unless the scene is unsafe.

- If the injured person is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.

B. <u>School Incident Commander/ Site Coordinator</u>

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders.
- Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred.
- Assign a staff member to meet emergency medical service responders and lead them to the injured person.
- Assign a staff member to remain with the injured person if they are transported to the hospital.
- If an injured person is a member of school personnel or a learner, notify parent, guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure learner or staff medical information from administrative records is sent to the hospital.
- Notify the school counselor or crisis response team and provide a brief description of the incident.
- Advise faculty and staff of the situation, as appropriate.
- Develop and maintain written documentation of the incident.
- Follow-up with appropriate persons and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

Medical Emergency Procedures

Protocol for Responding to Opioid Overdose (Grades 7-12)

https://www.youtube.com/watch?v=feSLRodGwN8

1. <u>Assess the Situation:</u>

- Quickly assess the learner condition and environment for any immediate danger.
- Check for responsiveness by gently shaking the learner and asking loudly if they are okay.

2. <u>Call for Help</u>:

- Immediately call 911 for emergency medical service.

3. Administer Naloxone by trained school personnel if available:

(Note- per AB 2998, students 12 years and older may carry and administer naloxone for emergency overdose purposes while on school premises.)

- If naloxone (Narcan) is accessible and the learner is showing signs of opioid

overdose (unresponsive, shallow breathing, constricted/ tiny pupils, blue lips), administer medication per instructions.

4. **Follow-Up Care:**
    - Position learner onto their side.
    - Tilt their head back slightly to open their airway.
    - Continuously monitor learners' breathing.
    - Stay with the learner and provide reassurance and comfort.
    - Be prepared to perform rescue breathing or CPR if needed until EMS arrives
5. **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.

Sudden Cardiac Arrest:

1. Immediate Response:
    - Activate the emergency response system (e.g., pull alarm, call 911) and call for AED.
    - Begin CPR immediately, following current guidelines.
    - Designated Emergency Personnel: Turn on and apply the AED pads as soon as available.
2. Defibrillation:
    - Follow the AED's step-by-step prompts for instruction.
    - If a shock is indicated, stay clear of the individual's body.
    - Continue CPR when prompted until emergency medical services (EMS) arrives.
3. EMS Arrival:
    - Provide a detailed report of the incident to EMS personnel.

Concussion:

1. Assessment:
    - Evaluate all initial head injuries for any pronounced bump, lump, swelling or bleeding.
    - Monitor for signs and symptoms of concussion, such as headache, dizziness, vomiting, confusion, or memory problems.
2. Management:
    - Administer first aid

- Restrict the learner from further physical activity.
- Notify parent of head injury and document incident .
- Refer the athlete to a healthcare provider for further evaluation and management.

3. Follow-Up:
    - Ensure that the athlete follows the recommended return to play protocol and provides school with return to activity notice from medical provider.

Heat Illness:

1. Recognition:
    - Be aware of the signs and symptoms of heat illness, including heat cramps, heat exhaustion, and heatstroke.
2. Immediate Action:
    - Move the athlete to a cool, shaded area.
    - Remove excess clothing.
    - Provide fluids (water or sports drink) if the athlete is alert.
    - Monitor for signs of severe heat illness (e.g., altered mental status, seizures).
3. Emergency Response:
    - If the athlete's condition deteriorates, activate the emergency response system and seek immediate medical attention.

If any of these incidents result in a 911 call, complete the Phyl Incident Report Form **(Only Learners & Visitors)** within 24hrs and return to April.cauthron@ileadcalifornia.org.

MENTAL HEALTH AND HEALING

I. PURPOSE

Mental health and healing procedures are developed to provide an emotional catharsis to learners and staff impacted by trauma at the school or in the community. Following a traumatic event or incident, learners, staff, and their families need a healing process. As soon as the safety of all involved has been addressed, attention should be turned to the healing process.

Mental health professionals available in the school community such as nurses, professional counselors and social workers should participate in the development, implementation, and evaluation of the school CSSP as it relates to this annex. Additional advice may be sought from outside psychologists and mental health experts.

II. RESPONSIBILITIES

A. Site Coordinator Should Implement the Following Actions.

- Staff will be trained to learn how to recognize signs of physical and/or mental stress due to trauma.
- Members of a crisis response team will undergo in-depth training to learn how to assist in managing stress due to trauma.
- Parents and guardians will be offered tips on how to recognize signs of physical or mental stress due to trauma.
- Mental health experts will review and provide input into the plan.
- Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.

Site Coordinator or designated staff should do the following immediately after a serious Injury or death and/or major incident:

- Make an initial announcement to the entire school and include minimum details and indicate that additional information will be provided.
- Issue prepared statements for media, parents and other community inquiries.
- Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, learners, and families.
- Set up crisis centers and designate private rooms for private counseling and include outside mental health professionals and clergy to assist with grief.
- Provide guidelines to and encourage facilitators to facilitate class discussions about the incident and allow learners to openly discuss feelings, fears and concerns shortly after the incident. Any learners who are excessively distraught should be referred for counseling.
- Restore regular school functions as efficiently and as quickly as possible.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- Designate a place for staff, learners, and community members to leave well-wishes, messages, and items.

B. Facilitator and Staff

- Seek counseling services if experiencing difficulty coping with the incident.
- Provide stress management during class by allowing learners to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for outbursts and disruptive behaviors.
- Refer learners experiencing stress to counseling.
- Allow for changes in normal routine activities and test schedules.

Procedures for Suicide Prevention

1. Identification & Reporting

A. Recognition of Warning Signs

All school staff should be trained to recognize potential warning signs, including:

- Verbal threats of self-harm or suicide
- Depression, withdrawal, or hopelessness
- Drastic mood or behavior changes
- Notes, texts, or social media posts indicating suicidal thoughts
  giving away possessions or saying goodbye

B. Reporting Process

- Any concerning behavior or statements must be reported immediately to the school counselor, psychologist, or designated mental health professional.
- Do not dismiss any threats or signs, even if the student claims to be joking.

2. Immediate Response Protocol

A. Learner Safety

- Ensure the learner is in a safe, private location.
- Do not leave the learner alone.
- Remove any potentially dangerous items (scissors, belts, etc.).

B. Notify Crisis Response Team

- Contact the school's Crisis Response Team or designated mental health lead.
- Begin risk assessment using validated tools (e.g., Columbia-Suicide Severity Rating Scale).

3. Parent/Guardian Notification

- Contact parent/guardian immediately after initial assessment.
- If the learner is deemed at moderate to high risk, they must be released to a responsible adult.
- Provide mental health resources and crisis hotline numbers.

4. Emergency Intervention

- If the learner is in immediate danger or refuses to stay safe:
  - **Call 911**
  - Inform them of the learner's risk and provide any relevant information.
- Follow school policy for transportation (e.g., ambulance if needed).

5. Documentation

- *Complete a Suicide Risk Incident Report including:*
    - Date/time of incident
    - Who reported it
    - What was said or observed
    - Actions taken
    - Who was notified (parents, emergency services, etc.)
- File confidentially with school mental health team.

6. Re-Entry & Follow-Up

A. Re-Entry Meeting (After Crisis/Hospitalization)

- Meet with student and parent/guardian.
- Review documentation from healthcare providers.
- Develop a Student Safety & Support Plan:
    - Identify a staff “check-in” person.
    - Discuss classroom accommodations (if needed).
    - Reinforce access to counseling services.

B. Ongoing Monitoring

- Assign regular follow-up meetings with a counselor.
- Continue communication with parents/guardians.
- Monitor student behavior, mood, and academic performance.

7. Staff Training & Awareness

- All staff receive annual training in suicide awareness and prevention.
- School keeps a current list of:
    - Mental health resources
    - Emergency contact numbers
    - Crisis lines (e.g., 988 Suicide & Crisis Lifeline)

8. Confidentiality

- Handle all incidents with compassion and discretion.
- Information is only shared with individuals directly involved in the student’s care and safety.

III. **OTHER SPECIAL PROCEDURES**

A. <u>Hospital/Funeral Arrangements</u>

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all learners and staff should be excused from the school.
- Encourage staff and learners to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

B. <u>Post-Incident Procedures</u>

- Allow for changes in normal routines or schedules to address injury or death; however, recommend learners and staff return to their normal routine as soon as possible after the incident.
- Follow up with learners and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials with the school board's consent.
- Donate all remaining memorial items to charity.

SECURITY

I. PURPOSE

Daily security procedures and protocols are in place to ensure a safe and secure environment, prevent crime, and to deter persons from gaining unauthorized access to the building.

II. PROCEDURES

iLEAD Flex encourages all staff, faculty and learners to be an active participant in building security and crime prevention measures in place. The following list of security measures are in place on a daily basis or at specified times to ensure the safety of the school community and prevent criminal activity or unauthorized access (e.g. badging system, cameras, tip-lines, etc.)

- Key entry is only provided to school staff.
- All staff receive background checks (BCI and FBI) before first day in the building
- Site Coordinator greet all learners and families outside at arrival and dismissal times
- Visitors to the building must provide Drivers License for background check through School Check in System by the Front Office Staff.
- Classroom Volunteers are scheduled and on site only for certain periods of time.
- Parent Volunteers will also receive a background check before working with learners.
- Entrance gate is locked 15 minutes after the start of the school.

- All adults are required to check in with the office and wear school identification while on site.

III. RESPONSIBILITIES

A. Site Coordinator

- Ensure that there is a security policy to prevent unauthorized building access at all times and that staff and faculty are familiar with the policy.
- Make requisitions and recommendations for necessary improvement or replacement of inadequate security features of the building.
- Ensure that there is adequate signage directing visitors to the location where they will sign in and out.

B. Facilitators/Staff

- Ensure that the learners are aware of the building security policy and do not permit unauthorized persons into the building.
- Report any unusual conditions or persons to the site coordinator.
- Report to the site coordinator any conditions, concerns or problems that were reported to them.

C. Office Staff

- Ensure that all visitors report to the office to sign in when entering the building and sign out when leaving the building.
- Monitor security cameras at the main entrance to ensure only authorized and appropriate persons are allowed into the building.

D. Facilities/Maintenance (Site Coordinator)

- Maintain all doors, windows, and other means of entrance into the building to ensure proper operation and that all locks or other means of securing them are functional.
- Report any deficiencies or failures of the building security to the school coordinator and building maintenance staff.
- Landscaping is addressed to ensure a clear line of site into and from the building.

E. Learners

- Notify a staff or faculty member when an unauthorized or suspicious person is observed inside or around the building.
- Notify a staff or faculty member when doors are found unlocked or propped open.
- Report any security or safety concerns or unusual safety conditions to a staff or faculty member.
- learners will not permit or allow unauthorized persons to enter the building by opening any locked doors.

F. General Responsibilities

- All entrances are locked during hours of operation.
- Learners and staff are trained not to provide unauthorized access to the building.

- All staff will be identified with a lanyard tag and/or name badge. All staff will ensure any adult on site related to the school is wearing a school lanyard tag.

RAPID ASSESSMENT

I. PURPOSE

Procedures and protocols are in place to ensure that there is a method for evaluating and addressing developing threats and the courses of action the school will implement when it is notified or becomes aware of an occurring or impending emergency situation.

II. PROCEDURES

Assessment of Information/ Rapid Assessment

When information is received that indicates a threat, potential threat, or other hazard the site coordinator, along with other necessary persons or resources, will make an assessment of the information and determine the proper actions to be taken. Actions could include, but are not limited to:

- Determination that the information is not a valid threat or hazard and continuation of normal operations.
- Continued observation of the threat or hazard.
- Determination that the information requires activation of the CSSP or a portion of iLEAD Flex CSSP.

iLEAD Flex officials will make use of all available resources when gathering information and making an assessment of all threats or potential threats. These information sources can include:

- Public media or news sources.
- National Weather Service or other reliable weather information source.
- Social media sources.
- Direct communication with local EMA or public safety agencies.
- Information received by school facilitators, staff, learners or parents.

All information, assessment activities and decisions taken by iLEAD Flex officials will be documented.

FAMILY REUNIFICATION

I. PURPOSE

The Family Reunification Protocol is used to ensure a safe and secure means of accounting for learners and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

II. RESPONSIBILITIES

A. Incident Commander/Site Coordinator-TBA

- After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
- Follow predetermined procedures for releasing learners.
- Notify a contact person at the relocation site(s) to prepare for the arrival of learners.
- Designate a Reunification Site Commander.
- Request the school directors to send personnel to staff the reunification site(s).
- Follow predetermined parental notification procedures such as phone trees, local media channels, cell or text messaging, etc.

B. Reunification Site Lead- TBA

- Establish a command post.
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the learners.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving learners and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a learner release area where learners will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort the parent/guardian of any injured, missing or deceased Learner to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release learners to authorized persons after checking proof of identity and signing a Learner Release Form.

- Instruct parents/guardians to leave the site to make room for others once they have signed out their learner.

C. Facilitators

- Provide a list of evacuated learners to the reunification site commander upon arrival.
- Ensure special needs learners and staff are assisted. Request help if needed.
- Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing the site.

D. First Responders

- Maintain crowd/traffic control
- Accept custody of unclaimed learners

III. **OTHER PROCEDURES**

- Outline procedures for releasing learners.
- Maintain current learner and staff emergency information that details special needs, such as medical or custody issues.
- Store information in a secure and readily accessible location.
- Outline parental notification methods.

IV. **REUNIFICATION LOCATIONS**

- Reunification locations should be established prior to an event.
- The reunification location(s) should be provided to both parent and child to ensure proper meeting and pickup location.

Reunification areas: TBA

Drop, Cover and Hold (Earthquake)

I. PURPOSE

Drop, Cover and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect learners and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

II. RESPONSIBILITIES

Designated staff members, including facilitators, should participate in the development, implementation, and evaluation of this procedure.

III. PROCEDURES

A. Indoor Procedure

When indoors, learners/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the site coordinator/designee and/or when it is safe to do so, staff members will evacuate learners to pre-assigned locations.

B. Outdoor Procedure

When outdoors, learners/staff should:

- Move away from buildings, streetlights and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the Site Coordinator/designee and/or when it is safe to do so, staff members will evacuate learners to pre-assigned locations.

Hazard-And-Threat Specific Annexes

The following hazard and threat specific annexes are included to provide unique procedures, expected actions that apply to specific hazards. These hazards have been identified as high-priority by school site director, local EMA officials or a hazard analysis of iLEAD Flex.

Procedures and information outlined in functional annexes will not be duplicated in the hazard and threat specific annexes. If a hazard specific annex references a functional annex, the functional annex should be referenced for that information and then applied to the hazard specific annex.

Hazard Analysis Summary

iLEAD Flex is exposed to many hazards which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. Understanding that the County Emergency Management Agency maintains a County Comphrensive School Safety Plan (County CSSP) to address hazards and incidents, the iLEAD Flex CSSP has been developed to fit into the larger County CSSP in the event of a large-scale incident.

Table 1 lists the hazards that iLEAD Flex has identified through a hazards assessment of each school building and its surrounding area, conducted either by school officials or in conjunction with officials of the County Emergency Management Agency.

INSTRUCTIONS:

	FREQUENCY OF OCCURRENCE
Highly likely	Near 100 percent probability of an incident within the school year.
Likely	A 50 to 75 percent chance of an incident within a school year.
Possible	A 25 to 50 percent chance of an incident within the school year.
Unlikely	A 10 to 25 percent chance of an incident within the school year.
Highly Unlikely	Less than 10 percent chance of an incident within the school year.

	IMPACT
Catastrophic	An incident that results in complete shutdown of the facility, possibly for an extended time. Multiple deaths and severe injuries may have occurred. Damage to facilities/infrastructure that results in a shutdown of the school in excess of two weeks.
Critical	An incident that results in multiple severe injuries and possible fatalities. Damage to facilities and/or infrastructure that results in shutdown of the school between two days and two weeks.
Limited	An incident that may result in injuries. There is a moderate disruption to the normal school day causing dismissal or closure for one day or less.
Negligible	An incident that causes a minor interruption in normal activities. No or minor injuries have occurred. There is no or limited damage to facilities that do not result in closure or dismissal.

	WARNING TIME
Imminent	No advanced warning.
Immediate	1 to 15 minutes warning.
Limited	15 minutes to 2 hours warning.
Extended	2 hours to 24 hours warning.

HAZARD INDEX RANKING				
Impact →	Catastrophic	Critical	Limited	Negligible
Frequency of Occurrence ↓				
Highly Likely	5 (Highest)	4 (High)	4 (High)	3 (Medium)
Likely	5 (Highest)	4 (High)	3 (Medium)	2 (Low)
Possible	4 (High)	3 (Medium)	2 (Low)	2 (Low)
Unlikely	3 (Medium)	2 (Low)	1 (Lowest)	1 (Lowest)
Highly Unlikely	2 (Low)	1 (Lowest)	1 (Lowest)	1 (Lowest)

TABLE 1. HAZARD ASSESSMENT

HAZARD RANKING ASSESSMENT				
Hazard	Frequency	Impact	Warning Time	Hazard Ranking
Natural Hazards				
Earthquake*	Highly Likely	Catastrophic	Imminent	5
Flooding*	Possible	Limited	Limited	3
Tornado*	Highly Unlikely	Limited	Limited	1
Severe Thunderstorm*	Possible	Negligible	Limited	2
Winter/Ice Storm	Highly Unlikely	Negligible	Extended	1
Dam Failure	Highly Unlikely	Negligible	Extended	1
Hazardous Materials Release	Possible	Limited	Imminent	2
Nuclear Facility Incident	Highly Unlikely	Negligible	Extended	1
Power Outage	Highly Likely	Negligible	Imminent	3
Water System Failure	Possible	Limited	Imminent	2
Fire (structural)*	Possible	Critical	Imminent	3
Explosion*	Unlikely	Critical	Imminent	2
Biological Hazards				
Pandemic Illness	Possible	Limited	Imminent	2
Medical Emergency	Highly Likely	Limited	Imminent	4
Mass Contamination	Possible	Limited	Imminent	2
Contagious Disease	Unlikely	Limited	Imminent	1
Adversarial/Human-Caused Hazards				
Sexual Assault	Possible	Negligible	Imminent	2
Civil Disorder	Highly likely	Limited	Imminent	4
Death on Campus	Highly Unlikely	Limited	Imminent	1
Hostage Situation*	Highly Unlikely	Limited	Imminent	1
Intruder*	Unlikely	Limited	Imminent	1
Kidnapping/Abduction*	Unlikely	Limited	Imminent	1
Weapon on Campus	Unlikely	Limited	Imminent	1
Active Shooter/Threat*	Highly Unlikely	Critical	Imminent	1
Terrorism*	Highly Unlikely	Limited	Imminent	1
Bomb Threat*	Possible	Negligible	Imminent	2

**Annexes already included.*

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. 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.

3. Notify School site director

4. 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.

5. Coordinate with Law Enforcement:
- Allow law enforcement to take the lead in managing the situation and follow their instructions.

6. Communicate with Stakeholders:
- Keep parents, guardians, and other stakeholders informed about the situation through appropriate communication channels.

7. 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.

8. Review and Update Policies:
- After the incident has been resolved, conduct a review of existing policies and procedures to identify any areas for improvement.

Active Shooter

I. PURPOSE

An active shooter or armed assailant on school property involves one or more individuals intent on causing physical harm and/or death to learners and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. RESPONSIBILITIES

A. School Incident Commander/Site Coordinator

- An emergency can be reported by any school staff or learner. If there is an immediate threat or hazard, address the problem first by initiating a lockdown, evacuation, etc., then inform the school Incident Commander/Site Coordinator.
- Direct staff to call 9-1-1 , give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. DARE, school Resource Officer). Caller will remain on the line to provide updates.
- If able, secure the site director office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and learners locations, detailed floor plans, and important documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the site director office, designate an alternate command post.
- Direct office staff to maintain contact with facilitators reporting pertinent emergency information via text message and/or phones.
- Notify the school directors and request activation of the communications plan for media and parent notification protocols.
- Determine appropriate procedure(s): LOCKDOWN; INTRUDER/HOSTAGE SITUATION; SHELTER-IN-PLACE.
- Direct staff and learners outside the building to move immediately to predetermined assembly area(s) and be prepared to EVACUATE to an off-site relocation center.
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.

B. Facilitators and Staff

- If you are the first to note indication of an armed intruder, immediately CALL 9-1-1, then notify the school Incident Commander/Site Coordinator and go to LOCKDOWN.
- Gather information about your classroom's immediate situation. Account for all learners or other individuals sheltered in your room.
- Assess your ability to EVACUATE the building.
- If there is no safe manner to EVACUATE the building, learners remain in LOCKDOWN until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or intruder enters the classroom use WHATEVER means necessary to keep your learners safe. This may include any and all forms of resistance to the threat.
- If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags), yelling to create confusion, exiting out windows, and confronting (assault, subdue, choke) to stop the intruder. Tell learners to get out anyway possible and move to another location.

III. **OTHER PROCEDURES**

- After the active shooter/intruder(s) has been subdued, the school Incident Commander/ Site Coordinator in consultation with the law enforcement Incident Commander will announce an EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or learners are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
- The school Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The school Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Facilitators will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas and take attendance.
- The school Incident Commander will activate the MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The school Incident Commander will debrief appropriate school personnel.
- The school director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Hostage

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/learners and school property in the event of a hostage situation. It is critical that all staff know what to do in a hostage situation.

If the incident involving a hostage situation results in law enforcement being contacted and activated, it is critical to follow the instructions of, and cooperate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

II. RESPONSIBILITIES

A hostage situation involves one or more persons being held against their will by one or more individuals. The goal is to ensure safety of learners, staff and others at the school and prevent the hostage(s) from being moved away from the school. All staff should be aware of what to do in the event of a hostage situation.

- If a hostage taker is unaware of your presence, do not intervene.
- Notify the Site Coordinator/school Incident Commander, or call 9-1-1 if unable to reach school authorities.

If school personnel or learners are taken hostage:

- Follow instructions of the hostage taker.
- Try not to panic. Calm learners if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to the hostage taker.
- Ask permission to speak and do not argue or make suggestions.

A. Site Coordinator/School Incident Commander

- Call 9-1-1 immediately. Give dispatcher details of the situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN or taking other action if appropriate (such as EVACUATION if the hostage taker has a bomb). Ask for assistance from the hostage negotiation team.
- Announce LOCKDOWN or other procedure if conditions warrant.
- Ensure staff outside are notified of the situation and to move learners away from the building to the outside assembly areas.
- Isolate the area and try to determine if weapons are involved, if possible.
- Notify the school director and activate communications plan.
- Give control of the scene to the police and hostage negotiation team.

- Ensure detailed notes of events are taken.

B. <u>Facilitators and Staff</u>

- Facilitators and staff will implement LOCKDOWN or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.
- Everyone should remain in their location until given the "All Clear" unless otherwise instructed to take other action by a law enforcement officer.

III. **OTHER PROCEDURES (that may be activated depending on conditions)**

- Active Shooter.
- Evacuation.
- Family Reunification.
- Medical and Mental Health.
- Shelter-in-Place.

Bomb Threat

I. **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff, learners and school property in the event of a communicated threat regarding the presence of destructive devices on school property. This may include any explosive device of an incendiary, chemical, biological, or radioactive nature. A bomb threat will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. **RESPONSIBILITIES**

A. <u>Staff Who Received a Message That a Bomb Has Been Placed in School</u>

- Make a record of the exact wording of the threat.
- Ask in a clear and calm voice: where the bomb is located; what does it look like; what materials are in the bomb (type of bomb); how is it activated; when will the bomb explode; who is calling, name and address; did you place the bomb; why are you doing this.
- If the threat is made by phone, listen closely to the caller's voice and speech patterns and to noises in the background. Make a record of that information.
- If the threat is made by phone and the caller hangs up, immediately dial *57 to trace the call.
- Notify the Incident Commander/Site Coordinator or designee and/or call 9-1-1.

B. School Incident Commander/Site Coordinator

- Notify law enforcement, fire and emergency services by calling 9-1-1 if not already notified.
- Assign staff to meet and brief emergency responder agencies.
- Notify staff through the use of a bullhorn:

> *YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND LEARNERS SHOULD REMAIN IN THEIR CLASSROOMS UNTIL ADVISED OTHERWISE. TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.*

- If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM**. Or, determine if further response should await the arrival of law enforcement and other emergency services. See subsection D below.
- If EVACUATION occurs, learners and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 feet is the general rule.
- Arrange for the person who found a suspicious item to talk with law enforcement officials.
- Notify the school director.
- Active communications plan to inform parents, media, and the community of the incident as determined in consultation with law enforcement.

C. Facilitators and Staff

- Check learning spaces, offices and work areas for suspicious items and report any findings to the school Incident Commander/Site Coordinator.
- If a suspicious item is found-**DO NOT TOUCH IT**. Secure the area where the item is located.
- Account for learners and be prepared to EVACUATE if ordered.
- EVACUATE using standard procedures and exit routes to the assembly area.
- Open classroom windows and leave classroom doors open when exiting.
- Take roll call after being EVACUATED. Be prepared to report the names of any missing persons to school site director.
- Keep learners together at the assembly area until given further instructions. Be prepared to go to off-site relocation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

D. Incident Commander/Law Enforcement, Fire & Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

- EVACUATE immediately, if this has not already occurred and if warranted, selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.**
- Speak to staff that received the threat and obtain information.
- Search the building.
- If a search is to be conducted, assemble and brief a search team at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, order an EVACUATION, if that has not already occurred.
- No one may re-enter the building(s) until fire or police personnel declare it is safe to do so.
- After consulting with the school director, Commander/Site Coordinator determine if staff and learners should be relocated to an alternative safe site.
- If danger is over, notify staff and learners of the termination of the emergency and to resume normal operations.

Terrorism threat level increase

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to respond to an elevation in the National Terrorism Advisory System. school administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from the US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.

There are two terrorism threat levels in the United States: elevated and imminent. An “imminent threat” warns of a credible, specific, and impending terrorist threat against the United States. An “elevated threat” warns of a credible terrorist threat against the United States.

Terrorism threat examples include: chemical, biological, nuclear, radiological, and conventional weapon (explosives, small arms, etc.) attacks and hostage situations.

Schools should expect a heavy law enforcement involvement at the local, state and federal levels following a terrorist attack due to the incident’s criminal nature. Schools should also expect that extensive media coverage, strong public fear and international implications and consequences to continue for a prolonged period.

Schools will pre-determine designated officials who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an Imminent Threat, the Federal Bureau of Investigation (FBI), Local Police Department, Local Fire Department, and the Local County Sheriff's Office will confer on the situation. Designated school officials will work with the Local Police Department and/or Sheriff's Office and agree to open or close schools.

III. **RESPONSIBILITIES**

A. School Officials

When there is an imminent threat against a school or its immediate area, the following actions should be taken:

- The site director will start the phone tree to contact iCA. If the school is in session, immediately notify building administrators and designated school officials.
- If an alert is issued before or after school hours, normal school operations will cease, and will remain closed until advised by the designated school officials to reopen. All school activities and events scheduled will be canceled until further notice.
- If an alert is issued during school hours, school buildings will be secured and remain open until regular dismissal time, unless otherwise advised by the designated school officials. Learners will be sent home by normal transportation means or released to parents pursuant to district policy. All after-school activities will be canceled, unless otherwise advised by the designated school officials.
- The designated school officials will coordinate with appropriate public safety officials to determine what level of LOCKDOWN or other procedures are appropriate for the situation. FAMILY REUNIFICATION procedures will be followed in order to coordinate the release of learners.

In the event of an actual terrorist attack schools should follow appropriate procedures for HOSTAGE SITUATIONS, conventional weapons incidents (e.g. EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/ HAZARDOUS SPILLS (biological incidents, chemical incidents, and radiological/nuclear incidents).

Natural Hazards - Flood

I. **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff/learners and school property in case of a flood. In the event of a flood, the Site Coordinator/school Incident Commander will activate the school CSSP.

A bullhorn acts as a warning system to notify staff/faculty and learners in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation.
- Family Reunification.
- Medical and Mental Health.
- Reverse Evacuation.
- Shelter-in-Place (if safe to do so and evacuation without external assistance is not possible).

II. RESPONSIBILITIES

A. Site Coordinator/School Incident Commander.

- Review circumstances and conditions and determine appropriate procedures to be activated.
- Determine if EVACUATION is required and can be safely done.
- Call or instruct staff to call 9-1-1 to notify local law enforcement, fire and emergency services of intent to evacuate, the location of the relocation site, the route and means to be taken to that site.
- Delegate a search team to ensure that all learners have been located and/or evacuated.
- Activate internal and external communications plan.
- Designate staff to monitor radio, Internet, and media for flood information and report any developments.
- Update staff, site director, and emergency responders of any significant changes in operations or conditions.
- Issue transportation instruction if learners will be evacuated to a safer location by means of buses and cars.
- Notify the school director/Policy Group of the status and action taken.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary centers would also be flooded.
- Activate FAMILY REUNIFICATION procedures.
- Implement additional procedures as instructed by the emergency Incident Commander with jurisdiction over the scene.
- Designate staff to take appropriate action to safeguard school property.
- Determine if the school will be closed or remain open.

- Do not allow staff and learners to return to the building until proper authorities have determined that it is safe to do so.
- Document all actions taken.

B. Facilitators and Staff

- Execute evacuation procedures when instructed by the Site Coordinator or Incident Commander.
- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident.
- Take attendance before leaving the classroom.
- Lead learners as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist learners with functional needs.
- Remain with learners throughout the evacuation process.
- Upon arrival at the assembly site, take attendance. Report any missing or injured learners to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

Natural Hazard - Severe Weather/Flood

I. PURPOSE

The purpose of this annex is to have procedures in place when a Severe Weather/Flood Watch or Warning has been issued for the school's location.

The school siren or public address system acts as a warning system to notify staff/faculty and learners in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Family Reunification
- Medical and Mental Health
- Reverse Evacuation
- Shelter-in-Place (If safe to do so and evacuation without external assistance is not possible)

II. RESPONSIBILITIES

A. School Incident Commander/Site Coordinator

When a Severe Weather/Tornado Watch has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside the building(s).
- Be prepared to move learners from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review "DROP COVER and HOLD" procedures with learners.
- Assign support staff to monitor all entrances and weather conditions.

When Severe Weather/Tornado has been issued for the school's location or Severe Weather or a Tornado has been spotted near the school.

- Announce SHELTER-IN-PLACE alert signal.
- Direct learners and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that learners are in "DROP, COVER and HOLD" positions until the danger passes.
- Direct learners and staff outside to REVERSE EVACUATE into the building.
- If outside, learners and staff should move to the nearest interior safe area. If time does not permit, have learners get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Remain in a safe area until warning expires or until emergency personnel have issued an "All-Clear".

Technological Hazard – Chemical Accident

I. PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck or railroad accidents; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to protect staff/learners and school property in case of a chemical or hazardous materials spill.

II. SPECIFIC SCHOOL LOCATION INFORMATION

iLEAD Flex is aware of the following conditions in the surrounding community that could subject the school to a chemical or hazardous materials spill:

The school Incident Commander/Site Coordinator will determine if and when the following operational functions or procedures may be activated in the event of an **external** chemical or hazardous spill:

- Evacuation.
- Family Reunification.
- Medical Emergency, Mental Health and Healing.
- Reverse Evacuation.
- Shelter-in-Place.

Or, if there is an **internal** chemical spill, whether the following procedures may be activated:

- Evacuation.
- Family Reunification.
- Medical Emergency, Mental Health and Healing.

III. RESPONSIBILITIES

A. Procedures for an External Chemical or Hazardous Spill

The Site Coordinator will determine the need to activate iLEAD Flex CSSP and designate a school Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If the chemical spill is **external**, the following steps will be taken by the school.

1. School Incident Commander/Site Coordinator

- Call 9-1-1 and notify local law enforcement and emergency responders.
- Determine what procedures should be activated, such as a REVERSE EVACUATION and SHELTER–IN–PLACE.
- Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- Take appropriate action to safeguard school property.

- Notify appropriate school personnel (School Director/Policy Group) of the status and actions taken and keep them updated of any significant changes.
- Activate internal and external communications plan.
- Monitor radio, television, Internet, and/or other means of information and report any developments to the Incident Commander.
- If it is determined that conditions warrant an EVACUATION, issue instructions for relocating to a safer location by means of walking, buses and cars.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Disseminate information about the incident and follow-up actions such as where learners/school has relocated and institute FAMILY REUNIFICATION procedures, if needed.
- Do not allow staff and learners to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.
- Determine whether the school will be closed or remain open.
- Implement additional procedures as instructed by the school and/or emergency Incident Commander.
- Document all actions taken.

2. Facilitators and Staff

- Move learners away from the immediate vicinity of danger.
- Implement REVERSE EVACUATION if learners are outside; observe wind direction by observing flags or leaves and move learners appropriately.
- Execute SHELTER-IN-PLACE when instructed by the Incident Commander.
- Remain with learners throughout the incident.
- Report any missing or injured learners to the Incident Commander.
- Remain in a safe area until the "All Clear" signal has been issued.
- In the event of building damage, evacuate learners to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an "All Clear" signal is issued.
- Document all actions taken.

B. Procedures for an Internal Chemical or Hazardous Spill

The Site Coordinator will determine the need to activate iLEAD Flex CSSP and designate a school Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If the chemical spill is **internal**, the following steps will be taken by the school.

1. Person Discovering the Spill

- Alert others in the immediate area and leave the area.
- Close windows and doors and restrict access to affected area(s).
- Notify Site Coordinator/Facilitator or call 9-1-1, if appropriate.
- Do not attempt to clean the spill.
- Seek first-aid if contact with a spill occurs.

2. Incident Commander/ Actions

- Notify the local fire department and local/state departments of public health.
  - Provide the following information:
- iLEAD Flex and address, including nearest cross street(s).
- Location of the spill and/or materials released; name of substance, if known.
- Characteristics of spill (color, smell, visible gasses).
- Injuries, if any.
- Determine what procedures should be activated, such as EVACUATION.
- Notify local law enforcement of intent to vacate.
- Avoid exposure to the chemicals or hazardous fumes or materials in any EVACUATION.
- Notify maintenance/building/custodial and grounds staff to shut off mechanical ventilating systems, as appropriate.
- Notify the school director/Policy Group of the status and actions taken, and keep them updated of any significant changes.
- Activate internal and external communications plan.
- Issue instruction if learners will be evacuated to a safer location by means of walking, buses and cars.
- Do not allow staff and learners to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal the threat has passed.
- Address clean-up needs and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether the school will be closed or remain open.
- Document all actions taken.

Facilitators and Staff

- Move staff and learners away from the immediate danger zone and keep staff and learners from entering or congregating in the danger zone.
- Report location and type (if known) of the hazardous material to the Incident Commander.
- Execute EVACUATION and relocation procedures when instructed by the Incident Commander unless there is a natural or propane gas leak or odor. If a natural or

propane gas leak or odor is detected, evacuate immediately and notify the Site Coordinator/Incident Commander.
- Take the class roster, first-aid kit and any other supplies or resources relevant to the incident.
- Check that all learners have left the building. learners are not to be left unattended at any time during EVACUATION.
- Upon arrival at the evacuation site take attendance. Notify Incident Commander or designee of any missing or injured learners.
- Remain with learners throughout the incident.
- Do not return to the building until emergency response personnel have determined it is safe and issued an “All Clear” signal.
- Document all actions taken.

Technological Hazard – Explosion

I. **PURPOSE**

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of a several procedures, including:

- Evacuation.
- Family Reunification.
- Medical Emergency.
- Mental Health and Healing.

Any staff, learner or visitor discovering an explosion will report the explosion to the site coordinator and call 9-1-1 for emergency services if injuries are apparent. Once an emergency Incident Commander arrives (police and/or fire), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department.

II. **RESPONSIBILITIES**

A. <u>Incident Commander/Site Coordinator</u>

- Call 9-1-1 to confirm the alarm, identify the iLEAD Flex and location, and provide the exact location of the explosion. If any staff or learners are injured and inform emergency services (police and fire) the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION.
- Ensure that staff, learners and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas.

Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.

- Notify the school director and institute communications plan.
- Designate staff to take the visitor log, learner sign-out sheet and the critical incident response documents, information, items, supplies to the designated school command post.
- Designate staff to obtain a learner roster from facilitators and identify any missing learners.
- If safe and appropriate to do so, direct designated staff to shut off utilities.
- Notify and provide regular updates to staff and learners of the status of the emergency.
- Upon consultation with the school director, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center.
- If relocation occurs, activate FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on a plan to return to the building and resumption of normal operations.
- Do not allow staff and learners to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.

B. <u>Facilitators</u>

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead learners as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist learners with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all learners and personnel are out of the classroom.
- Take attendance at the assembly area. Report any missing learners or staff members and/or any injuries to the and/or emergency Incident Commander at the scene.
- Keep class together and wait for further instructions.
- Remain in a safe area until the “All Clear” signal has been issued.
- Be prepared to move learners if an off-site relocation is ordered.
- Be prepared to move the learners if the situation warrants it.
- No one may re-enter building(s) until it is declared safe by the fire department.

Biological Hazard/Bloodborne Pathogen

I. PURPOSE

iLEAD 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. Preparation

- 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 school will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes.

G. Other Procedures (that may be activated depending on conditions)

- Medical Emergency.

Fire

I. PURPOSE

iLEAD Flex has a policy and procedures governing fire drills and conducts fire drills as required by law. All staff are trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm, report the fire to the site coordinator and/or call 9-1-1 if conditions require and/or injured are in need of medical assistance.
- Staff, learners and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- No one may re-enter building(s) until it is declared safe by the fire department.

Once an emergency Incident Commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

II. **RESPONSIBILITIES**

A. <u>Incident Commander/Site Coordinator</u>

- Call or direct staff to call 9-1-1
- Identify the exact location of the fire or smoke
- Activate an EVACUATION.
- Assess for any staff or learner injuries
- Notify iCA of incident and institute communications plan.
- Site coordinator will take the visitor log, Learner sign-out sheet and the critical incident response documents, floor plans, or any pertinent information and supplies to the designated school command post.
- Designate staff to obtain a learner roster from facilitators and identify any missing learners, staff and visitors.
- Designate office staff member to obtain all secured learner medications and take to command post.
- Upon consultation with the school director, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center.
- If relocation occurs, activate FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on a plan to return to the building and resumption of normal operations.
- Do not allow staff and learners to return to the building until the fire department or emergency Incident Commander with jurisdiction over the scene has determined that it is safe to do so and given the “All Clear.”
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.

B. <u>Facilitators</u>

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead learners as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist learners with functional needs.
- Turn out the lights upon exiting the learning area if possible
- Confirm all learners and personnel are out of the learning area or classroom.
- Take attendance at the assembly area. Report any missing learners or staff members and/or any injuries to the and/or emergency Incident Commander at the scene.

- Keep class together and wait for further instructions.
- Remain in a safe area until the “All Clear” signal has been issued.
- No one may re-enter building(s) until it is declared safe by the fire department.

I. Recovery and Mitigation

After the safety and status of staff and learners have been assured and emergency conditions have abated, staff, facilitators and school officials will assemble to support the restoration of the school’s educational programs. Defining mission-critical operations and staffing this effort is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

iLEAD Flex will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Provide detailed facilities data to the CMO office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, learners and parents on available crisis counseling services.
- Establish absentee policies for facilitators/learners after an incident.
- Establish an agreement with mental health organizations to provide counseling to learners and their families after an incident.
- Develop alternative teaching methods for learners unable to return immediately to classes: correspondence classes, videoconferencing, tele group tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).

- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

SITE DIRECTOR, FINANCE AND LOGISTICS

A. Agreements and Contracts

If the school's resources prove to be inadequate during an incident, iLEAD Flex will request assistance from local emergency services, other agencies and the school community in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing.

B. Recordkeeping

Administrative Controls

iLEAD Flex is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with established local fiscal policies and standard cost accounting procedures.

Activity Logs

Staff assigned within the school will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident policies, procedures and resources.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and learners.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

School Finance and site director staff is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets. The detailed records of costs for incident management and operations include:

- Personnel costs, especially overtime costs.
- Equipment operations cost.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers, or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

D. Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and Learner files as well as property and tax records. The principle causes of damage to records are fire and water. Essential records should be protected and are maintained within the physical binder that this plan is kept in as well as electronically in the Google Drive.

Continuity of Operations Plan (CO OP)

I. PURPOSE

The purpose of a Continuity of Operations Plan (CO OP) is to ensure that iLEAD Flex has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities or services. CO OP is critical to safety planning and good business practice. iLEAD Flex CSSP anticipates a full range of potential incidents that could cause a temporary interruption of school operations to a complete shut-down of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. A goal is to provide full operational capacity for essential functions within 12 hours after activation of CO OP and sustain these functions for up to 30 days.

Communication Plan

In the event of an emergency, iLEAD Flex will establish two-way communication with staff, learners, and families as soon as practicable and no later than 5 calendar days following the emergency. This will be established via email communication through Parent Square, with phone calls or home visits to families or staff who are not reachable. These efforts to establish communication with staff and learners will be tracked via a survey, response form, and/or a communication log. The communication would also include information on how to obtain

technology, such as laptops or hotspots, if a learner's technology was damaged, destroyed or inaccessible during the emergency.

Ongoing communication and support throughout the emergency would be maintained as follows, with translation and interpretation services available as needed.

Learners and Families

- General Communication: Maintain regular updates via current modes of communication, such as email, weekly Monday Messages, a platform such as ParentSquare, SMS, Google Classroom, SeeSaw, online learning platforms, Zoom and/or the school's website.
- Academics: Using communication tools such as the ones listed in the general communication section above, iLEAD Flex facilitators and staff will connect with learners daily in the virtual and/or Hybrid learning environment. This includes continuing to reach out to learners not consistently checking in and/or completing work.
- Social Emotional/Mental Health: Facilitators, counselors, psychologists and/or school social workers will connect with families in need of additional support via phone, email, Zoom and/or in-person.

Staff

Maintain internal communications via current modes of communication, such as email, phone, SMS, staff newsletters/meetings, operations updates, director updates, Zoom and/or Google meets.

Community Partners

Inform relevant agencies and partners of the school's operational status and any needed support through virtual meetings, surveys and/or online feedback. Links to meetings such as SSC, ELAC, iSupport, and/or board meetings are placed on the website and/or sent using the parent communication platform.

Contingency Plan

Should a catastrophic event occur impacting all school operations, the school will provide information on other options for enrollment.

Emergency Home and/or Hybrid Learning Plan

iLEAD Flex's plan to provide access to in-person or remote instruction via independent study, as soon as practicable, but no later than 10 instructional days following the emergency is as follows:

Technology and Access

- Device Availability: Using a technology survey or a similar means for gathering information, iLEAD Flex would ensure all learners continue to have access to necessary technology including Chromebooks or other similar devices. Wi-Fi hotspots will be provided to any learner who has limited connectivity due to housing status, financial need or immediate need based on the emergency. In cases where a family still might not have internet access, distance learning packets and instructional materials will be supplied as needed.
- Technical Support:
    - In the event of an emergency, all iLEAD Flex facilitators will be trained on the distance learning platform(s). All Student Support staff will be trained in conducting IEP meetings and providing services, both Specialized Academic Instruction (SAI) and Designated Instructional Services (DIS) for learners with special needs, via Zoom.
    - Tech support would be provided by the school during school hours, and families would have the capability to complete technology tickets so that technical support is provided in a timely manner.
    - To utilize online platforms and resources, professional learning opportunities for families on how to use the digital tools and best support their children in on-site and distance learning would be provided by the school. Special consideration is given to understanding the “on-site” and “off-site” schedules, as well as how to best support their children in a distance learning environment. Links to training would be shared by facilitators, in parent newsletters, and/or on iLEAD Flex’s website.

Instructional Strategies

- Schedule: In the event of an emergency, iLEAD Flex will make every effort to maintain a consistent schedule, similar to the regular onsite schedule. Facilitators would provide instructional blocks, whether on-site or through distance learning, and remain available to families for instructional and social emotional support during school hours. If a child missed a check in, the facilitator would reach out directly to the family.

  The daily schedule, with links, would be communicated to learners.
    - Hybrid Learning: If possible, iLEAD Flex would offer an on-site Hybrid academic schedule. This schedule would include live instructional and SEL times, as well as advisory. On the days of home instruction, learners would access their academic content asynchronously with facilitator support available during school hours.
    - Online Learning: Should an emergency necessitate a move to full-time independent study, facilitators’ courses would be set up in the online

platform. Blocks of time would continue to be set aside for individualized, targeted intervention, as well as direct instruction in ELA and mathematics.

- Synchronous and Asynchronous Learning: Whether or not learners participate in a hybrid or virtual setting, all learners would have opportunities for daily live interaction, per EC 43503, with their facilitators and peers, in morning meeting/advisory and live lessons. The purpose of daily live interaction is to provide instruction, monitor progress, and maintain school/social connectedness. iLEAD Flex would provide synchronous and asynchronous learning opportunities following its Curriculum and Instruction Independent Study Policy and procedures.
- Curriculum and Instruction: Depending upon the emergency, instruction would be delivered virtually and/or through a hybrid model using the existing curriculum so that the continuity of instruction would continue.

Each learner would continue to develop their individualized learning plan with their facilitator, and they would work together on any changes needed as learners adjust to a new learning environment. Intervention blocks would also be in place to provide small groups and 1:1 intervention and instruction. As part of a continuous cycle of inquiry and assessment, facilitators would periodically meet with the school director to review learning goals for the curricular areas they teach.

- Learning Loss Strategies: iLEAD Flex would establish a schedule for further individualized instruction and intervention to help mitigate learning loss during the emergency. These times would also be used to address the individual needs of English Learners, low income, foster, or learners facing homelessness. Intervention programs would be utilized by facilitators to further personalize instruction in ELA and Mathematics. The learner's individualized learning plan, along with NWEA MAP and formative assessment data, would be utilized to identify and target areas of need.

If a learner fails to engage with their coursework and assignments, the following steps will be taken (and interpreted or translated into other home languages, as needed):

1. The guide will reach out to families the same day via telephone, SMS, or email.
2. Other school personnel, such as school counselors, the care team, the homeless/foster liaison, the school social worker, and/or student support, may also be involved in contacting families and reengaging the learner as needed.
3. School personnel may conduct home visits as needed.
4. During reengagement activities, staff will verify that the learner has

access to technology and internet services, as well as check on health and wellness.

Assessment and Accountability

- Whether formative or summative, continue administering assessments such as NWEA MAP, CAASPP, ELPAC, and other school and/or statewide assessments. All facilitators and families would be trained on how to complete the assessment from home.
- Monitor adequate progress for learner success following iLEAD Flex's Curriculum and Instruction Independent Study Policy, Truancy Policy and procedures.

Support Services

- Counseling and Mental Health Services: Each day, during morning meetings/advisory, facilitators would allow space for learners to practice stress management or mindfulness practices. To meet the specific needs of a learner or family, the school counselor and psychologist would be available to provide ongoing support. This might include virtual social interaction opportunities such as "lunch bunch" opportunities for learners to have interactions with their friends and classmates. iLEAD California and iLEAD Flex staff collaborate to present workshops and webinars on adult and learner mental health, trauma responsiveness, suicide prevention, intervention, and postvention, and resilience that could be provided virtually as needed. Mental health resources are available on iLEAD Flex's website, and the school would make additional resources available as needed based on the emergency situation.
- Special Education Services: iLEAD Flex would maintain compliance with IEPs through virtual support and accommodations/modifications.
- English Learners: Whether a virtual or Hybrid setting, access to a full curriculum in all content areas, including integrated and designated ELD, would continue.
- Meal Program: iLEAD Flex's food service operations will continue to follow national, state, and local health and safety guidelines during an emergency.

All learners will be able to pick up free or reduced-price meals from iLEAD Flex daily, regardless of whether they are attending on-site or distance learning, and the schedule would be communicated to all families. Additionally, resources for additional food support would be provided to families within the

affected community.

Professional Development

iLEAD Flex facilitators participate in professional development through both asynchronous and synchronous platforms throughout the school year. Live Zoom office hours would be provided so that facilitators could receive individualized support on all distance learning issues. Technology support is also available by completing a technology ticket.

Return to Campus

In cases where learning was solely virtual, the following action steps will be executed prior to returning to campus:

- Review and implement processes and procedures from the school's safety plan that are specific to the particular emergency.
- Conduct an internal assessment of site needs, such as safety and repairs, instructional materials, food services.
- Ensure staff are trained and prepared to return to in-person instruction.
- Notify families and staff of the return date and any pertinent information.
- Identify any ongoing needs specific to the emergency and staff, families, and/or learners.

Review and Adaptation

iLEAD Flex will annually review its Instructional Continuity Plan to adapt to new circumstances or feedback from community partners as applicable.

II. RESPONSIBILITIES

Delegation of authority and management responsibilities should be determined by school officials prior to an incident. CO OP procedures should address responsibilities before, during and after an incident. Safety of learners and school personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services should be developed so that resources are readily available if needed. Legal counsel should review delegations of authority to identify and address any possible legal restrictions.Designated school personnel, in conjunction with the Site Coordinator/School Decision-Maker, who will perform the essential functions listed in Table 2 on the next page.

Table 2: Essential Functions Performed by CO OP Personnel

Director	● Determine when to close schools, and/or send learners/staff to alternate locations. ● Disseminate information internally to learners and staff. ● Communicate with parents, media, and the larger school community. ● Identify a line of succession, including who is responsible for restoring business functions for the school.
Director/Leadership Resident and/or Department Heads	● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering learners (out of district or into alternative schools). ● Brief and train staff regarding their additional responsibilities. ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound learners, rearranging tests). ● Reevaluate the curriculum.
Custodians/Maintenance Personnel	● Work with local government officials to determine when it is safe for learners and staff to return to the school buildings and grounds. ● Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).
School Staff/Site Coordinator	● Maintain inventory. ● Maintain essential records (and copies of records) including the school's insurance policy. ● Ensure redundancy of records (records are kept at a different physical location). ● Secure classroom equipment, books, and materials. ● Restore administrative and record-keeping functions such as payroll, accounting and personnel records. ● Retrieve, collect, and maintain personnel data. ● Provide account payable and cash management services.

III. SPECIFIC PROCEDURES

A. Activation and Relocation

The Site Coordinator will determine when to activate and implement CO OP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The Site Coordinator/school Decision-Maker will activate CO OP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The district office will be notified and provided information and details regarding a relocation of operations.

B. Alert, Notification, and Implementation Process

The Site Coordinator will activate the iLEAD Flex CSSP communication plan (telephone tree, cell phone, text message, hot-line, etc.) to notify learners and school personnel of CO OP activation and provide situation information, as available. Parents and/or guardians will also be alerted and notified of CO OP activation and as important information becomes available.

C. Relocation Sites

The Site Coordinator will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by walking, if appropriate, and the other site(s) by transportation services. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days. Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

D. Alternate Facilities

For estimated short-term (2-14 days) payroll and personnel operations, the alternative facility will be Home Offices.

For a longer term relocation of operations and essential functions, alternative facilities are listed below:

This Primary Facility	Will be replaced by this Alternate Facility	Street Address	Contact Information
Personnel/Admin Offices	Home Offices	Varies	N/A
School Building	Unknown at this time		

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with the school's backup data.

E. Interoperable Communications/Backup Sites

As noted above, Home Offices will be used as a temporary alternate site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternate relocation sites are being researched and will be added to this plan once determined.

F. Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored on cloud-based servers. Vital records are electronic and hardcopy documents that are needed to support the essential functions and operations of a school, including legal and financial records, such as personnel and learner records; payroll records; insurance records; and contract documents.

G. Human Capital Management

School personnel responsible for essential functions should be cross-trained to ensure effective implementation of CO OP procedures:

- All CO OP designated personnel as well as senior staff will undergo annual training on executing CO OP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of CO OP procedures. It is essential that all employees have a clear understanding of what they are supposed to do. Training should include specific protocols for identifying and assisting employees with disabilities.
- Designated CO OP personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.
- All school personnel need to be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school CO OP efforts.

H. Reconstitution

In most instances of CO OP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

VII. PLAN / SITE DIRECTOR

A. Approval and Dissemination of the Plan

In developing the emergency management plan for each building, the director must involve community law enforcement, fire, and safety officials, parents of learners who are assigned to the building and facilitators and non-teaching employees who are assigned to the building as described in R.C. 3313.536. The emergency management plan should clearly identify the latest revision date and the signature of individuals involved in its creation and/or revision.

B. Review and Updates to the Plan

In order to remain in compliance with EC 32282, the site director shall update the comprehensive emergency management plan at least once a year and the floor plans whenever a major modification to the building requires changes in the procedures outlined in the plan. While routine submission to the CDE is not required, the board should maintain an up-to-date version of the plan on hand and ensure it is accessible for audits, state reviews, or other official requests. Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change and the name of the person who made the change.

To ensure timely updates to iLEAD Flex CSSP, the site director has established a schedule for an annual review of planning documents. The basic plan and its annexes will be reviewed at least once per year by school officials and local emergency management agencies and others deemed appropriate by school site director.

iLEAD Flex CSSP will be updated based upon changes in information; deficiencies identified during incident management activities and exercises; and when changes in threat hazards, resources and capabilities or school structure occur. Whenever iLEAD Flex CSSP is updated, an updated copy shall be filed with CDE, to be made available to first responders, as well as distributed in accordance with the guidelines stated above.

C. Training and Exercising the Plan

iLEAD Flex understands the importance of training, drills, and table top exercises in maintaining and planning for an incident. iLEAD Flex will conduct an annual emergency management test that includes relevant outside partners and contains at least one test of an annex or procedure contained in the plan on or before October 1st of each year this plan is in effect.

To ensure that community emergency responders are aware of their duties and responsibilities under the school plan and the most current procedures, basic training and refresher training sessions will be conducted annually in August for all appropriate school personnel in coordination with local fire, law enforcement and emergency managers. School CSSP training includes:

- Hazard and incident awareness training for all staff during September
- Orientation to iLEAD Flex CSSP provided to all school staff during September.
- First-aid and CPR for all school staff provided by local resources such as the Red Cross or Fire Department.
- Team training to address specific incident response or recovery activities such as Family Reunification.
- Two online FEMA courses: ICS 100 sca to be taken, with documentation, by Site Director and facilitators. Both courses are available for free at FEMA's Emergency Management Institute: http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b

D. Emergency Preparedness

iLEAD Flex will maintain a constant state of preparedness and readiness in the event that an incident or emergency occurs at the school. As part of our preparedness, iLEAD Flex will conduct drills and exercises. The purpose of these drills and exercises is to test the procedures identified in the school CSSP and to ensure that site director, staff, faculty, and learners are familiar with the specific actions required in the school CSSP. At a minimum, iLEAD Flex will conduct the drills identified in 32282 EC in accordance with all statutory requirements. The school will also conduct an annual emergency management test in accordance with 32282 EC. This annual test will be coordinated with local first responder agencies and relevant persons to meet the statutory requirements. Documentation of the emergency management test and all drills will be kept as required by law.

All iLEAD Flex staff members are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness.

Each family should anticipate that a staff member may be required to remain at the school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

School Safety Planning Glossary

Hazards: Hazards shall include situations involving threats of harm 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 services agencies, depending on the size and scope of the incident.

Incident: An incident is an occurrence of natural, technological, or human cause that requires a response to protect life or property.

Incident Command System (ICS): The response infrastructure designed under the National Incident Management System (NIMS) to facilitate effective and efficient management of an incident by (1) identifying key team roles and functions; (2) assessing staff skills; (3) Pre-designating staff for each ICS function (command, operations, planning, logistics, finance/administration; (4) coordinating with community partners; and (5) providing for transfer or command and backup of resources.

Incident Commander: The individual responsible for overall policy, direction and coordination of the emergency response effort. Usually this will be the local emergency official on site who has legal jurisdiction over the incident.

Key Knox Box: The school should identify the individual with access to keys to all parts of the school facility in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency.

Keyholder: The school should identify the individual with access to keys to all parts of the school facility in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency.

Lockdown: The initial physical response to provide a time barrier. Lockdown is not a stand-alone defensive strategy. When securing in place this procedure should involve barricading the door and readying a plan of evacuation or counter tactics

should the need arise.

National Incident Management System (NIMS): A set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in an incident understand their roles and have the tools they need to be effective.

School Decision Maker: The school should identify the individual at the building level, usually the Director, who is authorized to make decisions for the school in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency. The School Decision Maker may or may not serve as the Incident Commander during a critical incident or emergency.

School Incident Commander: The school official who has been designated by the School Decision Maker, if not the same, who is authorized to make decisions for the school in the event of a critical incident or hazard. The School Incident Commander may transfer command to the emergency responder Incident Commander, such as law enforcement, fire, or other safety officials who assume control of the incident. The School Incident Commander will usually continue to operate within the overall ICS structure.

Secondary School Decision Maker: The school should identify a secondary individual who is authorized to make decisions for the school in the event that the primary school decision maker is not available during an emergency situation. This individual should be reachable at the telephone number listed in the event of an emergency. The Secondary School Decision Maker may or may not serve as the Incident Commander during a critical incident or emergency.

Emergency Response Team General Duties

Incident Commander (Site director)	**TBA**	-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 Officer	**TBA**	-Make Critical Call (911) -Use Intercom/ or paging system -Use of School Records systems -Manage Phones -Maintain Records of the Event
Medical-Medical Staff	**TBA**	-Triage Multiple Victims -Administer immediate First Aid -Determine Need to additional medical staff -Identify on victims -Provide staff to Accompany victims
Security-Security Officers	**TBA**	-Secure Building & Monitor Exits -Coordinate Bldg.Searches -On site traffic Control -Interface with Emergency Service Agencies
Operations Section Chief	**TBA**	-Cover immediate Learning space needs -Keep Team Leader informed -Report to Staff Inquiries and Reports -Assist with Staff meeting
Parent Liaison-Operations	**TBA**	-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
Planning/Logistics Section Officer	**TBA**	-Monitor Plan Components -Assist Team Leader -Update Emergency Plan -Maintain Emergency Kits -Monitor Schedules
Counselors- Learner Caregivers	**TBA**	-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

CSSP Record of Distribution				
Name	Organization	Title	Date	Copies

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:_____

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)	(800)655-4555
Southern California Gas Company	(800)427-220
Water District	(800)675-4357
Children and Familly Services	(800)540-4000
Poison Control	(800)222-2221
Local Red Cross	(661) 267-0650

Site Emergency Contact List

Name	Phone #	Email	Position
Talaya Coleman	(661) 317-3068	talaya.coleman@ileadav.org	Director
Minerva Alonso	(661) 268-2376	minerva.alonso@ileadav.org	Registrar
Zahir Khan	(661) 341-1187	zahir.khan@ileadav.org	Educational Facilitator
Gabriel Mejia	(661) 886-0359	gabriel.mejia@ileadav.org	Business Manager
April Cauthron	(818) 631-1095	april.cauthron@ileadschools.org	Director of Facilities and Safety
Amy Silva	818-970-0269	amy.silva@ileadcalifornia.org	iLEAD School Nurse

Sample Emergency Letters

BUILDING EVACUATION DUE TO BOMB THREAT

Dear iLEAD Flex Families

iLEAD Flex is dedicated to maintaining a strong partnership with our families 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,

Sample Emergency Letters

FIRE AT SCHOOL

Dear iLEAD Flex Families,

At iLEAD Flex, emphasis is placed on safety in every area of school.
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 the 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,

Sample Emergency Letters

LOCKDOWN

Dear iLEAD Flex Families,

iLEAD Flex 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.

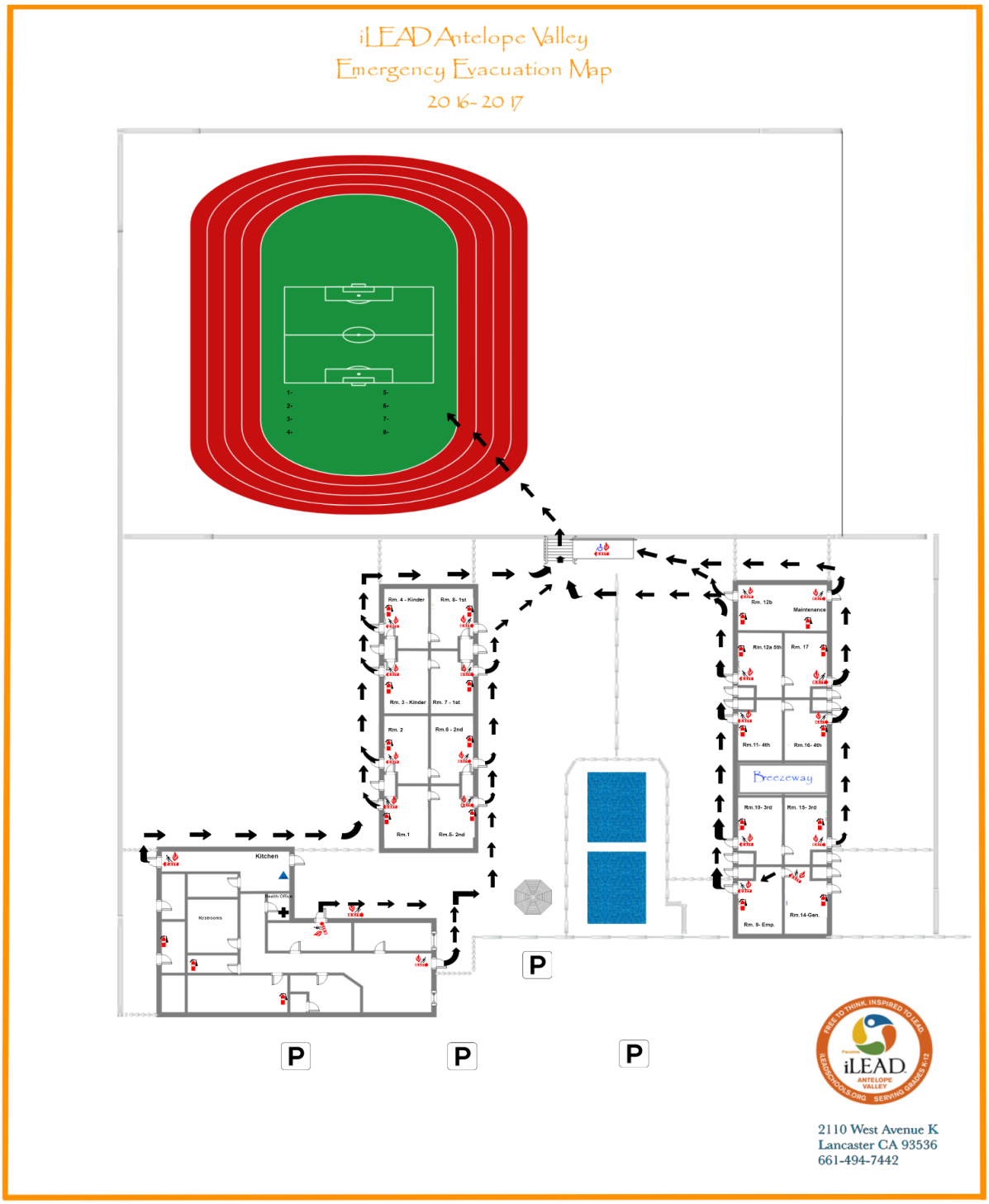
Today (date and time) we received notification from the local Law Enforcement agency of an emergency surrounding the site. As always we take any threat to the safety of the learners and Staff seriously. Due to the nature of the emergency, and after advice from Law enforcement officials, we determined 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,

Evacuation Map



Policies & Procedures

Child Abuse and Neglect Reporting

iLEAD Flex 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) 540-4000 http://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 at iLEAD Flex. If an emergency occurs during regular school hours, learners will be directed by instructors to follow emergency procedures for the specific event. If an emergency occurs when the learners are at

an offsite iLEAD event, learners will be directed to the supervising facilitator, parent/guardian volunteer or other school staff member. If an emergency extends beyond the end of the school day at the school, learners will not be released until it has been determined 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. Parents/guardians can not leave the premises without signing out the learner.

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 by iLEAD Flex. 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.

Accessibility Considerations:

- Ensure that emergency procedures and evacuation routes are accessible to learners with disabilities.

Medical Support

- Ensure that learners with medical conditions requiring specialized equipment or medications have access to all their necessary supplies during emergencies.
- Train designated staff members on how to administer emergency medications or provide medical assistance to learners with disabilities if 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 Directors 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. 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]

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)

Non-Discrimination

iLEAD Flex 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 students 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 iLEAD Flex 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 at talaya.coleman@ileadav.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

iLEAD Flex 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, contact (661) 494-7442 or talaya.coleman@ileadav.org to assist you in identifying and stopping this behavior.

All persons are to be treated with dignity and respect; therefore, iLEAD Flex, 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, iLEAD Flex 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, students, and parents/guardians. iLEAD Flex 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 Flex 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 Flex 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 Flex 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)268-6386

Attire

Loose-fitting, comfortable clothing and closed-toed sneakers or walking shoes work best at the school. Learners are asked to engage in a variety of activities while at the school which may require sitting on the floor, jumping, running, etc. where appropriate attire is of utmost importance. Distracting clothing is discouraged, including to but not limited to, the exposure of undergarments. Although the iLEAD Flex does not wish to limit each learner's freedoms by imposing guidelines, the school coordinator will contact the parents/guardians to inform them about the inappropriate choice of clothing as necessary.

iLEAD Flex Drop Off and Pick Up

iLEAD Flex 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 Flex 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 Flex 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 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 antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at (661)268-6386

Technological Hazard- Bus Accident

1. PURPOSE
   School bus accidents may occur (field trips, interscholastic activities, etc.). 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 emergency care, as appropriate for the incident,while making the most efficient use of available resources.

2. RESPONSIBILITIES
   A. 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.

- 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.
- Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.
- 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.

School Safety Authorities and References

- Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002).
- Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988), amending the Disaster Relief Act of 1974, PL 93-288.
- NIMS, Department of Homeland Security, FEMA: http://www.fema.gov/national-incident-management-system.

- NIMS, Department of Homeland Security, FEMA: IS-700 National Incident Management System (NIMS) an Introduction: http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a.
- Homeland Security Presidential Directive No. 5 (2003).
- CA Education Code 32282, school Emergency Management Plans.
- drills and tornado safety precautions.
- FEMA: IS-100 Introduction to Incident Command System: http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b.
- FEMA: IS-100 SCA Introduction to ICS for schools: http://training.fema.gov/em1web/is/courseoverview.aspx?code=is-100SCa
- http://www.isbe.net/safety/guide.htm.
- FEMA All-Hazards Training Document: http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/assets/SamplePlan.pdf
- Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g;34 CFR Part99)
- Health Insurance Portability and Accountability Act of 1996 (HIPAA) (Pub. L. 104-191, 110 Stat. 1936, enacted 21 August 1996

EDUCATION CODE SECTION 32280-32289

California Code, Education Code - EDC § 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, classified employees, 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.It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan. 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.

California Code, Education Code - EDC § 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 schoolsite 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 schoolsite 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 schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan.The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

(4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) This article does not 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 schoolsite.

(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 schoolsite 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 workday 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 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) This subdivision does not 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 comprehensive 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 include 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) This subdivision does not preclude 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) This subdivision does not reduce or eliminate the requirements of Section 32282.

California Code, Education Code - EDC § 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 Alfred E. Alquist 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.The department shall provide general direction to school districts and county offices of education on what to include in the school building disaster plan.

(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 the 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 that 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 schoolwide 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. A 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, 35291.5, 47605, and 47605.6.

(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

(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 schoolsite council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, 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 schoolsite council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

(g) The department shall maintain and conspicuously post on its Internet Web site a compliance checklist for developing a comprehensive school safety plan, and shall update the checklist when necessary.

California Code, Education Code - EDC § 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.

California Code, Education Code - EDC § 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.

California Code, Education Code - EDC § 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.

California Code, Education Code - EDC § 32283.5

(a) The department shall develop and post on its internet website 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.

(b) The department shall post on its internet website and annually update a list of available online training modules relating to bullying or bullying prevention.

(c) A school operated by a school district or a county office of education and a charter school shall annually make available the online training module developed by the department pursuant to subdivision (a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

California Code, Education Code - EDC § 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.

California Code, Education Code - EDC § 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.

California Code, Education Code - EDC § 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.

California Code, Education Code - EDC § 32288

(a)(1) 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.

(2) The department shall develop and post on its Internet Web site best practices for reviewing and approving school safety plans.

(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 schoolsite, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the schoolsite.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The schoolsite 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 department by October 15 of any schools that have not complied with Section 32281.

California Code, Education Code - EDC § 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.

Appendix F

iLEAD Flex
SAMPLE
Professional Development Schedule
Weekly on Fridays

Month	Topic	Presenter/Notes/ Comments
August	**Design EDU** • Teambuilding • Love and Logic • Restorative Practice • Learner Outcomes (Toolkit and Rubrics) • Keys to Success: Effective Interventions in a Virtual School • Project-Based Learning • Individualized Learning • Educational technology • Content/subject-specific trainings **State and Local Required Training** • Mandated Reporter • Sexual Harassment • Title IX • Workplace Violence • Injury Illness and Prevention • iLEAD Flex Policies and Procedures **Assessment** • How to test: MAP Growth (K-12) • K-2 Literacy Screener	
September	**Fridays:** • Math and Literacy PD • iLEAD Methodology • Site-specific initiatives **Fall MAP Data Dives** • K-8 • High School **MTSS** • MTSS Implementation and Progress Monitoring • PLC Discussions **Leadership Notebooks/Portfolios** • How to incorporate the iLEAD Learner	

	Outcomes, SEL and Academic progress	
October	**Fridays:** ● Math and Literacy PD ● iLEAD Methodology ● Site-specific initiatives **Student Support** ● Inclusion ● Co-Teaching ● Understanding and implementing accommodations **State and Local Required Training** ● Integrated Pest Management ● Heat Illness Prevention ● Bullying	
November	**Fridays:** ● Math and Literacy PD ● iLEAD Methodology ● Site-specific initiatives **Reports of Progress** ● Grading Policy ● Academic and Social-Emotional Narratives ● Learner Outcome Self-Reflection Surveys **EL** ● Understanding EL levels, reclassification criteria, and appropriate supports **State and Local Required Training** ● Students Experiencing Homelessness ● Youth and Suicide Prevention ● Slips, Trips and Falls	
December	**Fridays:** ● Math and Literacy PD ● iLEAD Methodology ● Site-specific initiatives **Learner-Led Conferences** ● Preparing for conferences in January **Reports of Progress** ● Workburst	
January	**Fridays:** ● Math and Literacy PD ● iLEAD Methodology ● Site-specific initiatives **Counselors:** ● How to manage data ● How to collaborate with educational	

	partners; parents, coaches, etc. to capture and track progress **Mid-Year Data Dives** ● K-8 ● High School **State and Local Required Training** ● Deescalation Strategies ● Cyber Security	
February	**Fridays:** ● Math and Literacy PD ● iLEAD Methodology ● Site-specific initiatives **PFT (Physical Fitness Test)** ● 5th, 7th, and 9th Administration and Tracking **CAASPP Test Administrator/Test Examiner** ● Administration How To's Universal tools + Designated supports	
March	**Fridays:** ● Math and Literacy PD ● iLEAD Methodology ● Site-specific initiatives **State and Local Required Training** ● Conflict Management ● Stress Management	
April	**Fridays:** ● Math and Literacy PD ● iLEAD Methodology ● Site-specific initiatives **Learner Showcases** ● Planning for Successful Year-End Learner Showcases **Educational Partner Surveys** ● Analysis of Survey Results from Learner, Parent, and Staff	
May	**Fridays:** ● Math and Literacy PD ● iLEAD Methodology ● Site-specific initiatives **Learner Outcomes** ● 2nd Semester Self-Reflection Surveys **ROPS** ● Workburst	

Appendix G

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0034
(916) 319-2034
FAX (916) 319-2134

DISTRICT OFFICE
41301 12TH STREET WEST, SUITE F
(661) 267-7636
FAX (661) 267-7736

Assembly
California Legislature

TOM LACKEY
ASSEMBLYMAN, THIRTY-FOURTH DISTRICT

COMMITTEES
VICE CHAIR: ELECTIONS
VICE CHAIR: GOVERNMENTAL ORGANIZATION
VICE CHAIR: PUBLIC EMPLOYMENT AND RETIREMENT
ARTS, ENTERTAINMENT, SPORTS, AND TOURISM
BUDGET
PUBLIC SAFETY
SPECIAL COMMITTEE ON LEGISLATIVE ETHICS

January 5, 2025

Board of Trustees and Superintendent
Antelope Valley Union High School District
44811 North Sierra Highway
Lancaster, CA 93534

RE: Letter of Support for iLEAD Flex Charter Petition

Dear Superintendent and Board of Trustees,

I am writing to express my enthusiastic support for the iLEAD Flex charter petition. I am confident that iLEAD will continue to provide vital educational options that meet the diverse needs of families in the Antelope Valley.

The iLEAD organization has a proven track record of excellence, having operated high-quality schools across Southern California since 2008. Over the last two decades, they have successfully prepared tens of thousands of students for college and career success. Currently serving over 6,000 learners, iLEAD has demonstrated the experience and stability necessary to manage innovative educational programs effectively.

What distinguishes iLEAD Flex is its commitment to personalized education. Every learner will receive a highly customizable, unique learning plan tailored to their individual needs. This approach provides a necessary alternative for families seeking smaller school sizes, flexible schedules, and unique educational offerings that complement the existing schools in our area.

Furthermore, iLEAD has consistently proven to be a dedicated community partner. Beyond the classroom, their schools serve as community resources, hosting food and clothing drives and providing outreach to those in need. Their focus on "whole-child" development ensures that students grow not only academically but also as confident, competent, and empathetic leaders.

I trust the iLEAD organization to bring this same level of innovation and community spirit to iLEAD Flex. I respectfully urge you to approve their charter petition and welcome this valuable asset to our district.

Sincerely,

Thomas Lackey

Assemblyman Tom Lackey
34th District

A full-service consulting firm specializing in human development and organizational development. Dedicated to transformative ideas and actions to shape an inspired world.

Senta Greene
Co-Executive Director
Full Circle Consulting Systems, Inc.
27240 Turnberry Lane, Suite #200
Valencia, CA 91355
sgreene@fullcircleconsultingsystems.org
818-483-3312

December 26, 2025

Antelope Valley Union High School District
Board of Trustees and Superintendent
44811 North Sierra Highway
Lancaster, CA 93534

RE: Letter of Support for the iLEAD Flex Charter School Petition

Dear Superintendent and Members of the Board~

I write on behalf of Full Circle Consulting Systems, Inc. to support the proposed iLEAD Flex charter school. For over two decades, Full Circle has partnered with schools, districts, and community organizations across California. We strengthen educational systems that are focused on academic excellence, developmentally responsive practices, relationship-centered instruction, and attuned to the realities of children and families.

We believe strong communities start with families having high-quality educational choices. These choices honor diverse learning needs, life circumstances, and developmental pathways. The iLEAD Flex model is a thoughtful, dynamic approach to education. It recognizes that learning happens in many ways and structures.

iLEAD's 17-year track record of innovation and success demonstrates both credibility and capacity. Their commitment to personalized, project-based learning and whole-child development aligns closely with research and practice: when learners feel supported and empowered, academic engagement and outcomes improve.

We are especially encouraged by iLEAD Flex's focus on:

- **Personalized and Adaptive Learning Pathways:** Offering full-time campus learning, home-study, and hybrid models allow families to choose what best supports their child's academic, social and emotional development.
- **Human-Centered School Design:** Smaller learning environments and relationship-based approaches foster belonging, safety, and sustained engagement, which are critical protective factors for youth.
- **Community Partnership and Stewardship:** iLEAD's history of serving as a community anchor through partnerships and service reflects a deep understanding of schools as vital community ecosystems, not isolated institutions.
- **Complementarity with District Schools:** iLEAD Flex is positioned to enhance, not replace, existing educational offerings by serving learners whose needs may not be fully met in traditional settings.

In our work across early childhood, K–12, and cross-sector systems, we see that flexibility, combined with strong pedagogy, is essential. iLEAD Flex is a responsible and responsive model that meets families' needs and emphasizes academic rigor and learner growth.

For these reasons, Full Circle urges the Board to approve the iLEAD Flex charter petition. This school will be a valuable asset to Antelope Valley's educational landscape.

Thank you for your consideration and for your continued service to the students and families of your community.

Sincerely,

Senta Greene
Co-Executive Director
Full Circle Consulting Systems, Inc.

ANTELOPE VALLEY Chambers of Commerce

January 8, 2026

Antelope Valley Union High School District Board of Trustees and Superintendent
Lancaster, CA 93534

RE: Support for iLEAD Flex Charter Petition

Dear Superintendent and Board of Trustees,

As the current Chairwoman of the Antelope Valley Chambers of Commerce, I am writing to support the charter petition for iLEAD Flex. Our community thrives when families have diverse educational options that prepare the next generation of leaders, managers, and problem-solvers.

The iLEAD organization has been a leader in innovative education since 2008. With a current enrollment of over 6,000 learners and a history of preparing tens of thousands for college and career success, they have the "outstanding skill set" required to support high-quality schools. Their focus on project-based learning and social-emotional growth ensures that students develop the competence and confidence needed for the modern workforce.

We particularly value iLEAD's commitment to the following:

- **Personalized Support**: Each learner receives a unique, customizable learning plan to cater to their individual path to success.
- **Community Partnership**: iLEAD schools act as community anchors, frequently hosting food and clothing drives and providing outreach to those in need.
- **Flexible Options**: They provide essential flexibility and smaller school environments that complement the existing traditional schools in our area.

iLEAD has a proven history of collaborating with local entities, such as the Arts Education Collective and music programs like AMPED, to provide rigorous and relevant curriculum. I believe iLEAD Flex will continue this tradition by serving as a strong resource for our community and a game-changer for students who need a more personalized approach to their education.

I encourage the Board to approve the iLEAD Flex petition.

Sincerely,

Cherie Payne

Chair, Board of Directors

Amanda Gallion-Fischer

Executive Director

Phone Number (661) 904-2481
Email amandajfischer@gmail.com
Address Santa Clarita, CA 91350

Values-driven educational executive with over 25 years of experience leading charter and district organizations to improve outcomes for children and the communities they serve. A visionary, solution-oriented leader grounded in empathy, integrity, and servant leadership, with deep expertise in strategic planning, organizational design, and culture transformation. As Chief Executive Officer of iLEAD California, recognized for aligning people, processes, and purpose to build high-performing, mission-driven organizations where individuals feel supported, accountable, and inspired to make a lasting impact.

QUALIFICATIONS

- Innovative
- Superior Organizational Skills
- Excellent Interpersonal Rapport
- Servant Leader
- Analytical
- Outstanding Problem Solving
- Inclusive Collaborator
- Solution Oriented
- High Integrity
- Courageous
- Relationship Builder
- Persuasive Oral/ Written Communicator

PROFESSIONAL EXPERIENCE

Chief Executive Officer (Dec 2023- Present)
Executive Director (July 2018- December 2023)
iLEAD California Charter, Castaic, California — Jul 2018 - Present

Visionary

- Serve as chief visionary and organizational leader for iLEAD California,setting long term direction and ensuring alignment to mission, vision, and values.
- United iLEAD California staff around shared vision, mission, and values.
- Developed a strategic plan for iLEAD CA to create clarity, sustainability, measurable outcomes and plan expansion.
- Facilitate quarterly strategic planning sessions with department leaders to monitor progress, adapt priorities, and drive continuous improvement.
- Led a full organizational restructure to better align staffing, departments, and workflows with the shared service model and evolving iCA network schools needs.

Integrator

- Oversaw all departments including Finance, Human Resources, Safety and Facilities, Technology, Governing Board Relations, State and Federal Funding, Compliance and Reporting, Learner and Leadership Support for sustainability and expansion.
- Analyzed operations to evaluate iCA performance and to determine areas of potential improvement.
- Established departmental responsibilities and coordinate functions among departments.
- Strengthened cross-department collaboration, clarity of roles, and decision-making authority across the organization.
- Directed departments to collaboratively develop process guides and standardized operation procedures increasing consistency, efficiency, accountability, and institutional knowledge.

Instructional Leader

- Focused on learner data to improve performance at all schools, worked directly with school directors to create a plan for meeting learning outcomes and preparing for renewal.
- Conferred with board members and staff members to discuss issues, coordinate activities and resolve problems.

Relationship Builder

- Transformed an organizational culture from a historically toxic and hostile environment into one defined by joy, trust, psychological safety, and employee engagement, where people feel valued and inspired to contribute.
- Established relationships and served as liaison between authorizers, charter school directors, and all network schools' governing boards.
- Prepared and presented reports, including new charter petitions and renewals to authorizers, school leadership, charter partner organizations, and educational partners of all iCA network schools.

Assistant Superintendent (Oct 2017-July 2018)
Director (Jan 2015-Oct 2017)
Acton Agua Dulce Unified School District, Acton, California *Jan 2015 - Jul 2018*

- Oversaw all aspect of charter authorizer oversight of 17 charter schools including authorization, renewal and creating policy and systems of oversight
- Evaluated curricula, teaching methods and programs to determine effectiveness, efficiency to improve student learning and comply with federal, state and local policy.
- Recommended and initiated personnel actions, such as hiring, training, evaluation, promotion, transfer, discharges and disciplinary measures.
- Oversaw all assessments for the district.
- Participated in special education-related activities, such as attending meetings and providing support to special education educators and families throughout the district.
- Prepared evidence for disciplinary hearings, including preparing witnesses and documentation.
- Directed and coordinated activities of district staff and site administrators for all operational purposes.
- Recommended collective bargaining strategies, goals and objectives.
- Assessed impact of union proposals on the district operations and proposed resolutions for contract negotiations.
- Conferred with parents and staff to discuss educational activities and policies and students' behavioral and learning problems.
- Mediated discussions between district staff, families, learners and school personnel in an attempt to reconcile differences.
- Participate in community events to build relationships

Principal (*Jul 2012 - Jan 2015)*
Assistant Principal (*Jul 2006 - Jun 2012)*
Sulphur Springs School District, Santa Clarita, CA *Jul 2006 - Jan 2015*

Curriculum and Instruction

- Provided Staff Development at site and district level to support staff with instructional techniques, classroom management, and curriculum.
- Focused on using data to identify best instructional practices and improving student learning

Student Support Services

- Oversaw Gifted and Talented Education, English Language Learners, Homeless and Foster Youth, and Special Education for ~300 learner annually (ie. SDC preschool programs, regional programs for OHI and MUL).
- Extensive discipline experiences from facilitating students in conflict management to suspensions and expulsions.
- Work in partnership with parents, community, law-enforcement, and other public agencies.

Safety, Health and Facilities

- Created and managed budget for school site
- Develop Comprehensive School Safety Plan, Indoor Air Quality reports, oversaw monthly drills, and semi-annually disaster/earthquake drills.
- Work with the district nurse to maintain Health Care Plans, doctor's notes, and medication for student

Personnel

- Participate in interviewing and hiring of classified and certificated staff.
- Supervise and evaluate certificated and classified personnel (custodians, IAs, SCIAs, noon supervisors, librarians, teachers, assistant principal, etc.)
- Developed improvement plan for certificated and classified staff

Community Relations

- Work effectively with students, parents, and staff to create and maintain positive school culture
  Work with SSC, PTA, and ELAC to establish goals, budget, and actions to drive student performance
- Host and attend all Family and Parent Nights.

Technology

- Developed Technology Plan to assist site in budgeting for long term maintenance of technology
- Provide support to teachers

Teacher, Adult School
William S Hart Union High School District/ Golden Oak Adult School, Santa Clarita, CA *Jan 2005 - Dec 2006*

- Facilitated the learning over 60 concurrent enrolled and adult students at night to meet high school graduation/GED requirements
- Updated instructional materials for all courses

Teacher, Independent Study (grades 9-12)
William S Hart School District/ Learning Post High School, Santa Clarita, CA *Dec 2003 - Aug 2006*

- Managed and organized students' individual A-G requirements as teacher / counselor in a non-classroom based model
- Led the WASC self-study and guided the implementation of the school wide action plan
- Researched & developed curriculum to expand to 7th and 8th grade.

Summer School Teacher, Intensive Literacy Program
William S Hart Union High School District/ Intensive Literacy Program, Santa Clarita, CA *Jun 2004 - Aug 2004*

- Increased literacy of struggling junior high and high school readers through strategic intervention.
- Encouraged families to participate in their student's education through home visits & Family Nights

Teacher, Physical and Life Sciences
William S Hart Union High School District/ La Mesa Junior High School, Santa Clarita, CA *Sep 2003 - Dec 2003*

- Assisted in the development of a new seventh grade team

Teacher, Science and Cheer Advisor,
William S Hart Union High School District/ Hart High School, Santa Clarita, CA *Aug 2002 - Aug 2003*

- Taught earth science, physical science and multi-science at all grade levels
- Assisted in the planning and execution of a variety community related activities

Teacher (grades 4-8), GATE, ELL, Title 1 August 19
Castaic Union School District/ Castaic Middle School, Castaic, CA *Aug 1999 - Aug 2002*

- Served as Master Teacher assisting new teachers in classroom management and best practices.
- Trained staff in differentiated curriculum and Literacy in the 21st Century.
- Served as grade level leader and as a member of both the Math and Science District Committees.

EDUCATION

M. Ed. In Educational Management *Apr 2006*
University of La Verne, La Verne, CA

B.S., General Studies In Emphasis In Science *May 1999*
University of Southern California, Los Angeles, CA

CERTIFICATIONS

- Clear Administrative Services Credential
- Cross-Cultural Language and Academic Development
- Clear Multiple Subject Credential
- GATE Certification

AWARDS

- 34th District PTA Outstanding Administrator of the Year, 2015
- ACSA Region 15 Co-Administrator of the Year, 2012
- SCV ACSA Rookie Administrator of the year, 2007
- SCV Teacher Tribute -Learning Post Teacher of the Year, 2006
- Castaic Middle School Teacher of the Year, 2004

KENNETH E. RAGSDALE III

8038 Burnet Ave. Los Angeles, CA 91402 (323)253-6249 Kenchy@gmail.com

EXPERIENCE

6/16-Present SCARLET FOUNDATION 501(c)3 Los Angeles, CA
President of the Board
Oversee the day to day governance of the Scarlet Foundation 501(c)3 as President of the Board. Develop strategies for fundraising, Programs and outreach to the community. Collaborate with School administrators, faculty and parents to improve iLEAD Encino an independent Charter school. Projects include curriculum initiatives, hiring consultation, human resources support and funding and major facilities projects.

6/15-Present INDEPENDENT PRODUCER Los Angeles, CA
Co-Executive Producer
Developed projects including the drama pilot STARCROSSED with FBC/ 20th Century Fox TV. Oversaw all aspect of development from inception through studio/network pitch process, notes, and final script delivery stages. Writer/EPs Eduardo Cisneros & Jason Shuman, EP Michael Rauch.

5/13-6/15 LATIN WORLD ENTERTAINMENT Los Angeles, CA
Vice President of Development
Vice President for Latin World Entertainment in deal with 20th Century Fox TV. Collaborates with writers, producers, agents and managers developing drama and comedy television series projects. Oversees all aspect of development from inception through studio/network pitch process, notes, final script delivery stages and production. Projects include KILLER WOMEN for ABC EP/Sofia Vergara, Ben Silverman, Luis Balaguer. SPEAK AMERICAN for FBC W/Benjamin Brand/Andrew Lenchewski EP/ Sofia Vergara, Ben Silverman, Luis Balaguer. RAISING MOM for ABC W/Christine Zander/Laura Chinn D/Gail Mancuso EP/ Sofia Vergara, Ben Silverman, Luis Balaguer. UNITED for 20th W/Jonathan Abrams, EPs Sofia Vergara, Luis Balaguer.

10/09-5/13 JUNIPER PLACE PRODUCTIONS/CBS TV STUDIOS Los Angeles, CA
Director of Development
Director of Development for Juniper Place Prods. in deal with CBS TV Studios. Collaborated with writers, producers, agents and managers developed drama and comedy television series projects. Oversaw all aspect of development from inception through studio/network pitch process, notes and final script delivery stages. Projects include KILLING TYME for CBSTVS W/Lauren Iungerich. UNT. NEIL TOLKIN MEDICAL DRAMA for CBS, MAKE VROOM FOR DADDY for CBS W/Les Firestien, ESU:NY for CBS W/Lowell Cauffiel & Bill Clark, UNT. KATE BAESTROP PROJECT for CBS W/Neil Tolkin EP Carol Mendelsohn.

11/06-10/09 FOX TELEVISION STUDIOS Los Angeles, CA
Executive Assistant to SVPs of Programming and Development, Nancy Cotton and Matt Loze
Attended development, business affairs, and pitch meetings as well as notes calls for current projects. Evaluated scripts for staffing and developed ideas for international sale. Projects include THE FIND W/Matthew Federman & Stephen Scaia. Coordinated tracking for competitive projects. Also assisted SVPs of Programming and Development, Marney Hochman, Lisa Demberg and Pancho Mansfield.

11/05-11/06 NBC/UNIVERSAL Burbank, CA
Coordinator Movies and Mini-Series
Attended pitch meetings and notes meeting for current projects. Also coordinated coverage and reader invoices. Frequently assisted VP of Movies and Mini-Series, Stephen Bulka, Director of Alternative Development, Meredith Ahr and VP of Specials, Curt Sharp.

7/04-11/05 THE WEST WING - WARNER BROS. TV Burbank, CA
Writer's Assistant
Assisted writers with daily needs. Organized all script materials for cast read through and production meetings. Assisted in daily operations of the script department. Coordinated distribution of scripts to 275+ people per episode; including Actors, Crew, and Executives at the studio, network, and production offices.

10/03-3/04 MTV NETWORKS Los Angeles, CA
Executive Assistant to VP of Development, Drew Tappon
Tasks included spec script evaluation and current project notes and casting.

1/03-7/03 CSI: CRIME SCENE INVESTIGATION - CBS PRODUCTIONS Los Angeles, CA
Executive Assistant to EP/Show Runner Ann Donahue

Responsibilities included story research, phones, scheduling, meetings and other production/writing/personal obligations. Evaluated spec scripts for writer staffing for Season 4 for EPs Ann Donahue and Carol Mendelsohn.

8/02-1/03 FASTLANE - WARNER BROS. TV Burbank, CA
Office Assistant
Responsibilities included the copying, filing and distribution of schedules, scripts and daily paper work along with other daily operations of the production office. Organized all script materials for cast read through, production meetings and location scouts.

7/00-8/02 THE WEST WING, THIRD WATCH, CITIZEN BAINES - WARNER BROS. TV Burbank, CA
Writer's PA
Assisted in daily operations of the script department for three primetime series. Coordinated distribution of scripts to 275+ people; including Actors, Crew, and Executives at the studio and network. Frequently assisted Co- Producer, Mindy Kanaskie in the office and on set of THE WEST WING.

7/99-5/00 NEW REGENCY PRODUCTIONS Los Angeles, CA
Script Coordinator for Feature Development
Coordinated story department in feature development, intern operations, Script/Director/Writer/Production slates and 20 readers. Serviced the script needs and weekend read for the creative executives.

EDUCATION

EMERSON COLLEGE, Boston, MA. Bachelor of Arts, Visual and Media Arts, December 1999.
UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles CA. Summer 1995.

DIANNE M. AVERY

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Santa Clarita, CA 91355
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Office: (661) 362-3376
Dean, Academic Innovation and Continuing Education
College of the Canyons

29143 Valley Oak Pl.
Santa Clarita, CA 91390
didicin@gmail.com
Cell: (661) 877-2747

EDUCATION

M.S., Forensic Psychology. Arizona State University, Phoenix, AZ. 2019.
B.A., Psychology. Brandman University, Irvine. 2018.

RELEVANT PROFESSIONAL APPOINTMENTS

- **Dean, Academic Innovation and Continuing Education,** College of the Canyons, CA 2021 – Present
    - Assist the Office of Instruction with district-wide scheduling of classes, including projecting FTES for each area annually and creation of section requests, timeblocks, and term dates sent to each division and department.
    - Oversee the district's Instructional Service Agreements (ISAs) with the Los Angeles Police Department (LAPD), Los Angeles County Sheriff's Department (LASD), Los Angeles County Fire Department (LACoFD), and Los Angeles County Fire Department-Lifeguard Division (LACoFD-Lifeguard).
    - Oversee, monitor and manage the college's California Adult Education Program (CAEP) funds, as well as serve on the Gateway SCV management team, collaborating with our Golden Oak Adult School partners.
    - Evaluate, hire, schedule, and coordinate the faculty, staff, and directors in the School of Personal and Professional Learning and all other programs overseen by the Dean of Academic Innovation and Continuing Education.
    - Oversee the district's Rising Scholars program serving our currently incarcerated students serving jail sentence in Los Angeles County jail facilities, as well as the development of an on campus Rising Scholars program for formerly incarcerated students.
    - Administrative co-chair for the college's Noncredit Curriculum Committee.
    - Establish and maintain partnerships with business and industry to support needed trainings for employees through the School of Personal and Professional Learning as well as to ensure skills gaps industry sees are closed with the development of noncredit programs and courses.
    - Develop grant proposals in collaboration with the college's Grants department resulting in the successful awarding of funding for programs in my area.
    - Co-lead for the college's California Guided Pathway's Racial Equity for Adult Credentials in Higher Education (REACH) collaborative.
    - Coordinates with Center for Assessment of Student Learning (CASL)/Program Review committee to ensure all noncredit programs and courses are being assessed.

- **Administrative Assistant Office of Instruction**, College of the Canyons, CA. 2017 – 2021.
    - Assist with the building of sections for all terms, timeblocks, and section requests sent out to each division and department.
    - Support ISA Coordinator and Associate Vice President of Instruction with day-to-day needs of the college's ISA partners.
- **Deputy Sheriff Generalist,** Los Angeles County Sheriff's Department, CA 1998-2002 (Medical Retirement). Worked as a civilian for the Department from 1991-1998 as well.

PROFESSIONAL ACCOMPLISHMENTS

Accreditation

- Tri-chair for Standard IIA for the Spring 2022 ACCJC Site Visit resulting in a reaffirmation of accreditation for seven years.
- Served on the writing team for Standard IIIC for the Spring 2022 ACCJC Site Visit, resulting in a reaffirmation of accreditation for seven years.
- Submitted the ACCJC Substantive Change report for the LA County Fire Department's Del Valle Regional Training Center, which ACCJC approved on May 25th, 2021 as a new location for COC. This allows for the Fire Department and COC to collaborate on the College's development of an accredited Fire Academy at the site.
- Working with Director of Fire Academies in submitting for accreditation with the California Office of the State Fire Marshall to receive state accreditation for the college's fire academy currently in development.

Administrative Contributions

- Coordinate all instructional service agreements (ISAs) including creation and review of program curriculum, hiring of qualified instructors, facilitating partner/agency meetings, and performing annual site visits to determine program compliance with college standards.
- Plan and schedule dual and concurrent enrollment opportunities in collaboration with the Hart district at each of the high school sites.
- In collaboration with the Faculty Director of Adult and Continuing Education, construct the Fall, Winter, Spring and Summer schedule for the School of Personal and Professional Learning in accordance with Student Attendance Accounting Manual guidelines to meet student needs and match enrollment management FTES targets set for the department.
- Create the course schedule for both credit and noncredit offerings for all terms and sessions using enrollment management strategies, projections based on past enrollments, cost analyses, FTES projections, and a Guided Pathways framework for the Rising Scholars program.
- Created pathways for the Rising Scholars program using a Guided Pathways framework for 20/21, 21/22, and 22/23 allowing students to complete their general education requirements for an associate degree. The general education courses were strategically selected to satisfy UC and CSU general education requirements except for the science lab due to safety procedures at the facilities.
- Submitted for and was awarded $372,000 over the next three (3) years to further expand and operate the Rising Scholars program.
- Assisted with the successful procurement of the CCCCO Currently and Formerly Incarcerated Students Reentry Program Grant award in the amount of $163,000.
- Support the Office of Instruction in constructing the Fall, Winter, Spring, and Summer sections requests for college-wide instructional programs, as well as time blocks for course offerings, using a compressed calendar in accordance with Student Attendance Accounting Manual guidelines to meet student needs and

match enrollment FTES targets set for the District.
- Evaluate both faculty and staff in accordance with various collective bargaining agreements.
- Chaired and served on multiple hiring committees, interviewing applicants for various administrative, classified, and faculty positions throughout the district at both the initial and final interview stages. One position in which I was the chair of the hiring committee, resulted in the successful hiring of the Director of Fire Academy programs, which is a requirement to have in place for the College to proceed with the development of an accredited Fire Academy at COC.
- Contribute to the writing and updating of the College's Educational and Facilities Master Plan, Technology Master Plan, and annual catalog.
- Collaborate with Business Services and Institutional Research to prepare the CCFS-320 P1, P2, Annual, and Recal apportionment attendance reports.

Community Outreach and Workforce Development

- Serve as the first line of communication and contact between COC and the public safety agencies (eg. LASD, LAPD, and LACoFD) for training of their personnel, as well as for the Rising Scholars program with LASD.
- Serve as the first line of communication and contact between COC and the Hart District in support of Dual and Concurrent Enrollment.
- Serve as the first line of communication and contact between COC and the Newhall School District to offer our continuing education courses, specifically noncredit ESL with plans to expand to other noncredit courses, at the elementary school sites.
- Collaborate with business and industry throughout the Santa Clarita Valley (eg. AMS Fulfillment) to offer continuing education courses for their employees at their locations.
- Collaborate with the Hart District, specifically Golden Oak Adult School, in support of students continuing their educational goals through our Gateway SCV adult education consortium.
- Host and organize career exploration camps throughout the year, run through Community Education, for 6^{th}-8^{th} graders to introduce students to pathways available to enter once they've reached high school and beyond.
- Host and organize welding and manufacturing camps for high school students each summer for career exploration in both welding and manufacturing.
- Serve as a management team member on the Gateway SCV consortium a collaboration with the William S. Hart Union High District's Golden Oak Adult School as part of the California Adult Education Program.

Collaboration and Engagement

- Created and implemented faculty orientations with the inclusion of LASD-EBI as part of the orientations.
- Serve on COC's Apportionment Coordinating Team, that includes the Vice Presidents of Instruction, Student Services, Business Services, and Grants Development, as well as the Associate Vice Presidents of Instruction and IRPIE, and the Director of Enrollment Support. This team comes together to develop the budgetary and instructional goals as it relates to FTES and apportionment reporting for the entire college.
- Key in the development and implementation of the Auto Technology program at Pitchess Detention Center (PDC), as well as oversaw the development of the Welding program that successfully ran in Spring 2022.
- Collaborate with PIO on marketing and marketing materials for Instruction and the School of Personal and Professional Learning.
- Assisted in writing the Classified Senate Antiracism Resolution.

- Presented the College's Rising Scholars program to the Los Angeles County Inmate Welfare Commission in 2022.
- Presented at the 2022 and 2023 ACCE Annual Meeting in regards to COC's Rising Scholars Program.
- Presented at the 2023 California Guided Pathways (CAPG) Institute #4 on Racial Equity for Adult Credentials in Higher Education (REACH).

Curriculum

- Developed and coordinated the processes and transitioning of all courses being offered in the Rising Scholars program, at all facilities the College serves, to a correspondence modality at the beginning of the COVID-19 pandemic with continued improvements made to those processes based on feedback from all stakeholders.
- Administrative co-chair for the Noncredit Curriculum Committee.
- Coordinate development of new programs, certificates, and curriculum in the School of Personal and Professional Learning/Continuing Education (Noncredit), ensuring the needs of the community, business and industry are met, especially in areas where credit cannot fill the gap.
- Coordinate and worked with faculty to develop new programs, increase offerings, and expand the Rising Scholars program overall.

Select Grants and Budgets

- Los Angeles County Fire Department, Del Valle Regional Training Center funds through College of the Canyons, $953,000. 2019 – present.
- CAEP Grant, $458,000, 2021 – present.
- CCCCO Rising Scholars Program Award, $372,000. 2022 – 2025.
- CCCCO Currently and Formerly Incarcerated Students Reentry Program Grant, $163,000. 2019 – 2021
- Guided Pathways REACH Collaborative Grant - $18,000. 2021-present.
- Continuing Education budget, $93,400. 2021 – present.

PROFESSIONAL DEVELOPMENT AND AWARDS

- College of the Canyons LEAP participant, 2020, 2021.
- College of the Canyons Management Academy participant, 2019.
- College of the Canyons Classified Professional Achievement Award, 2019

COMMITTEE WORK

- Institutional Effectiveness & Inclusive Excellence $(IE)^2$ Committee
- Enrollment Management
- Equity Minded Practitioners
- Apportionment Coordinating Team
- Canyons Connects Steering Committee
- Rising Scholars Advisory Committee
- Noncredit Curriculum Committee
- School of Personal and Professional Learning Committee
- Career Education Committee
- Accreditation Committee

PROFESSIONAL AFFILIATIONS

- Association of Community & Continuing Education (ACCE)
- Association of American Colleges & Universities (AAC&U)

CURRICULUM VITAE

Andy McCutcheon

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Santa Clarita, CA 91350
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CURRENT POSITIONS

- Dean, School of Humanities, College of the Canyons.
- Dean, School of Social and Behavioral Sciences, College of the Canyons.

EDUCATION

- **Tulane University**, Master of Arts in English, August 1993. Specialty: modern literature with an emphasis on critical theory.
- **University of Maryland Baltimore County**, Bachelor of Arts in English with an extended minor in creative writing, May 1990, Magna Cum Laude.
- **Frederick Community College,** Associate of Arts in General Studies, June 1987.

EXPERIENCE

- **Administrative:** Dean, School of Humanities, School of Social and Behavioral Sciences, and COC MakerSpace, schedule development, enrollment management, program and budget planning, program development, assessment, accreditation, hiring manager for academic search committees, administrative lead for tenure and post-tenure committees, advisory boards, Incident Comman Team, course coordinator, program coordinator, placement coordinator, proctor, reader/rater, table leader, writing consultant, department liaison for student advising, with additional experience in institutional research, curriculum development and assessment, and facilitation of special projects and community partnerships.

- **Teaching:** reading specialist, generalist, professional development facilitator, committee service, instructor of supplemental learning, basic skills, accelerated developmental composition, transfer-level rhetoric/composition, literature/ composition, literature surveys, creative writing, special topics in Humanities, and interdisciplinary studies, training and assessment of writing center tutors, multi-modal technology, certified online and hybrid instruction (Canvas, Blackboard, Course Compass, MyCompLab, and Moodle).

PROFESSIONAL EXPERIENCE

- **College of the Canyons**

  - **Administration**
    - Dean, School of Humanities and School of Social and Behavioral Sciences. Duties: manages School of Humanities; supervises faculty and department chairs for American Sign Language, Cinema, English, English as a Second

Language, Modern Languages, Humanities, and Philosophy; manages School of Social and Behavioral Sciences; supervises faculty and department chairs for Anthropology, Communication Studies, Early Childhood Education, History, Political Science/Gloabal Studies, Psychology, Sociology/Ethnic Studies; organizes and leads monthly school and department chair meetings for both schools; meets weekly with Vice President of Instruction; participates in developing strategic plan for school; manages school budget; allocates funding for projects; works with faculty to develop curriculum, student learning outcomes, and assessment methods for credit and non-credit offerings; works with chairs to develop and recommend final schedule of classes to Office of Instruction; works with chairs on completion of annual academic program review, completes school-level program review, and recommends budget rankings to Office of Instruction; participates in academic staffing presentations; represents school at job fairs; hires, orients, and evaluates full and part-time faculty; collaborates with chairs to develop new programs; works with department chairs to fulfill dual enrollment requests for local high schools; represents school at promotional events and works with chairs and staff to update school promotional materials and website; forms partnerships with other college divisions and community members to develop new courses and programs relevant to local workforce needs; works with faculty to maintain relationships with local educational institutions and professional organizations, including SCV Learning Consortium, Educational Alliance, and ASL, ECE, and MakerSpace Advisory Committees; acts as first-line administrator for students, faculty, and public, in addition to collaborating with appropriate departments and personnel to resolve complaints and disciplinary matters; serves on college-wide committees, including Deans' Council, College Planning Team, Enrolment Management, Student Learning Outcomes & Program Review, Administrative Professional Development Committee, Accreditation Taskforce, and others; leads and facilitates special projects, 2015-present.

- Innovations, Partnerships and Projects:
    - Managed COC MakerSpace funded by California Community College Chancellor's Office grant. Oversaw daily operations, including hiring of full-time, part-time employs, and college assistants, completed program review and budget planning, planned and facilitated campus and community events, including annual MakerSpace Festival and local K-12 events and programs, such as Manufacturing Day and on-campus workshops for K-12 students.

    - Worked with Modern Languages chair, Associate Dean of Math Science and Healthcare Professions, Canyons Extension, and Henry Mayo Hospital to develop and implement pilot Spanish for Healthcare Workers I and II courses. Currently working with chairs of Modern Languages, American Sign Language, English as a Second Language, and Dean of Non-Credit to develop and submit these and other work-

skills development courses to curriculum approval process.

- Classroom Furniture Taskforce: served as point person and collaborated with Academic Affairs, Office of Instruction, Office of Risk Management and Procurements, faculty, and other administrators to assess areas of need and make recommendations; authored taskforce executive summary, created faculty surveys and classroom furniture e-Portfolio to solicit campus input, worked with program coordinators and chairs to refine furniture selections, worked with Office of Risk Management and Procurements to organize furniture showcase and place orders, worked with Facilities to schedule installation of furniture, assembled faculty taskforce to monitor success of pilot classrooms and communicate results to campus, and coordinated with IT to involve faculty taskforce in selection of new teaching stations, organize product showcases, and facilitate faculty surveys, fall 2015 to present.

- "I Am College of the Canyons" LEAP project: participated in writing business plan and creation of two pilot videos for proposed series of short student biographies intended to associate individual faces with the college, promote dialogue, encourage empathy, empower current students, inspire prospective students, and help the college engage with its students more effectively; participated in meetings with Public Information Office to discuss implementation of series, met with prospective production companies to solicit quotes, attending planning and production meetings, and presented project to the Board of Trustees. Production is scheduled for January 2017 for spring launch of "I Am College of the Canyons" series. February 2016 to present.

- Acceleration Award Applications: co-authored State Chancellor's Office Exemplary Program Award application, worked with Academic Senate President, English and Math faculty, and other administrators to complete research and submit final application for which college received honorable mention, fall 2015.

❖ Curriculum Development and Assessment

- Reading Specialist, English department: completed entire Reading Apprenticeship course sequence for equivalent of 7 graduate credits, planned and facilitated campus-wide professional development Reading Apprenticeship workshops for COC faculty and local school districts, created and facilitated custom workshops for departments, and participated as advisor to interdisciplinary RA faculty inquire group, fall 2012 – fall 2015.

- English 102/103 Course Coordinator, reviewed course syllabi each semester for English 102, Intermediate Composition, Literature, and Critical Thinking and English103, Critical Reading, Writing, and Thinking, planned and

facilitated SLO assessments for each course, collected and reported results, archived English 102 at English department's request and wrote English 110, Intermediate Composition and Introduction to Literature, de-archived English 102 at English department's request and revised it into English 112, a new four unit version of Intermediate Composition, Literature, and Critical Thinking to maintain articulation with California State University; maintained Blackboard department course page with current SLOs, Learning Objectives, list of recommended texts, sample syllabi, and other course materials; conducted orientation sessions for new instructors, ordered and maintained inventory of desk copies of default texts, maintained and shared English 103 development course shell as course template for new instructors, spring 2013 – fall 2015.

- SLO Committee Co-coordinator: met biweekly with co-coordinator and Vice President of Academic Affairs, planned and co-chaired biweekly committee meetings, researched and co-authored draft of proposed new Institutional Learning Outcomes based on AAC&U LEAP outcomes, worked with IT and Academic Affairs to plan, promote, and implement MyCanyons SLO collection tool, visited school meetings to promote dialogue about proposed ILOs, helped plan and co-facilitate Days of Assessment professional development events, attended conferences, including Strengthening Student Success, the AAC&U Annual Meeting, and regional SLO Symposium, planned and co-presented presentations on proposed ILOs for College Planning Team, Board of Trustees, and Opening Day Convocation ceremony, and worked with Institutional Research to develop campus-wide faculty surveys to solicit input and rank proposed ILOs, spring 2014 – fall 2015.

- **College of the Canyons (adjunct)**
  - Skills for Success Workshops for The Learning Center (TLC), fall 2009 – fall 2014.
  - Creative Writing SLO Assessment, 2011.
  - English 101 SLO Assessment, 2010.

- **Woodbury University**

  - **Administration**

    Academic Writing Program Coordinator: Assisted department chair with administrative tasks, including but not limited to developing procedures, coordinating departmental programs, conducting research and evaluations, impletmenting technology, and acting as liaison to other university programs, 2006 to present:
    - Writing Consultant to MBA Program: Consulting/Tutoring MBA students on APA style research projects, 2011-present.
    - Departmental Dropbox initiative: created and coordinated invitations to departmental Dropbox account for sharing writing department documents among faculty, 2011-present.

- Writing Department Leadership Team, 2009- present.
- SOAR (Student Orientation, Advising, and Registration), 2008-present.
- Writing for Academic Success Program (WASP): Providing tutorials for academic writing students completing papers for other courses, 2008-present.
- Writing Department Home Page on university portal: collaborated with the Program Director to create and maintain department webpage, 2007-present.
- Academic Writing Program Coordinator, Woodbury University, 2006-present.
- Writing Department Peer Observation Program, coordinator/participant, 2006-present.
- Institutional Research on students repeating writing courses and revision of department policy for repeating writing courses, 2010.
- Institutional Research on TOEFL admission scores at other institutions to make recommendation for revising current university admission standards, 2010.
- WASC Accreditation Visit: prepared documents and participated in campus visit, 2009.
- C minus Portfolio Assessment Workshop, table leader and reader/rater, 2009-present.
- Academic Writing 112 Transfer Portfolio Program Coordinator: managing student inquiries and submissions, reviewing portfolios, coordinating reading and rating sessions, and reporting placement results to students, advisers, and admissions, 2008-present.
- Writing Consultant to Architecture, Interior Design, Animation, and Science departments for developing writing curriculum for WID/WAC at both the course and assignment level, 2008-present.
- English Placement Program Coordinator: proctoring sessions, supervising reading/rating, and reporting results, 2007-present.
- Writing Department Syllabus Review: developing and facilitating the syllabus review process, 2006-present.
- Developed and coordinated distribution of computer literacy survey to be completed by all academic writing students to facilitate institutional research and curriculum development, 2012.
- WPA (Writing Program Association) Department Review/Visit: group-authored department self-reflection and participated in campus visit, 2011-12.
- TELP Student Presentation Evaluator, 2010-11.
- Academic Writing Course Evaluation Surveys: developed course evaluation to be completed by all AW students in-person to facilitate institutional research comparing participation rates with university-wide online course evaluations, 2009.
- Student Writing and SLO Assessment for INDS 104: Knowledges, 2007.
- Writing Center Peer and Supervisor Observation Program. Worked with head writing coach to develop and implement program and refine supporting curriculum for WC training, 2007.
- Academic writing electronic portfolio pilot, 2006.

SERVICE

College of the Canyons

- Virtualization Taskforce: organized a taskforce composed of faculty and administrators to begin exploring possible plans for implementing "virtualization" in GE, CTE, and other specialized classes that have traditionally relied on computer labs for instruction, summer 2016 – present.
- Classroom Furniture Taskforce: authored executive summary and currently serving as point person for purchase and installation of furniture and facilitation of faculty taskforce to monitor 2016-17 pilot, fall 2015 – present.
- Reading Apprenticeship FIG (participated in advisory role), spring 2016 & fall 2016.
- English 101 Placement FIG (participated in advisory role), fall 2016.
- High Impact Acceleration FIG (participated in advisory role), fall 2015.
- Non-credit Taskforce, attending meetings to develop new non-credit courses and programs.
- Continued work with CASL and implementing new ILOs: Opening Day and CPT, fall 2015, presented at three Days of Assessment professional development events in spring 2015 and one in spring 2016,
- Acceleration Award Applications: co-authored State Chancellor's Office Exemplary Program Award application and authored "Accelabration" lyrics for faculty appreciation party for Honorable Mention award, fall 2015.
- Summer Bridge Program Planning Committee: participated in discussions of sequencing accelerated and traditional developmental English courses with math and counseling courses in new summer program, 2015-16.
- Campus-wide Coordinator Program Committee: attended meetings and helped craft language defining and distinguishing coordinators at the course and school levels, including development of SLO Coordinator position, fall 2015.
- Santa Clarita Valley Learning Consortium, fall 2012 – spring 2015.
- Skills4Success Planning Symposium: attending meetings.
- Accreditation Taskforce: attended meetings regularly and heading-up acceleration QFE.
- Administrative Development Committee, fall 2016 – present.
- ASL and ECE Advisory Committees, fall 2015 – present.
- CPT, fall 2015 – present.
- Educational Alliance: fall 2015 – present.
- Enrollment Management Committee, fall 2015 – present.
- Full Cabinet, fall 2015 – present.
- Instructional Advisory Council, fall 2015 – present.
- IE(2): attended early planning meetings and regular committee meetings, summer 2015– present.
- Incident Command Team, fall 2016 – present.
- Management Advisory Council (MAC), fall 2015 – present.
- Poets and Writers Committee, spring 2012 – spring 2015.
- E-Portfolio FIG, spring 2015.
- Distance Education FIG, winter 2014.
- Academic Senate, Humanities representative, fall 2014 – fall 2015.

- SLO Committee (CASL), Co-coordinator, spring 2014 – spring 15.
- SLO Committee (CASL), Humanities representative, fall 2013 – fall 15.
- Program Review Committee, Humanities representative, 2012-13.

- **Woodbury University**

  Committee Work

  - Presidential Search Advisory Committee, 2011-12.
  - Academic Appeals Committee, 2008 and 2010.
  - Faculty Orientation and Advising Committee, 2009.

  Student Events

  - National Poetry Month Poetry Reading, co-organizer and participant, Woodbury University, 2012.
  - Library READ photo event and reading, 2010.
  - Video Production Class Student Project: faculty interview, subject, 2008.
  - Video Production Class Student Project: music video for "Hello," subject/faculty liaison, 2007.
  - Woodstock: campus event, performer, 2007.
  - Video Production Class Student Project: music video for "Moonlight Drive," subject/faculty liaison, 2006.

- **College of the Canyons (adjunct)**
  - ArtStart Spring Festival: Poetry Writing Workshop, organizer and host, 2011.
  - Writers and Poets Series, student/faculty reading, 2009-2011.

PROFESSIONAL DEVELOPMENT

- **College of the Canyons**
  - PRT (Partnership Resource Team) member for Cerritos Community College, 2023-2024.
  - PRT (Partnership Resource Team) member for Riverside Community College District Office, 2019-2020.
  - ACCCA Mentorship Program, 2018-2019.
  - LEAP team mentor, 2018.
  - EPL Performance Management Live Training, fall 2017.
  - SCV Leadership Academy, SCV Chamber of Commerce, 2017.
  - Mentorship Program, mentor to various faculty and administrators, 2017-2023
  - Mentorship Program, mentee to Dr. Van Hook, COC, fall 2016.
  - Mentorship Program, mentee to Dr. Jasmine Ruys and mentor to Grace Lee, COC, spring 2016.
  - Canvas Mentor Program: mentee, summer 2016, mentor, fall 2016.
  - ACAD Deans' Institute (American Conference of Academic Deans), Washington D. C., January 2016.
  - Canvas Training and Certification, spring 2016.
  - LEAP I, "I am College of the Canyons" team, COC, spring 2016.
  - AAC&U Annual Meeting, Washington D. C., 2016.
  - Deans Academy, COC, 2015-2016.

- Management Academy, COC, fall 2015.
- New Administrators Orientation, COC, fall 2015.
- Reading Apprenticeship Leadership Community of Practice (LCoP), WestEd, 2015-16.
- SLO Symposium, Rio Hondo College, spring 2015.
- AAC&U Annual Meeting and pre-conference workshops on e-Portfolios, Washington D. C., 2015.
- California Acceleration Project Winter Institute, Chabot College, 3csn, 2015.
- California Acceleration Project Fall Institute, City College of San Francisco, 3csn, 2014.
- Strengthening Student Success Conference, Garden Grove, CA, fall 2014.
- Reading Apprenticeship, Cross-Discipline Faculty Seminar, WestEd, 2013.
- Reading Apprenticeship, Faculty 101 Course, online, WestEd, 2012.
- Mentorship Program, mentee to Kim Gurnee, COC, fall 2012.
- Presented and participated in various FLEX professional development sessions, minimum 40 hours per year, fall 2012-spring 2015.

Woodbury University

- Annual University-wide Faculty Retreat, 2004-present.
- Faculty Development Day, presenter/participant, 2005-present.
- Bi-semesterly Writing Department meetings, 2005-present.
- Turnitin.com Training Workshop, 2010.
- Moodle Training Workshop, 2008, 2009.
- Course Compass Training and Certification, 2007.
- MyComp Lab Training Workshop, 2007.
- Faculty Learning Community: bi-monthly workshops and self-directed development of electronic teaching portfolio presented to the Vice President of Academics and Woodbury community at large, 2006-07.
- iWebfolio Electronic Portfolio Workshop, 2006.

College of the Canyons (adjunct)

- Building Bridges Conference, 2012.
- The Associate Program: a one year program of intensive workshops and class observations focusing on curriculum development at the assignment and course levels to promote student-centered and engaged learning, 2011-12.
- English Department Retreat, fall 2007 – fall 2011.

PRESENTATIONS

College of the Canyons

- Virtually Attended Bellwether College Consortium with other COC team members to accept the prestigious Bellwether Award for Instructional Programs and Services for COC's presentation that highlighted the college's implementation of AB-705 for English and Mathematics, ***"Dismantling Barriers to Support Students: Placement Exams & Developmental Courses."***
- Presented at CCCAOE: MakerSpace: K-14 Collaboration in Action (iLEAD

SVI, Hart, Castaic, and Saugus), spring 2019.
- Hosted state-wide Madker Space Conference at COC, fall 2018.
- MakerSpace presentation for Full Cabinet, spring 2018.
- Fourth Annual SLO Symposium, Discussion Panel for Fostering Faculty Engagement in Campus-wide Assessment, forthcoming, January 2017.
- Up-close and Personal with the Board of Trustees, "I am College of the Canyons" LEAP project, fall 2016.
- Celebrating the Humanities Faculty Poetry Reading, spring 2016.
- Signature Assignment FLEX workshop, fall 2015.
- Opening Day, new proposed Institutional Learning Outcomes, fall 2015.
- "Taking the Ass out of Assessment" workshop for CETL retreat, fall 2015.
- CPT, new proposed Institutional Learning Outcomes, fall 2014 & spring 2015.
- Up-close and Personal with the Board of Trustees, e-Portfolios, fall 2015.
- Days of Assessment, spring 2014 - spring 2016.
    - Critical Thinking & Effective Communication Rubrics, spring 2016.
    - Thinking Critically about Critical Thinking, spring 2015.
    - Using Signature Assignments, spring 2015.
    - Introduction to AAC&U's LEAP Essential Learning Outcomes, spring 2015.
- New Faculty Orientation, SLO Presentation, fall 2014 – spring 2015.
- SLO FLEX training workshops, spring 2014 – fall 2015.
- Coffee on the Side, "How to Write an Exquisite Corpse," spring 2014.
- Reading Apprenticeship day-long training for Harte District, summer 2013.
- Reading Apprenticeship FLEX workshops, fall 2012 to fall 2015.
- Poets & Writers student/faculty reading series, reader, spring 2009 – spring 2015.

TEACHING

- **College of the Canyons**, **Valencia/Canyon Country**, Santa Clarita, CA.
  Full-time, tenure track English instructor, Reading Specialist, Tenure awarded in June 2016. Duties: teaching developmental, freshman, and intermediate composition courses in traditional, hybrid, online, and accelerated formats, as well as literature, creative writing, and humanities courses. Other duties include serving as English 102/103 Course Coordinator, acting as campus-wide Reading Specialist for English department, facilitating professional development workshops on college reading, student engagement, and SLO assessment, holding office hours, and serving on department and college-wide committees: Co-Coordinator of SLO Committee, Humanities representative on Academic Senate Humanities representative on SLO Committee, Poets and Writers Committee, and Program Review Committee Humanities representative. August 2012 through present.

- **Woodbury University**, Burbank, CA.
  Participating Adjunct Professor, January 2004 through July 2012. Duties:

teaching basic skills and transfer-level composition courses in traditional, hybrid, and online formats, including:

- AW 100, Bridge to Academic Writing
- AW 111, Academic Writing and Research
- AW 112, Critical Thinking and Research
- AW 3700, Creative Writing: Lyrics as Poetry

as well as various humanities and interdisciplinary special topics courses, including:

- INDS103, Conflicts
- INDS 104, Knowledges;
- INDS 322, Literature and Music
- COMM 104: The Writer's Workshop: Intro to Creative Writing.

Additional teaching duties: developing, co-coordinating, and co-teaching writing-intensive Architecture courses including World Architecture I and II as well as various independent and directed studies in creative writing and special topics.

- **College of the Canyons, Valencia/Canyon Country**, Santa Clarita, CA.
  Adjunct Writing Instructor, October 2006 through spring 2012. Duties: teaching basic skills, reading, freshman, and intermediate composition courses in traditional, hybrid, online, and accelerated formats, including:
  - English 91, Introduction to College Reading and Writing
  - English 101, English Composition
  - English 102, Intermediate Composition, Literature, and Critical Thinking
  - English 103, Critical Reading, Writing, and Thinking

  as well as creative writing and literature courses, including:
  - English 105, Introduction to Creative Writing
  - English 260, American Literature I
  - English 261, American Literature II.

  Additional duties: teaching Supplemental Learning Workshops in study skills, reading, developmental composition, and online research methodology for TLC (The Learning Center).
- **University of California Irvine,** Irvine, CA.
  Composition Lecturer, August to December 2005. Duties: taught English 39B, Freshman Composition, and participated in weekly staff meetings and norming sessions.
- **West Los Angeles College**, Culver City, CA.
  Adjunct Writing Instructor, September 2003 to December 2006. Duties: taught reading, basic skills and transfer-level composition courses, including:
  - English 20A, Reading Skills
  - English021, English Fundamentals

- English 28, Intermediate Reading and Composition
- English 94, Intensive Grammar Review
- English 101, College Reading and Composition.

- **Union Institute & University**, Los Angeles, CA.
  Adjunct Writing Instructor, January 2002 to 2008. Duties: developed and taught traditional, hybrid, and on-line courses for adult learners in reading, basic skills, freshman and advanced composition, as well as special topics courses, such as Film and Culture, Contemporary Poetry, and Music and Literature.

- **York College of Pennsylvania**, York, PA.
  Adjunct Writing Instructor, September 1996 to May 1998. Duties: taught reading, basic skills and transfer-level composition courses and served as Faculty English Tutor for The Student Resource Center.

- **Harrisburg Area Community College**, Gettysburg, PA.
  Adjunct Writing Instructor, September 1996 to May 1998. Duties: taught reading, basic skills and transfer-level composition courses for day and evening divisions.

- **Tulane University**, New Orleans, LA.
  Adjunct Writing Instructor, September 1995 to May 1996. Duties: taught reading, basic skills and transfer-level composition courses for The City College Evening Division.

- **Xavier University of Louisiana**, New Orleans, LA.
  Adjunct Writing Instructor, September 1994 to June 96. Duties: taught freshman composition.

- **Delgado Community College, City Park Campus**, New Orleans, LA.
  Adjunct and full-time appointed Writing Instructor, September 1993 to July 1996. Duties: taught reading, basic skills and transfer-level composition courses and participated in faculty meetings, committee work, and composition exit exam reading and rating sessions.

PUBLICATION

- **Poetry**
  - *A Poem Is a Place*, poem printed outside of Cicle J Park along Via Princessa as part of the SCV Sidewalk Poetry Project, 2021.
  - *Radio Byzantium,* chapbook, Plum Meat Press, 2019.
  - *Gulf Coast: A Journal of Literature and Fine Arts,* University of Houston, fall 2015.
  - *Six Degrees of Translation,* Interdisciplinary Multimedia Poetry/Art Installation, College of the Canyons, Valencia, CA 2015.
  - *Suisun Valley Review,* Solano Community College, spring 2015, 2018, 2020.

- *The Temescal Canyon Hair Cult*, chapbook, Plum Meat Press, 2014.
- *from The Managerial Escape Diaries,* chapbook, Plum Meat Press, 2013.
- TYCA (Two-Year College English Association), National Poetry Month Celebration, audio poem, "A Local Legend," 2011.
- *Life After Life*, Multimedia Poetry/Art Installation, College of the Canyons, Valencia, CA 2010.
- *Post Beat Press,* Frederick, MD, 1996.
- *Jubal*, New Orleans, LA, 1993, 1994.
- *Tulane Literary Magazine*, Tulane University of New Orleans, 1992.
- *Bartleby*, University of MD, 1988, 1989, 1990.

- **Scholarly/Other**
  - Quoted in *Read Leading for Literacy: A Reading Apprenticeship Approach,* Jossey-Bass in Partnership with WestEd, forthcoming in December, 2016.
  - *Frederick Community College Alumni News Letter*, interview, Frederick, MD, 2011.
  - *Frederick New Post,* interview for *The Skeptics in a World of their Own* premier at Frederick Film Festival, Frederick, MD, 2010.

- **Music**

  - **Releases: Vinyl/CD/Digital**
    - *Riding Gertrude's Train,* 2023, Plum Meat Music, Santa Clarita, CA
    - *Poems* by Pair of Dust, 2023, Plum Meat Music, Santa Clarita, CA.
    - *Don't Mess with Melancholy*, 2022, Plum Meat Music, Santa Clarita, CA.
    - *Lopsided Dance*, 2011, Plum Meat Music, Los Angeles, CA.
    - *Life Is Too Short*, 2005, Bad Habit Records, Los Angeles, CA.
    - *Welcome to Periphery*, 2nd pressing, 2002, Plum Meat Music/NMX Records, San Francisco, CA.
    - *Welcome to Periphery*, 2000, Plum Meat Music/NMX Records, San Francisco, CA.
    - *Out of the Lion's Mouth*, 1998, Plum Meat Music, New Oxford PA.
    - *No Bones About It*, The Skeptics, 1988, Funeral Snacks Music, Frederick, MD.
    - *Snallygaster* (import), The Skeptics, 1987, Resonance Records, Netherlands.
    - *Snallygaster*, The Skeptics, 1986, Bona Fide Records, York, PA.
    - *Worry Beads,* The Skeptics, 1985, Funeral Snacks Music, Frederick, MD.

  - **Song Placements: Film/TV**
    - Authored and Recorded sound track with The Skeptics for *The Skeptics in a World of their Own*, a Keith Chester Film, 2010.
    - Authored and Recorded "The Ghost of Abraham Lincoln" with The Skeptics for *President's Day*, a Chris LaMartina Film, 2010.
    - Non-exclusive publishing deal with Songs with Vision, 2008-present.
    - Authored and Recorded "The Coldest Stone" with The Skeptics for *The 13 Alley*, Super Chief Films, 2008.

- Authored and Recorded “Rewind” for *Californication*, Episode 212, Showtime, 2008.
- Authored and Recorded cue music for Warner Chappell Music, 2008-present.
- Co-Authored and Recorded "The Devil's Favorite Angel" with The Reversibles for *Shakespeare's Richard III*, Basilisk Films, 2007.
- Non-exclusive publishing deal with Rescue Records/5Alarm, 2006-present.

AWARDS AND HONORS

- UMBC Poetry Slam finalist, 2013.
- Newcomb College Springs Arts Festival Poetry Award, 1992.
- Outstanding Achievements in English Award, U of MD, 1990.
- Creative Writing Scholarship, U of MD, 1989-90
- Malcolm C. Braly Poetry Award, U of MD, 1989.

PROFFESSIONAL AFFILIATIONS

- American Society of Poets and Writers, 2016-present.
- AFT Higher Education, 2006-present.
- BMI (Broadcast Music Inc.), 1987-present.

RERENCES

Current Supervisors:

Jerry L. Buckley, Ed.D. Assistant Superintendent / Vice President, Academic Affairs, College of the Canyons, 26455 Rockwell Canyon Road, Santa Clarita, CA 91355-1803. Work phone: 661-362-3410. Cell phone: 858-245-0024. Email: Jerry.buckley@canyons.edu

Audrey Green, Associate Vice President, Academic Affairs, College of the Canyons. 26455 Rockwell Canyon Road, Santa Clarita, CA 91355-1803. Work Phone: 661-362-3294. Email: Audrey.Green@canyons.edu

Former Supervisors:

Jennifer Brezina, Ph.D., former Dean, School of Humanities and previously English Department Chair, College of the Canyons. Dean, Humanities Division, Volunteer State Community College, 1480 Nashville Pike, Gallatin, TN 37066. Work Phone: 615-230-3214. Cell phone: 661-645-4599. Email: Jennifer.Brezina@volstate.edu

Michael McMahan, Dean of Humanities, College of the Canyons, 26455 Rockwell Canyon Road, Santa Clarita, CA 91355. Phone: 805-798-3509. Email: Michael.McMahan@canyons.edu

Subordinate:

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Letters of recommendation, classroom observations, and student evaluations are available upon request.

CV

1LT Donald James Hamburger

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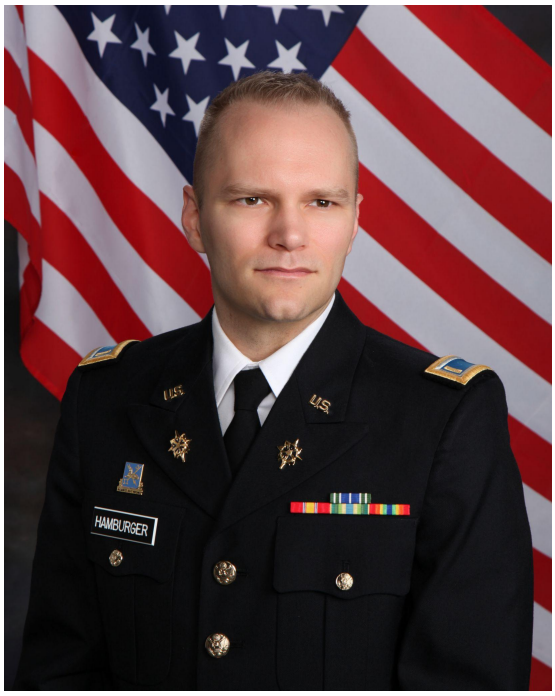

1LT Donald J Hamburger is an All Source Intelligence Officer (35A) and a graduate of the American University, School of International Service in Washington, D.C. He commissioned through Traditional Officer Candidate School (OCS) at Camp San Luis Obispo, CA. His 6 year career has been primarily spent on COVID-19 Support Missions, Civil Unrest Support under State Active Duty, and at TRADOC.

Assigned to the 40th BSB, 1LT Hamburger started as the Assistant S2. The transition for him to full S2 was interrupted when his civilian career as a high school French teacher required his attention. His military leadership training was utilized when a student opened gunfire before school started on 14 November 2019, and he was asked to aid in the subsequent recovery process. In 2020 he was activated under Title 32. First to coordinate a field hospital in Long Beach, CA, which was interrupted when he was activated in an SAD role in order to support as the S2 for the 40th BSB during the Civil Unrest of May-June 2020; stemming from the George Floyd incident. He then served 8 months on Joint Task Force Rattlesnake as a Wildland Fire Line Crew Captain in coordination and support of CalFire during the worst fire season in California history. During the off-fire season, he was selected to serve in the Joint Operations Center under the J33 at Joint Forces Headquarters in Sacramento. There, he served as an Assistant Battle Captain and then as a Battle Captain from January 2021 until the end of the Presidential Declaration of Emergency in June of 2022.

Following the end of the Presidential Emergency Proclamation, 1LT Hamburger served as the OIC of the S2 section for the 40th BSB at Joint Readiness Training Center (JRTC) in Folk Polk, LA for the training cycle of July 2022. He was awarded an Armed Forces Service Medal for being the only S2 in the Brigade to acquire a first-time go and to receive 2 sustains in intelligence operations. From November 2022 until February 2023 he backfilled in support of S2 operations for 1-160 IN BN deployment

under Operation Spartan Shield to secure the Embassy of the United States to the Republic of Iraq in Baghdad. He returned to his career in public education after a leave of absence in the spring of 2023.

1LT Hamburger's Professional Military Education includes Infantry Basic Combat Training with OSUT, Traditional OCS at Camp San Luis Obispo, CA, the Military Intelligence Basic Officer Leaders Course at Ft. Huachuca, AZ, and Anti-Terrorism Level II through Foundry. He also earned a Bachelor's Degree in U.S. Foreign Policy and National Security with an emphasis on Transatlantic Security from the American University in Washington, D.C. in May of 2015. He previously studied in Paris, FR at l'Université de Paris IV, La Sorbonne.

As of: October 2023

Section II

iLEAD SCHOOL
BUDGET NARRATIVE FY26/27-30/31

Budget Narrative

This budget narrative outlines the financial plan for iLEAD Flex over five years of the renewal, demonstrating iLEAD Flex commitment to fiscal responsibility while delivering a high-quality educational program. iLEAD Flex projections indicate continued financial health and sustainability over the next five years. iLEAD Flex maintains a detailed general ledger and tracks restricted and unrestricted revenues and expenditures through an advanced chart of accounts in its accounting platform.

Revenue and Expenditures

iLEAD Flex's total projected revenue for the five-year period from YEAR 1 to YEAR 5 grows from $10,328,644 in YEAR 1 to $14,444,737 in Year 5. This revenue is primarily derived from state LCFF funding, supplemented by federal allocations and other categorical and one-time sources. The projections show a steady upward trend in revenue, reflecting responsible enrollment assumptions and COLA growth aligned to the School Services of California COLA projections.

Total expenditures are projected to grow from $10,109,067 in FY26/27 to $14,147,962 in FY30/31. The largest portion of iLEAD Flex's expenditures is allocated to salaries and benefits for iLEAD Flex's dedicated teachers and support staff, ensuring the school continues to attract and retain high-quality educators. iLEAD Flex also prioritizes investments in essential resources like curriculum, supplies, and technology to support student learning.

Net Income and Fund Balance

iLEAD Flex is projected to maintain a positive net income each year, with annual net income ranging from $219,577 in Year 1 to $296,775 in Year 5, and cumulative net income (fund balance) exceeding $1,471,739 million over the five-year period, yeilding coverage ratio of 1.2, and a 10.4% fund balance reserve by Year 5. This ongoing positive trend underscores the school's commitment to efficient resource management and financial stewardship. As the State of California releases updated COLA and LCFF data, iLEAD Flex will monitor and revise the budget as needed.

iLEAD Flex's projected year-end fund balance steadily increases from $219,577 in Year 1 (FY26/27) to $1,41,739 in Year 2 (FY30/31). This healthy fund balance provides a contingency reserve for unexpected expenses and ensures iLEAD Flex's long-term sustainability.

Funding Factors

The LCFF Calculator, El Dorado Charter SELPA data, and School Services of California Dartboard were relied upon for revenue projections. Several key factors contribute to iLEAD Lancaster's projected revenue and expenditure patterns.

ADA/Enrollment Summary

iLEAD Flex projects a stable enrollment of 745 students in Year 1 growing to 895 students in Year 5 over five-year budget period (FY26/27 to FY30/31). This enrollment and ADA align closely with the number of students in current iLEAD schools within the Antelope Valley seeking to continue with iLEAD.

Revenue

State Funding (LCFF): As a public charter school, iLEAD Flex receives funding through the Local Control Funding Formula (LCFF). iLEAD Flex anticipate stable LCFF funding based on projected student enrollment of xxx students each year, and the base funding rate. This includes state aid, EPA, and in-lieu taxes.

Federal Funding: iLEAD Flex leverages federal programs such as Title I and Special Education funds, and does not presently budget for Title II and IV, in light of recent changes in federal funding. Other future unknown one-time federal funding is not included to maintain a conservative projection.

Other State and Local Revenue: This category includes revenue from the state lottery, mandated costs, state mental health, and Arts and Music in Schools (AMS/Prop 28). While these represent a smaller portion of iLEAD Flex overall revenue, they play a vital role in supporting specific programs and enhancing the student experience and enrich iLEAD's pillars of social-emotional learning, project-based learning. iLEAD Flex anticipates this funding to be stable over the five-year period, and does not forecast any unknown additional one-time funds in future years as a conservative budgeting practice.

Expenses

Certificated and Classified Salaries: iLEAD Flex projections reflect competitive salary and benefits packages to attract and retain qualified teachers and support staff. iLEAD Flex anticipates moderate increases in these costs over time, with 1-2% increases annually. Health Insurance expenses are budgeted at 6-10% increases.

Books, Supplies, and Technology: iLEAD Flex budgets for necessary learning materials, including textbooks, software, and technology upgrades. These costs are projected to remain relatively stable, with 2 percent increases or increases in alignment with CPI for each year. While iLEAD Flex recognizes uncertainty around inflation, the course that iLEAD Flex will follow is one of cost-containment budgeting to keep the budget balanced, rather than a straight CPI. There are several goods and services tied to one-time purchases that will also be included in the analysis of what to continue and what to discontinue.

Services and Operating Expenditures: This category encompasses a range of expenses, including professional development, contracted services, utilities, and insurance. iLEAD Flex carefully manages these costs to ensure efficiency and value. Utilities are budgeted at 5% annual increases, and insurance is budgeted at 10% annual increases. While other discretionary services are budgeted with a cost-containment strategy of 2% and CPI increases.

Special Education: iLEAD Flexreceives both state and federal funding for special education, which is projected to remain consistent, and provide every learner with the support as needed. If additional expenses arise that have not yet been anticipated, iLEAD Flex has an adequate net income and fund balance to accommodate those expenses and would revise the budget as needed.

Cash Flow

iLEAD Flex projects a positive cash flow and will utilize a line of credit in the first year of operations to ensure adequate cash flow. This line of credit will not be necessary by Year 3.

iLEAD FLEX - CASH FLOW		Year 1														
	RECEIPTS	**FY26/27**	**July**	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**6/30/27 Balance**	**FY26/27 Total Revenue**
8010-8019	Principal Apportionment	7,563,087	371,114	371,114	668,006	703,206	668,006	668,006	703,206	668,006	668,006	703,206	668,006	35,200	668,006	7,563,087
8099	In Lieu Property Taxes	1,514,769	0	90,886	181,772	121,182	121,182	121,182	121,182	121,182	212,068	106,034	106,034	212,068	0	1,514,769
8080-8098	Miscellaneous Funds	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8100-8299	Federal Revenue	101,993	0	0	0	0	0	50,997	0	0	0	0	0	0	50,997	101,993
8300-8599	Other State Revenue	1,008,295	55,385	55,385	93,407	103,216	55,385	93,407	103,216	55,385	93,407	103,216	55,385	93,407	48,097	1,008,295
8600-8799	Other Local Revenue	140,500	7,025	7,025	7,025	9,835	7,025	9,835	7,025	4,215	7,025	12,645	21,075	26,695	14,050	140,500
	TOTAL RECEIPTS	**10,328,644**	**433,524**	**524,410**	**950,210**	**937,438**	**851,597**	**943,426**	**934,628**	**848,787**	**980,505**	**925,100**	**850,499**	**367,370**	**781,149**	**10,328,644**
	DISBURSEMENTS															
1000-1999	Certificated Salaries	3,358,191	229,700	254,887	277,051	276,715	285,110	278,394	287,797	298,207	288,469	286,118	297,872	297,872	0	3,358,191
2000-2999	Classified Salaries	1,275,481	74,998	101,018	101,911	92,600	97,447	94,768	100,635	107,651	129,844	120,278	127,165	127,165	0	1,275,481
3000-3999	Employee Benefits	1,464,346	100,161	111,144	120,809	120,662	124,323	121,394	125,494	130,034	125,787	124,762	129,887	129,887	0	1,464,346
4000-4999	Books and Supplies	817,859	54,142	32,960	177,066	133,802	46,700	54,797	46,127	64,693	57,414	57,986	39,175	52,997	0	817,859
5000-5999	Services	3,101,290	217,090	248,103	217,090	248,103	217,090	248,103	248,103	217,090	217,090	217,090	217,090	248,103	341,142	3,101,290
6000-6599	Capital Outlay	91,900	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,692	0	91,900
566,500	**TOTAL DISBURSEMENTS**	**10,109,067**	**683,748**	**755,767**	**901,582**	**879,537**	**778,325**	**805,112**	**815,813**	**825,330**	**826,259**	**813,890**	**818,845**	**863,717**	**341,142**	**10,109,067**
		Beginning Balance														**Ending Balance**
9100	Cash and Cash Equivalents	0	0	449,776	218,420	217,047	224,948	248,220	336,534	405,350	378,807	483,053	544,264	525,917		29,570
9200	Accounts Receivable	0	-	-	-	-	-	-	-	-	-	-	-	-		781,149.48
9300	Other Current Assets & Deposits	0	-	-	-	-	-	-	-	-	-	-	-	-		
9400	Accumulated Depreciation	0	-	-	-	-	-	-	-	-	-	-	-	-		
9500	Accounts Payable & Accrued Liabilities	0	-	-	-	-	-	-	-	-	-	-	-	-		(341,142)
9640	Line of Credit - In	700,000	700,000	-	-	-	-	-	-	-	-	-	-	-		(250,000)
9640	Line of Credit - Out	0	-	-	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	-		
9650	Deferred Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0		
	TOTAL BALANCE SHEET ITEMS	700,000	**700,000**	**449,776**	**168,420**	**167,047**	**174,948**	**198,220**	**286,534**	**355,350**	**328,807**	**433,053**	**494,264**	**525,917**	**0**	**219,577**
	MONTHLY NET INCREASE/DECREASE		**449,776**	**(231,357)**	**48,628**	**57,901**	**73,272**	**138,314**	**118,816**	**23,457**	**154,246**	**111,211**	**31,654**	**(496,347)**	**Annual Net Income**	**219,577**
	ENDING CASH		**449,776**	**218,420**	**217,047**	**224,948**	**248,220**	**336,534**	**405,350**	**378,807**	**483,053**	**544,264**	**525,917**	**29,570**	**Ending Cash**	**29,570**
															Fund Balance	**219,577**

iLEAD FLEX - CASH FLOW		Year 2														
	RECEIPTS	**FY27/28**	***July***	***August***	***September***	***October***	***November***	***December***	***January***	***February***	***March***	***April***	***May***	***June***	**6/30/28 Balance**	**FY27/28 Total Revenue**
8010-8019	Principal Apportionment	8,842,040	434,322	434,322	781,780	820,680	781,780	781,780	820,680	781,780	781,780	820,680	781,780	38,900	781,780	8,842,040
8099	In Lieu Property Taxes	1,673,991	0	100,439	200,879	133,919	133,919	133,919	133,919	133,919	234,359	117,179	117,179	234,359	0	1,673,991
8080-8098	Miscellaneous Funds	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8100-8299	Federal Revenue	260,258	0	0	0	39,566	0	50,997	39,566	0	0	39,566	0	39,566	50,997	260,258
8300-8599	Other State Revenue	1,156,118	63,264	63,264	105,260	116,093	80,610	105,260	116,093	63,264	105,260	116,093	63,264	66,790	91,603	1,156,118
8600-8799	Other Local Revenue	140,500	7,025	7,025	7,025	9,835	7,025	9,835	7,025	4,215	7,025	12,645	21,075	26,695	14,050	140,500
	TOTAL RECEIPTS	**12,072,907**	**504,611**	**605,051**	**1,094,943**	**1,120,094**	**1,003,334**	**1,081,790**	**1,117,284**	**983,178**	**1,128,423**	**1,106,164**	**983,298**	**406,310**	**938,429**	**12,072,907**
	DISBURSEMENTS															
1000-1999	Certificated Salaries	3,984,256	272,523	302,405	328,701	328,303	338,263	330,295	341,451	353,802	342,248	339,459	353,403	353,403		3,984,256
2000-2999	Classified Salaries	1,617,851	95,130	128,134	129,266	117,456	123,604	120,206	127,648	136,547	164,697	152,563	161,300	161,300		1,617,851
3000-3999	Employee Benefits	1,825,045	124,833	138,521	150,566	150,384	154,946	151,296	156,406	162,064	156,771	155,494	161,882	161,882		1,825,045
4000-4999	Books and Supplies	884,233	58,536	35,635	191,436	144,661	50,490	59,244	49,871	69,943	62,073	62,692	42,355	57,298		884,233
5000-5999	Services	3,371,231	235,986	269,698	235,986	269,698	235,986	269,698	269,698	235,986	235,986	235,986	235,986	269,698	370,834	3,371,230
6000-6599	Capital Outlay	91,900	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,692		91,900
566,500	**TOTAL DISBURSEMENTS**	**11,774,516**	**794,663**	**882,048**	**1,043,612**	**1,018,157**	**910,945**	**938,395**	**952,730**	**965,997**	**969,431**	**953,849**	**962,581**	**1,011,274**	**370,834**	**11,774,515**
		Beginning Balance														
9100	Cash and Cash Equivalents	29,570	29,570	319,523	130,527	153,859	205,796	248,185	341,580	456,134	423,315	532,307	634,622	655,339	50,375	
9200	Accounts Receivable	781,149	585,862	156,230	39,057	-	-	-	-	-	-	-	-	-	938,429	
9300	Other Current Assets & Deposits		-	-	-	-	-	-	-	-	-	-	-	-		
9400	Accumulated Depreciation		-	-	-	-	-	-	-	-	-	-	-	-		
9500	Accounts Payable & Accrued Liabilities	(341,142)	(255,857)	(68,228)	(17,057)	-	-	-	-	-	-	-	-	-	(370,834)	
9640	Line of Credit - In	(250,000)	500,000	-	-	-	-	-	-	-	-	-	-	-	0	
9640	Line of Credit - Out		(250,000)	-	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	-	-	(100,000)	
9650	Deferred Revenue		-	-	-	-	-	-	-	-	-	-	-	-		
	TOTAL BALANCE SHEET ITEMS	219,577	**609,575**	**407,524**	**102,527**	**103,859**	**155,796**	**198,185**	**291,580**	**406,134**	**373,315**	**482,307**	**634,622**	**655,339**	**517,970**	**298,393**
	MONTHLY NET INCREASE/DECREASE		**319,523**	**(276,997)**	**51,332**	**101,937**	**92,390**	**143,395**	**164,554**	**17,181**	**158,992**	**152,314**	**20,717**	**(604,964)**	**Annual Net Income**	**517,970**
	ENDING CASH		**319,523**	**130,527**	**153,859**	**205,796**	**248,185**	**341,580**	**456,134**	**423,315**	**532,307**	**634,622**	**655,339**	**50,375**	**Ending Cash**	**50,375**
															Fund Balance	**517,970**

iLEAD FLEX - CASH FLOW		Year 3														
	RECEIPTS	**FY28/29**	***July***	***August***	***September***	***October***	***November***	***December***	***January***	***February***	***March***	***April***	***May***	***June***	**6/30/29 Balance**	**FY28/29 Total Revenue**
8010-8019	Principal Apportionment	9,856,487	484,554	484,554	872,198	913,548	872,198	872,198	913,548	872,198	872,198	913,548	872,198	41,350	872,198	9,856,487
8099	In Lieu Property Taxes	1,779,423	0	106,765	213,531	142,354	142,354	142,354	142,354	142,354	249,119	124,560	124,560	249,119	0	1,779,423
8080-8098	Miscellaneous Funds	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8100-8299	Federal Revenue	274,081	0	0	0	40,358	0	56,325	40,358	0	0	40,358	0	40,358	56,325	274,081
8300-8599	Other State Revenue	1,259,947	69,480	69,480	114,124	125,642	92,108	114,124	125,642	69,480	114,124	125,642	69,480	114,124	56,495	1,259,947
8600-8799	Other Local Revenue	140,500	7,025	7,025	7,025	9,835	7,025	9,835	7,025	4,215	7,025	12,645	21,075	26,695	14,050	140,500
	TOTAL RECEIPTS	**13,310,438**	**561,060**	**667,825**	**1,206,878**	**1,231,736**	**1,113,684**	**1,194,836**	**1,228,926**	**1,088,247**	**1,242,467**	**1,216,752**	**1,087,313**	**471,646**	**999,068**	**13,310,438**
	DISBURSEMENTS															
1000-1999	Certificated Salaries	4,484,202	306,719	340,351	369,947	369,498	380,709	371,740	384,296	398,197	385,193	382,054	397,749	397,749		4,484,202
2000-2999	Classified Salaries	1,733,232	101,914	137,272	138,485	125,833	132,419	128,779	136,752	146,285	176,443	163,444	172,803	172,803		1,733,232
3000-3999	Employee Benefits	2,096,347	143,390	159,113	172,949	172,739	177,980	173,787	179,657	186,156	180,076	178,609	185,946	185,946		2,096,347
4000-4999	Books and Supplies	938,189	62,108	37,809	203,118	153,488	53,571	62,859	52,914	74,211	65,861	66,518	44,939	60,795		938,189
5000-5999	Services	3,698,890	258,922	295,911	258,922	295,911	258,922	295,911	295,911	258,922	258,922	258,922	258,922	295,911	406,877	3,698,889
6000-6599	Capital Outlay	91,900	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,655	7,692		91,900
566,500	**TOTAL DISBURSEMENTS**	**13,042,760**	**880,709**	**978,111**	**1,151,076**	**1,125,124**	**1,011,256**	**1,040,732**	**1,057,185**	**1,071,426**	**1,074,151**	**1,057,202**	**1,068,015**	**1,120,896**	**406,877**	**13,042,759**
		Beginning Balance														**Ending Balance**
9100	Cash and Cash Equivalents	50,375	50,375	356,422	109,655	143,836	200,448	252,877	356,981	478,722	495,543	663,859	823,409	842,707	193,458	
9200	Accounts Receivable	938,429	703,821	187,686	46,921	-	-	-	-	-	-	-	-	-	999,068	
9300	Other Current Assets & Deposits		-	-	-	-	-	-	-	-	-	-	-	-		
9400	Accumulated Depreciation		-	-	-	-	-	-	-	-	-	-	-	-		
9500	Accounts Payable & Accrued Liabilities	(370,834)	(278,126)	(74,167)	(18,542)	-	-	-	-	-	-	-	-	-	(406,877)	
9640	Line of Credit - In	(100,000)	200,000	-	-	-	-	-	-	-	-	-	-	-	0	
9640	Line of Credit - Out		-	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	-	-	-	-	-	0	
9650	Deferred Revenue		-	-	-	-	-	-	-	-	-	-	-	-	0	
	TOTAL BALANCE SHEET ITEMS	**517,970**	**676,071**	**419,940**	**88,034**	**93,836**	**150,448**	**202,877**	**306,981**	**478,722**	**495,543**	**663,859**	**823,409**	**842,707**	**785,649**	**267,679**
	MONTHLY NET INCREASE/DECREASE		**356,422**	**(310,286)**	**55,802**	**106,612**	**102,429**	**154,105**	**171,741**	**16,821**	**168,316**	**159,550**	**19,298**	**(649,250)**	**Annual Net Income**	**267,679**
	ENDING CASH		**356,422**	**109,655**	**143,836**	**200,448**	**252,877**	**356,981**	**478,722**	**495,543**	**663,859**	**823,409**	**842,707**	**193,458**	**Ending Cash**	**193,458**
															Fund Balance	**785,649**

iLEAD FLEX CHARTER SCHOOL

Enrollment and Average Daily Attendance (ADA) Assumptions

ENROLLMENT	**FY26/27**	**FY27/28**	**FY28/29**	**FY29/30**	**FY30/31**
Tk	45	45	45	45	45
Kindergarten	50	50	50	50	50
Grade 1	75	75	75	75	75
Grade 2	75	75	75	75	75
Grade 3	75	75	75	75	75
Grade 4	75	75	75	75	75
Grade 5	75	75	75	75	75
Grade 6	75	75	75	75	75
Grade 7	75	75	75	75	75
Grade 8	75	75	75	75	75
Grade 9	15	50	50	50	50
Grade 10	15	50	50	50	50
Grade 11	10	25	50	50	50
Grade 12	10	10	25	50	50
Total Enrollment	**745**	**830**	**870**	**895**	**895**

Target ADA Rate (%)	0.94	0.94	0.95	0.95	0.95

ADA	**FY26/27**	**FY27/28**	**FY28/29**	**FY29/30**	**FY30/31**
TK	43	43	43	43	43
Kindergarten	48	48	48	48	48
Grade 1	71	71	71	71	71
Grade 2	71	71	71	71	71
Grade 3	71	71	71	71	71
Grade 4	71	71	71	71	71
Grade 5	71	71	71	71	71
Grade 6	71	71	71	71	71
Grade 7	70.50	70.50	70.50	70.50	70.50
Grade 8	70.50	70.50	70.50	70.50	70.50
Grade 9	14.7	49.0	49.0	49.0	49.0
Grade 10	14.7	49.0	49.0	49.0	49.0
Grade 11	9.8	24.5	49.0	49.0	49.0
Grade 12	9.8	0.0	24.5	49.0	49.0
Average Overall Daily Attendance	**703**	**777**	**826**	**850**	**850**

ADA Grades K-3	302	302	302	302	302
ADA Grades 4-6	212	212	212	212	212
ADA Grades 7-8	141	141	141	141	141
ADA Grades 9-12	49	123	172	196	196
Average Overall Daily Attendance	**703**	**777**	**826**	**850**	**850**

Unduplicated Count	454	506	531	546	546
District Unduplicated Pupil Percentage	61%	61%	61%	61%	61%

Revenue Assumptions	**FY26/27**	**FY27/28**	**FY28/29**	**FY29/30**	**FY30/31**
Enrollment	745	830	870	895	895
Total ADA	703	777	826	850	850
ADA - Grades K-3	302	302	302	302	302
ADA - Grades 4-6	212	212	212	212	212
ADA - Grades 7-8	141	141	141	141	141
ADA - Grades 9-12	49.0	122.5	171.5	196.0	196.0
In Lieu/ADA	2151.66	2151.66	2151.66	2151.66	2151.66
Unduplicated Count	454	506	531	546	546
Unduplicated %	94.00%	94.00%	95.00%	95.00%	95.00%
PYP2	0	703	777	826	850

Funding Factors	**FY26/27**	**FY27/28**	**FY28/29**	**FY29/30**	**FY30/31**
Department Finance Statutory COLA	3.02%	3.42%	3.31%	3.37%	3.34%
California CPI	2.98%	2.77%	2.88%	2.82%	2.85%
STRS	19.10%	19.10%	19.10%	19.10%	19.10%
State - Special Educaiton Per Pupil (per ADA, current yr P-2)	945	978	1010	1044	1079
Federal (- Special Education (prior yr. census)(SpEd)	145	145	145	145	145
Mandate Block Grant (K-8)	21.14	21.86	22.58	23.34	24.12
Mandate Block Grant (9-12)	59.97	62.06	64.07	66.15	68.29
Lottery - Unrestricted	190	190	190	190	190
Lottery -Restricted	82	82	82	82	82
Minimum Wage	17.4	17.8	18.3	18.8	19.3
Title I	not 1st Year	225	225	225	225
Title II	likely eliminated	likely eliminated	likely eliminated	likely eliminated	likely eliminated
Title IV	likely eliminated	likely eliminated	likely eliminated	likely eliminated	likely eliminated
ELOP	not eligible	not eligible	not eligible	not eligible	not eligible
State Mental Health	83	83	83	83	83
Arts and Music in Schools (AMS)/Prop 28	133	133	133	133	133

**Funding Assumptions based on School Services of California Inc. Financial Projection Dartboard, Adopted State Budget 2025-26 and most recent version of the FCMAT Calculator, and El Dorado Charter SELPA current rates.*

iLEAD FLEX CHARTER SCHOOL

Staffing Assumptions

	Enrollment	745	830	870	895	895	
				All Programs			
CREDENTIALED		**FY26/27**	**FY27/28**	**FY28/29**	**FY29/30**	**FY30/31**	
1120	*Credentialed Home Study Teacher Salaries*	30.0	34.0	36.0	37.0	37.0	*FTE*
		72,000	73,440	74,909	76,407	77,935	*average salary*
		2,160,000	2,496,960	2,696,717	2,827,058	2,883,599	
1130	*Credentialed Education Specialist*	6.0	7.0	8.0	9.0	9.0	*FTE*
		85,168	86,871	88,609	90,381	92,189	*averge salary*
		511,008	608,099	708,870	813,428	829,697	
1150	*Credentialed Substitute Teacher*	1.0	1.0	1.0	1.0	1.0	*FTE*
		72,000	73,440	74,909	76,407	77,935	*averge salary*
		72,000	73,440	74,909	76,407	77,935	
1190	*Credentialed After School/Extra Duty Salaries*	-	-	-	-	-	*FTE*
		5,500	5,610	5,722	5,837	5,953	*averge salary*
		5,500	5,610	5,722	5,837	5,953	
1210	*Credentialed School Psychologist & Counseling Services*	2.5	3.0	3.0	3.0	3.0	*FTE*
		69,774	71,169	72,593	74,045	75,526	*averge salary*
		174,435	213,508	217,779	222,134	226,577	
1230	*Credentialed Counseling Salaries*	0.5	1.0	2.0	2.0	2.0	*FTE*
		69,774	71,169	72,593	74,045	75,526	*averge salary*
		34,887	71,169	145,186	148,089	151,051	
1310	*Credentialed Directors*	2.0	2.0	2.0	2.0	2.0	*FTE*
		147,681	150,634	153,647	156,720	159,854	*averge salary*
		295,361	301,269	307,294	313,440	319,709	
1930	*Credentialed Other Support*	1.0	2.0	3.0	3.0	3.0	*FTE*
		105,000	107,100	109,242	111,427	113,655	*averge salary*
		105,000	214,200	327,726	334,281	340,966	
		43.00	**50.00**	**55.00**	**57.00**	**57.00**	*Total FTE*
	Total Certificated Staff	**3,358,191**	**3,984,256**	**4,484,202**	**4,740,674**	**4,835,488**	
							2% salary increases
CLASSIFIED							
2110	*Classified Instructional Specialist*	2.0	3.0	3.0	3.0	3.0	*FTE*
		38,400	39,168	39,951	40,750	41,565	*averge salary*
		76,800.0	117,504.0	119,854.1	122,251.2	124,696.2	
2120	*Classified Classroom Aids (Care Team)*	11.0	13.0	14.0	15.0	15.0	*FTE*
		38,400	39,168	39,951	40,750	41,565	*averge salary*
		422,400.0	509,184.0	559,319.0	611,255.8	623,480.9	
2210	*Classified Ed Specialist Assistants & One on One Aides (SpEd)*	8.0	10.0	11.0	11.0	11.0	*FTE*
		41,400	42,228	43,073	43,934	44,813	*averge salary*
		331,200.0	422,280.0	473,798.2	483,274.1	492,939.6	
2410	*Classified Clerical, Technical and Office Support*	4.0	5.0	5.0	5.0	5.0	*FTE*
		64,053	65,334	66,640	67,973	69,333	*averge salary*
		256,210.1	326,667.8	333,201.2	339,865.2	346,662.5	
2950	*2950 - Classified Facilities/Maintenance Salaries*	3.0	4.0	4.0	4.0	4.0	*FTE*
		48,595	49,567	50,558	51,570	52,601	*averge salary*
		145,785.7	198,268.6	202,234.0	206,278.7	210,404.2	
2990	*Classified Health Office Support (Nurse)*	1.0	1.0	1.0	1.0	1.0	*FTE*
		43,085	43,946	44,825	45,722	46,636	*averge salary*
		43,084.8	43,946.5	44,825.4	45,721.9	46,636.4	
		29	**36**	**38**	**39**	**39**	
2000s	***Total Classified Staff***	**1,275,481**	**1,617,851**	**1,733,232**	**1,808,647**	**1,844,820**	
HEALTH & WELLNESS BENEFITS							
3101	*State Teachers' Retirement System - Certificated Positions*	641,415	760,993	856,483	905,469	923,578	
3302	*OASDI (Social Security) - Classified Positions*	79,080	100,307	107,460	112,136	114,379	
3311	*MediCare - Certificated*	48,694	57,772	65,021	68,740	70,115	
3312	*MediCare - Classified*	18,494	23,459	25,132	26,225	26,750	
3401	*Health & Welfare Benefits - Classified Positions*	366,592	468,897	567,365	646,796	711,476	
3402	*Health & Welfare Benefits - Classified Positions*	247,237	337,606	391,998	442,545	486,799	
3501	*State Unemployment Insurance - Certificated Positions*	18,662	21,700	23,870	24,738	24,738	
3502	*State Unemployment Insurance - Classified Positions*	12,586	15,624	16,492	16,926	16,926	
3601	*Worker Compensation Insurance - Certificated Positions*	16,791	19,921	22,421	23,703	24,177	
3602	*Worker Compensation Insurance - Classified Positions*	6,377	8,089	8,666	9,043	9,224	
3702	*Retiree Benefits - Classified Positions*	8,418	10,678	11,439	11,937	12,176	
3000s		**1,464,346**	**1,825,045**	**2,096,347**	**2,288,259**	**2,420,338**	
1000-3000s	***Total Personnel Expenses***	**6,098,017**	**7,427,152**	**8,313,781**	**8,837,580**	**9,100,645**	

Health and Wellness Assumptions						
Health and Wellness - per FTE	8,525.40	9,378	10,316	11,347	12,482	*10% increase annual*
STRS	19.10%	19.10%	19.10%	19.10%	19.10%	
OASDI (Social Security)	6.20%	6.20%	6.20%	6.20%	6.20%	
MediCare	1.45%	1.45%	1.45%	1.45%	1.45%	
State Unemployment Insurance	434	434	434	434	434	
Worker Compensation Insurance	0.011	0.011	0.011	0.011	0.011	

iLEAD Flex - 5 Year Budget Multi Year Projection (MYP)

	FY26/27	FY27/28	FY28/29	FY29/30	FY30/31
Enrollment	745	830	870	895	895
ADA	703	777	826	850	850
REVENUE					
Principal Apportionment					
8011 - State Funding - Current Year LCFF	7,422,287	8,686,440	9,691,087	10,401,927	10,609,966
8012 - State Funding - EPA	140,800	155,600	165,400	170,200	173,604
8019 - State Funding - Prior Years	0	0	0	0	0
8096 - State Funding - Property Taxes	1,514,769	1,673,991	1,779,423	1,831,063	1,867,684
Total Principal Apportionment	9,077,856	10,516,031	11,635,910	12,403,190	12,651,254
Federal Revenue					
8181 - Federal Special Education - Entitlement	101,993	101,993	112,651	119,756	123,308
8182 - MHADA IDEA	0	0	0	0	0
8220 - Federal Child Nutrition Programs	0	0	0	0	0
8290 - Federal Revenue - All Other Federal Revenue	0	158,265	161,430	164,659	167,952
8291 - Federal Revenue - Other Revenue	0	0	0	0	0
Total Federal Revenue	101,993	260,258	274,081	284,414	291,260
Other State Revenue					
8311 - Other State Apportionments - Special Education	664,881	759,474	834,099	887,742	917,371
8312 - Other State Apportionments - Special Education Mental Health	0	0	0	0	0
8313 - Other State Apportionments - Facilities Reimbursement	0	0	0	0	0
8319 - Other State Apportionments - Prior Year	0	0	0	0	0
8520 - State Child Nutrition	0	0	0	0	0
8530 - State Child Development Program	0	0	0	0	0
8550 - State Mandated Costs	0	17,346	22,627	26,620	29,170
8560 - State Lottery	191,325	211,317	224,645	231,309	231,309
8590 - All Other State Revenues	152,089	167,981	178,576	183,873	183,873
Total Other State Revenue	1,008,295	1,156,118	1,259,947	1,329,545	1,361,723
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	0	0	0	0	0
8639 - All Other Sales	0	0	0	0	0
8640 - After School Care	0	0	0	0	0
8645 - Student Activities	0	0	0	0	0
8650 - Leases and Rentals	12,500	12,500	12,500	12,500	12,500
8655 - Facilities Use	28,000	28,000	28,000	28,000	28,000
8660 - Interest	0	0	0	0	0
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	75,000	75,000	75,000	75,000	75,000
8699 - All Other Local Revenue	0	0	0	0	0
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	0	0	0	0	0
8830 - Fundraising	25,000	25,000	25,000	25,000	25,000
8840 - Grants	0	0	0	0	0
8999 - Unallocated Income	0	0	0	0	0
Total Other Revenue	140,500	140,500	140,500	140,500	140,500
Total Revenue	**10,328,644**	**12,072,907**	**13,310,438**	**14,157,649**	**14,444,737**

Expenditures					
Certificated Salaries					
1110 - Credentialed Teacher Salaries	0	0	0	0	0
1120 - Credentialed Home Study Teacher Salaries	2,160,000	2,496,960	2,696,717	2,827,058	2,883,599
1130 - Credentialed Education Specialist Salaries (SpEd)	511,008	608,099	708,870	813,428	829,697
1140 - Credentialed Elective Teacher Salaries	0	0	0	0	0
1150 - Credentialed Substitute Teacher Salaries	72,000	73,440	74,909	76,407	77,935
1190 - Credentialed After School/Extra Duty Salaries	5,500	5,610	5,722	5,837	5,953
1210 - Credentialed Psychologist & Counseling Services (SpEd)	174,435	213,508	217,779	222,134	226,577
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	0	0	0	0
1230 - Credentialed Academic Counseling Salaries	34,887	71,169	145,186	148,089	151,051
1310 - Credentialed Directors	295,361	301,269	307,294	313,440	319,709
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	105,000	214,200	327,726	334,281	340,966
Total Certificated Salaries	3,358,191	3,984,256	4,484,202	4,740,674	4,835,488
Classified Salaries					
2110 - Classified Elective Salaries	76,800	117,504	119,854	122,251	124,696
2120 - Classified Classroom Aide Salaries	422,400	509,184	559,319	611,256	623,481
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	0	0	0	0	0
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	331,200	422,280	473,798	483,274	492,940
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	256,210	326,668	333,201	339,865	346,663
2910 - Classified CARE Team Yard Duty Salaries	0	0	0	0	0
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	0	0	0	0	0
2950 - Classified Facilities/Maintenance Salaries	145,786	198,269	202,234	206,279	210,404
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)	43,085	43,946	44,825	45,722	46,636
Total Classified Salaries	1,275,481	1,617,851	1,733,232	1,808,647	1,844,820
Employee Benefits					
3101 - State Teachers' Retirement System - Credentialed positions	641,415	760,993	856,483	905,469	923,578
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	79,080	100,307	107,460	112,136	114,379
3311 - Medicare - Credentialed	48,694	57,772	65,021	68,740	70,115
3312 - Medicare - Classified	18,494	23,459	25,132	26,225	26,750
3401 - Health & Welfare Benefits - Credentialed positions	366,592	468,897	567,365	646,796	711,476
3402 - Health & Welfare Benefits - Classified positions	247,237	337,606	391,998	442,545	486,799
3501 - State Unemployment Insurance - Credentialed positions	18,662	21,700	23,870	24,738	24,738
3502 - State Unemployment Insurance - Classified positions	12,586	15,624	16,492	16,926	16,926
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	16,791	19,921	22,421	23,703	24,177
3602 - Worker Compensation Insurance - Classified positions	6,377	8,089	8,666	9,043	9,224
3701 - Retiree Benefits - Credentialed positions	0	0	0	0	0

3702 - Retiree Benefits - Classified positions	8,418	10,678	11,439	11,937	12,176
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	1,464,346	1,825,045	2,096,347	2,288,259	2,420,338
Books and Supplies					
4110 - Core Curriculum - Texts, Workbooks, etc	53,961	59,066	62,570	64,373	66,207
4120 - Core Curriculum - Software & Programs	32,500	35,575	37,685	38,771	39,876
4130 - Other Curriculum	4,100	8,588	17,685	35,880	36,902
4210 - Professional Development References	1,500	1,542	1,586	1,631	1,677
4220 - Other Books & References	7,500	7,708	7,929	8,153	8,385
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	26,968	29,519	31,271	32,172	33,088
4310 - Science Supplies	5,000	5,139	5,286	5,435	5,590
4315 - Art Supplies	5,500	5,652	5,815	5,979	6,149
4317 - Assessment Supplies	5,000	5,139	5,286	5,435	5,590
4320 - PE Supplies	2,000	2,055	2,114	2,174	2,236
4325 - Custodial Supplies	27,000	27,748	28,546	29,351	30,187
4330 - Health & Safety	4,000	4,111	4,229	4,348	4,472
4335 - Home Study Stipend	438,430	479,908	508,381	523,027	537,927
4340 - Office Supplies	12,000	12,332	12,687	13,045	13,417
4345 - Printing & Reproduction Supplies	18,000	18,499	19,030	19,568	20,125
4350 - Spiritwear	5,000	5,139	5,286	5,435	5,590
4355 - Facilities Supplies	70,000	71,939	74,007	76,096	78,264
4410 - Classroom Furniture & Equipment	31,200	32,064	32,986	33,917	34,883
4420 - NonClassroom Furniture & Equipment	30,500	31,345	32,246	33,156	34,101
4430 - IT Equipment & Supplies	36,200	39,625	41,976	43,185	44,415
4710 - Vended Food Service	0	0	0	0	0
4720 - Food Supplies	0	0	0	0	0
4730 - Catering Supplies	1,500	1,542	1,586	1,631	1,677
4740 - Cafe Other Supplies	0	0	0	0	0
Total Books and Supplies	817,859	884,233	938,189	982,764	1,010,760
Services and Operating Expenditures					
5210 - Travel for PD, Conferences, & School Development	0	0	0	0	0
5220 - Travel for Intersite Business - Mileage*	4,000	4,111	4,229	4,348	4,472
5230 - Conference & Workshop Registration Fees	0	0	0	0	0
5240 - Professional Development - Meetings & Collaborations	6,000	6,166	6,343	6,523	6,708
5310 - Professional Dues, Memberships, and Subscriptions	15,050	15,467	15,912	16,361	16,827
5410 - Liability Insurance	84,637	89,716	95,099	100,804	106,853
5420 - Other Insurance	0	0	0	0	0
5510 - Utilities - Electricity	120,000	123,324	126,870	130,450	134,167
5520 - Utilities - Gas	10,800	11,099	11,418	11,741	12,075
5530 - Utilities - Water	15,000	15,416	15,859	16,306	16,771
5540 - Utilities - Trash	24,000	24,665	25,374	26,090	26,833
5550 - Operations - Janitorial Services	0	0	0	0	0
5560 - Operations - Security	48,000	49,330	50,748	52,180	53,667
5570 - Utilities - Other	0				
5610 - Rent - Facilities Rent and CAM Charges	537,880	548,638	559,610	570,803	582,219
5620 - Leases	0	0	0	0	0
5630 - Repairs & Maintenance - Facilities	98,800	101,537	104,456	107,404	110,464
5640 - Repairs & Maintenance - Elevator Service	0	0	0	0	0
5650 - Repairs & Maintenance - Auto	0	0	0	0	0
5660 - Repairs & Maintenance - Other Equipment	0	0	0	0	0
5710 - Transfers of Direct Costs					
5750 - Transfers of Direct Costs - Interfund					
5801 - Professional Services - Service Fees	907,786	1,051,603	1,279,950	1,364,351	1,391,638

5802 - Professional Services - District Oversite Fees	90,779	105,160	116,359	124,032	126,513
5803 - Professional Services - Business Services	75,000	77,078	79,293	81,532	83,854
5804 - Professional Services - Auditing & Tax Preparation	24,500	25,179	25,903	26,634	27,392
5805 - Professional Services - Payroll Fees	40,692	52,100	57,822	60,909	62,127
5806 - Professional Services - Consultant Fees	0				
5807 - Professional Services - BTSA	10,000	10,093	10,187	10,282	10,377
5808 - Professional Services - Legal Fees	80,000	82,216	84,580	86,967	89,444
5809 - Professional Services - Shared/Leased Employees	0	0	0	0	0
5810 - Contra Account - Shared Employees Reimbursement	0	0	0	0	0
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	3,000	3,083	3,172	3,261	3,354
5823 - Operating Expenditures - Fingerprinting Fees	0	0	0	0	0
5824 - Operating Expenditures - Fundraising & Grantwriting	0	0	0	0	0
5825 - Operating Expenditures - Banking Charges & Fees	4,250	4,368	4,493	4,620	4,752
5826 - Operating Expenditures - Interest	0	0	0	0	0
5827 - Operating Expenditures - Other Benefit Fees	0	0	0	0	0
5828 - Operating Expenditures - Staff Recruitment	0	0	0	0	0
5829 - Operating Expenditures - Events	2,595	2,667	2,744	2,821	2,901
5830 - Operating Expenditures - Marketing & Advertising	10,400	10,688	10,995	11,306	11,628
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	4,600	4,727	4,863	5,001	5,143
5840 - Operating Expenditures - Software Licenses	84,458	86,797	89,293	91,813	94,429
5850 - Student Services Expenditures - Student Information System	50,692	55,488	58,780	60,473	62,196
5851 - Student Services Expenditures - Student Assessment Services	2,400	2,466	2,537	2,609	2,683
5852 - Student Services Expenditures - Special Education Contracted Services	619,000	677,562	717,761	738,439	753,208
5853 - Student Services Expenditures - Student & Group Activities	0	0	0	0	0
5854 - Student Services Expenditures - Electives & Enrichment	81,850	84,117	86,536	88,978	91,513
5855 - Student Services Expenditures - Substitutes	35,000	35,970	37,004	38,048	39,132
5856-Student Services Expenditures - Student Transportation	0	0	0	0	0
5910 - Telephone & Fax	5,880	6,043	6,217	6,392	6,574
5915 - Cell Phones	192	197	203	209	215
5920 - Internet Services	3,000	3,083	3,172	3,261	3,354
5925 - Website/Communication Fees	300	308	317	326	335
5930 - Freight Expense	0	0	0	0	0
5940 - Postage Expense	750	771	793	815	839
Total Services and Operating Expenditures	3,101,290	3,371,231	3,698,890	3,856,089	3,944,657
Depreciation	91,900	91,900	91,900	91,900	91,900
ROU					
Total Expenditures	**10,109,067**	**11,774,516**	**13,042,760**	**13,768,332**	**14,147,962**
NET INCOME	**219,577**	**298,392**	**267,678**	**389,317**	**296,775**
Year End Reserve (%)	2.2%	2.5%	2.1%	2.8%	2.1%
Fund Balance	**219,577**	**517,969**	**785,647**	**1,174,964**	**1,471,739**
Fund Balance Reserve %	2.17%	4.40%	6.02%	8.53%	10.40%

PCSPG Grant to Be Submitted After Approval

Section III

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

(iLEAD Flex Charter School)

The proposed charter school, seeking to open in the 2026-2027 school year, will be a (check the box that best describes the status of the proposed charter school):
☐Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation_____. (Signatures of 50% required)
☐Conversion Charter School: Total number of permanent status teachers currently employed at the school_____. (Signatures of 50% required)

By virtue of our signatures, WE, THE UNDERSIGNED CREDENTIALED TEACHERS, indicate that we are meaningfully interested in being employed as teachers at this charter school during the first year of operation.

	Date of Signature	Teacher's Name (Please Print) / Teacher's Signature	Street Address / City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	12/15	Kathy Rose	23269 Maple Newhall CA 91321	661 714-8266	PPS + Single Subject	25012711B 25012711C	8/1/30 8/1/30	BS Acct MS Edu
	12/15	Angie Nashovska	26833 Sharebreak Lane #31 Valencia	626 372 2054	Sped/Single Admin(All clear)	24028092C 24028093I	9/1/30 9/1/30	AA, BA, MS PhD
	12/15	Matthew Watson	27614 Susan Beth Ln Saugus, CA 91350	661-212 2598	Multiple Subject BCLAD	24028245?	1/1/30	MA, BA
	12/15	Michele Bowes	44041 Freer Way Lancaster, CA 93536	6661-433-3426	MS - Admin Specialist-Reading	210209032 210209033 210209034	11/1/2026	BS. M.A. M.Ed.
	12/15	Gina Woolner	28575 Faryn Ct. Saugus, CA 91350	661-886-4956	multiple subject	21023702H	3/1/27	BA
	12/15	Kimberly Balet	27745 Mariposa Castaic, CA 91384	661 803-8990	Multi-Subject	24002655Z	2/1/29	BS.

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

(iLEAD Flex Charter School)

The proposed charter school, seeking to open in the 2026-2027 school year, will be a (check the box that best describes the status of the proposed charter school):
☐Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation_____. (Signatures of 50% required)
☐Conversion Charter School: Total number of permanent status teachers currently employed at the school_____. (Signatures of 50% required)

By virtue of our signatures, WE, THE UNDERSIGNED CREDENTIALED TEACHERS, indicate that we are meaningfully interested in being employed as teachers at this charter school during the first year of operation.

	Date of Signature	Teacher's Name (Please Print) Teacher's Signature	Street Address City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	12/05/25	Zahir Khan	3133 ~~E AVE J 10~~ LARWOOD DR. LANCASTER, CA. 93536	(661) 341-1187	MULTIPLE SUBJECT TEACHING CRED.	25CIE1451	06/01/2030	B.A. (LIBERAL STUDIES)
	12/08/25	Brooke Tuaau	3121 E Ave Q14 Palmdale, CA 93550	(760) 885 4631	Single Subject Teaching Credential	25025856241	11/1/30	
	12-8-25	Larry Howard	701 Desert Calico Lancaster CA 93534	(661) 435-6426	multiple subject Teaching cred.	24019258	10-1-29	BA. Business Admin.
	12/10/25	Priscilla Tucker	27008 Cliffre Way Canyon County, CA 91387	661 719-6823	Single subject teaching credential	25025857	10/1/30	BS. Sociology MA. Sociology
	12/10/25	Tafaya Coleman Tafaya Coleman	39911 Verona Lane Palmdale, CA	661-317 3068	Ed Spec Admin	23011357 9 23011570 2	6/1/28	M3

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

(iLEAD Flex Charter School)

The proposed charter school, seeking to open in the 2026-2027 school year, will be a (check the box that best describes the status of the proposed charter school):
☐Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation_____. (Signatures of 50% required)
☐Conversion Charter School: Total number of permanent status teachers currently employed at the school_____. (Signatures of 50% required)

By virtue of our signatures, WE, THE UNDERSIGNED CREDENTIALED TEACHERS, indicate that we are meaningfully interested in being employed as teachers at this charter school during the first year of operation.

	Date of Signature	Teacher's Name (Please Print) / Teacher's Signature	Street Address / City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	12/08/25	Laura N. Desiderio Laura N. Desiderio	2754 E. Lingard St. Lancaster, CA 93535	323) 919-7400	PPS Credential CTE Credential	230017575 240241578	1/1/2028 9/1/2029	MS. counseling BA Child Development
	12/08/25	Dana Margaret West Dana M. West	42917 Leadhill Dr. Lake Hughes, CA 93532	661-609-4573	M.S. Teaching Cred. Special Inst. Cred. Sp. Ed	220063176 220063177	6/1/2027 6/1/2027	M.S. special education emg. cert.
	12/08/25	Robbin Dressel RDressel	41039 Walrus Way Palmdale	661-899-8130	MST Cred. Preliminary	230037001	12/1/27.	Masters of Education.
	12/8/25	Lauren Belzil Lan Belzil	43838 Madison ct. Lancaster, CA 93536	559.410-5244	Mult Subj Teaching credential	250085049	7/1/30	Masters of Education
	12/8/25	Elicia Nelson Elicia Nels	27942 Crown Court Cir Valencia CA. 91354	310 413-3527	MS Teaching Credential	250126196	6/1/2030	Master of Educatio
	12/8/25	Kristy Basty Kristy Basty	43613 Buena Vista Way Lancaster, CA 93536	661-713-5397	Multi Subject Credential	240174080	6/1/30	BA child development
	12/8/25	Teresa Hakely Teresa Hakely	28352 Simsalido Ave Canyon Country, CA 91387	cell 313 1781	Ed specialist Instruction credential	230164349	7/1/2028	Master in Special Ed.
	12/08/2025	Jonathan D. Hines Jonathan D. Hines	1806 W. Ave J12, Apt 105 Lancaster, CA 93534	(951) 410-3019	Ed spec. Instr. Cred. (Prelim.)	230307259	1/1/2029	BA.

Document Number:

New Search

Last Name: BALJET
First Name: KIMBERLY
Middle Name: LYNORE
Last Known County of Employment: LOS ANGELES COUNTY OFFI(

Fingerprint Status: Complete: No Action Require(

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 6 of 6

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
240026552	Multiple Subject Teaching Credential	Clear	Valid	1/29/2024	2/1/2029	6/13/2003		
180166677	Multiple Subject Teaching Credential	Clear	Valid	7/18/2018	8/1/2023	6/13/2003		
130093397	Multiple Subject Teaching Credential	Clear	Valid	7/1/2013	7/1/2018	6/13/2003		
080016452	Multiple Subject Teaching Credential	Clear	Valid	7/1/2008	7/1/2013	6/13/2003		
040012231	Multiple Subject Teaching Credential	Professional Clear	Valid	6/13/2003	7/1/2008	6/13/2003		
020204826	30-Day Substitute Teaching Permit	Emergency	Valid	9/1/2002	10/1/2003	9/1/2002		

Login | Search

Document Number:

New Search

Last Name: WEST
First Name: DANA
Middle Name: MARGARET
Last Known County of Employment: LOS ANGELES COUNTY OFFI

Fingerprint Status: Complete: No Action Require

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 10 of 10+

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
220063176	Multiple Subject Teaching Credential	Clear	Valid	6/1/2022	6/1/2027	5/14/1992		
220063177	Specialist Instruction Credential in Special Education	Clear	Valid	6/1/2022	6/1/2027	5/14/1992		
170084884	Multiple Subject Teaching Credential	Clear	Valid	6/1/2017	6/1/2022	5/14/1992		
170084885	Specialist Instruction Credential in Special Education	Clear	Valid	6/1/2017	6/1/2022	5/14/1992		
120061483	Multiple Subject Teaching Credential	Clear	Valid	6/1/2012	6/1/2017	5/14/1992		
120061172	Specialist Instruction Credential in Special Education	Clear	Valid	6/1/2012	6/1/2017	5/14/1992		
070194510	Specialist Instruction Credential in Special Education	Clear	Valid	6/1/2007	6/1/2012	5/14/1992		
070194511	Multiple Subject Teaching Credential	Clear	Valid	6/1/2007	6/1/2012	5/14/1992		
110066829	Special Education Limited Assignment Teaching Permit		Valid	2/26/2011	3/1/2012	2/1/2011		
020141885	Multiple Subject Teaching Credential	Professional Clear	Valid	6/1/2002	6/1/2007	5/14/1992		

Authorization/Subjects

Document Number:

New Search

Last Name: WOOLNER
First Name: GINA
Middle Name: MARIE
Last Known County of Employment:

Fingerprint Status: Complete: No Action Require(

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 8 of 8

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
210237024	Multiple Subject Teaching Credential	Clear	Valid	3/1/2022	3/1/2027	2/14/2002		
160218008	Multiple Subject Teaching Credential	Clear	Valid	3/1/2017	3/1/2022	2/14/2002		
110165970	Multiple Subject Teaching Credential	Clear	Valid	3/1/2012	3/1/2017	2/14/2002		
060284709	Multiple Subject Teaching Credential	Professional Clear	Valid	3/1/2007	3/1/2012	2/14/2002		
020109933	Multiple Subject Teaching Credential	Professional Clear	Valid	2/14/2002	3/1/2007	2/14/2002		
000083098	Certificate of Clearance		Valid	3/20/2000	4/1/2005	4/12/2000		
010150118	Multiple Subject Teaching Permit	Emergency Long Term	Valid	6/25/2001	7/1/2002	6/25/2001		
000125550	30-Day Substitute Teaching Permit	Emergency	Valid	5/30/2000	6/1/2001	5/30/2000		

CA.GOV Commission on Teacher Credentialing

Login | Search

Document Number:

New Search

Last Name: BASTY
First Name: KRISTY
Middle Name: LYNN
Last Known County of Employment:

Fingerprint Status: Complete: No Action Require

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.

Adverse and Commission Action Indicator:
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.

Deceased Indicator :
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 5 of 5

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
240174080	Multiple Subject Teaching Credential	Clear	Valid	6/1/2025	6/1/2030			
200112629	Multiple Subject Teaching Credential	Clear	Valid	5/30/2020	6/1/2025			
160114574	Multiple Subject Teaching Credential	Preliminary	Valid	6/9/2016	7/1/2021			
140090411	Certificate of Clearance		Valid	5/24/2014	6/1/2019	5/24/2014		
160047739	30-Day Substitute Teaching Permit	Emergency	Valid	3/8/2016	4/1/2017	3/8/2016		

Login | Search

Document Number:

New Search

Last Name: BELZIL
First Name: LAUREN
Middle Name: ELIZABETH
Last Known County of Employment: ALAMEDA COUNTY OFFICE C

Fingerprint Status: Complete: No Action Require

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 6 of 6

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
250085049	Multiple Subject Teaching Credential	Clear	Valid	7/1/2025	7/1/2030	1/23/2018		
200119858	Multiple Subject Teaching Credential	Clear	Valid	6/10/2020	7/1/2025	1/23/2018		
180020734	Multiple Subject Teaching Credential	Preliminary	Valid	1/23/2018	2/1/2023	1/23/2018		
160213173	Certificate of Clearance		Valid	10/13/2016	11/1/2021	10/13/2016		
170256208	30-Day Substitute Teaching Permit	Emergency	Valid	3/1/2018	3/1/2019	2/1/2017		
170028220	30-Day Substitute Teaching Permit	Emergency	Valid	2/1/2017	3/1/2018	2/1/2017		

Document Number:

New Search

Last Name: WATSON
First Name: MATTHEW
Middle Name: LEONARD
Last Known County of Employment: CALIFORNIA

Fingerprint Status: Complete: No Action Require

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 8 of 8

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
240282457	Multiple Subject Teaching Credential	Clear	Valid	1/1/2025	1/1/2030	7/1/1997		
190266855	Multiple Subject Teaching Credential	Clear	Valid	12/2/2019	1/1/2025	7/1/1997		
130144059	Multiple Subject Teaching Credential	Clear	Valid	8/6/2013	9/1/2018	7/1/1997		
070282690	Multiple Subject Teaching Credential	Clear	Valid	8/1/2007	8/1/2012	7/1/1997		
020129777	Multiple Subject Teaching Credential	Professional Clear	Valid	8/1/2002	8/1/2007	7/1/1997		
970153717	Multiple Subject Teaching Credential	Professional Clear	Valid	7/1/1997	8/1/2002	7/1/1997		
960099675	District Intern Credential		Valid	2/1/1996	9/1/1997	8/15/1995		
960098347	District Intern Credential		Valid	8/15/1995	9/1/1997	8/15/1995		

Login | Search

Document Number:

New Search

Last Name: HOWARD
First Name: LARRY
Middle Name: BERNA
Last Known County of Employment:

Fingerprint Status: Complete: No Action Require

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 10 of 10+

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
240192583	Multiple Subject Teaching Credential	Clear	Valid	10/1/2024	10/1/2029	6/26/1996		
240309658	Crosscultural, Language and Academic Development Permit	Emergency	Valid	9/1/2024	9/1/2025	8/1/2023		
190205565	Multiple Subject Teaching Credential	Clear	Valid	10/1/2019	10/1/2024	6/26/1996		
230308121	Crosscultural, Language and Academic Development Permit	Emergency	Valid	8/1/2023	9/1/2024	8/1/2023		
150014608	Multiple Subject Teaching Credential	Clear	Valid	9/24/2014	10/1/2019	6/26/1996		
010168093	Multiple Subject Teaching Credential	Professional Clear	Valid	6/18/2001	7/1/2006	6/26/1996		
980180097	Multiple Subject Teaching Credential	Preliminary	Valid	6/26/1996	7/1/2001	6/26/1996		
960033215	30-Day Substitute Teaching Permit	Emergency	Valid	2/1/1996	2/1/1997	3/2/1994		
950053266	30-Day Substitute Teaching Permit	Emergency	Valid	2/1/1995	2/1/1996	3/2/1994		
940084148	30-Day Substitute Teaching Permit	Emergency	Valid	3/2/1994	1/31/1995	3/2/1994		

Authorization/Subjects

Login | Search

Document Number:

New Search

Last Name: DESIDERIO
First Name: LAURA
Middle Name: NAYELI
Last Known County of Employment:

Fingerprint Status: Complete: No Action Require

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 7 of 7

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
240241578	Career Technical Education Teaching Credential	Clear	Valid	8/30/2024	9/1/2029	9/22/2016		
230017575	Pupil Personnel Services Credential	Clear	Valid	12/18/2022	1/1/2028	12/18/2022		
210107328	Certificate of Clearance		Valid	6/2/2021	7/1/2026	6/2/2021		
220223255	Pupil Personnel Services Credential	Intern	Valid	9/6/2022	10/1/2024	9/6/2022		
190169066	Child Development Site Supervisor Permit		Valid	6/3/2019	7/1/2024	6/3/2019		
190145566	Career Technical Education Teaching Credential	Clear	Valid	5/13/2019	6/1/2024	9/22/2016		
160245373	Career Technical Education Teaching Credential	Preliminary	Valid	9/22/2016	10/1/2019	9/22/2016		

Document Number:

New Search

Last Name: BOWES
First Name: MICHELE
Middle Name: FRANCES
Last Known County of Employment:

Fingerprint Status: Complete: No Action Require

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 10 of 10+

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
210209032	Multiple Subject Teaching Credential	Clear	Valid	11/1/2021	11/1/2026	9/23/1996		
210209033	Specialist Instruction Credential (Reading)	Clear	Valid	11/1/2021	11/1/2026	6/9/2008		
210209034	Administrative Services Credential	Clear	Valid	11/1/2021	11/1/2026	12/6/2004		
160206295	Multiple Subject Teaching Credential	Clear	Valid	10/5/2016	11/1/2021	9/23/1996		
160206293	Specialist Instruction Credential (Reading)	Clear	Valid	10/5/2016	11/1/2021	6/9/2008		
160206294	Administrative Services Credential	Clear	Valid	10/5/2016	11/1/2021	12/6/2004		
110159077	Multiple Subject Teaching Credential	Clear	Valid	10/1/2011	10/1/2016	9/23/1996		
110159078	Specialist Instruction Credential (Reading)	Clear	Valid	10/1/2011	10/1/2016	6/9/2008		
110159079	Administrative Services Credential	Clear	Valid	10/1/2011	10/1/2016	12/6/2004		
080147441	Specialist Instruction Credential (Reading)	Clear	Valid	6/9/2008	10/1/2011	6/9/2008		

New Search

Last Name: NASTOVSKA
First Name: JASNA
Middle Name: ANGIE
Last Known County of Employment:

Fingerprint Status: Complete: No Action Require
Adverse and Commission Action Indicator:
Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 10 of 10+

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
240280929	Single Subject Teaching Credential	Clear	Valid	9/1/2025	9/1/2030	6/17/2013		
240280931	Administrative Services Credential	Clear	Valid	9/1/2025	9/1/2030	2/26/2018		
250173922	Education Specialist Instruction Credential	Clear	Valid	4/9/2025	5/1/2030	4/9/2025		
220221427	Certificate of Clearance		Valid	9/14/2022	10/1/2027	9/14/2022		
240301240	Crosscultural, Language and Academic Development Permit	Emergency	Valid	8/1/2024	9/1/2025	8/1/2024		
190206092	Single Subject Teaching Credential	Clear	Valid	9/1/2020	9/1/2025	6/17/2013		
200138320	Administrative Services Credential	Clear	Valid	9/1/2020	9/1/2025	2/26/2018		
150157935	Single Subject Teaching Credential	Clear	Valid	8/10/2015	9/1/2020	6/17/2013		
180222783	Administrative Services Credential	Preliminary	Valid	2/26/2018	9/1/2020	2/26/2018		
130162347	Single Subject Teaching Credential	Preliminary	Valid	6/17/2013	7/1/2018	6/17/2013		

Document Number:

New Search

Last Name: HINES
First Name: JONATHAN
Middle Name: DAVID
Last Known County of Employment: RIVERSIDE COUNTY OFFICE (

Fingerprint Status: Complete: No Action Require(
Adverse and Commission Action Indicator:
Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 10 of 10+

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
230307259	Education Specialist Instruction Credential	Preliminary	Valid	12/4/2023	1/1/2029	12/4/2023		
220099137	Certificate of Clearance		Valid	4/29/2022	5/1/2027	4/29/2022		
220254231	30-Day Substitute Teaching Permit	Emergency	Valid	11/1/2022	11/1/2023			
210230980	30-Day Substitute Teaching Permit	Emergency	Valid	11/1/2021	11/1/2022			
200221581	30-Day Substitute Teaching Permit	Emergency	Valid	11/1/2020	11/1/2021			
190247242	30-Day Substitute Teaching Permit	Emergency	Valid	10/28/2019	11/1/2020			
180013168	30-Day Substitute Teaching Permit	Emergency	Valid	1/16/2018	2/1/2019			
123204102	Single Subject Teaching Credential	Preliminary	Valid	12/14/2012	1/1/2018	12/14/2012		
123134366	Certificate of Clearance		Valid	8/6/2012	9/1/2017	8/6/2012		
130013222	30-Day Substitute Teaching Permit	Emergency	Valid	11/1/2013	11/1/2014			

Authorization/Subjects

1 - 3 of 3

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date

Document Number:

New Search

Last Name: ROSENAST
First Name: KATHRYN
Middle Name: ANNE
Last Known County of Employment: LOS ANGELES COUNTY OFFI(

Fingerprint Status: Complete: No Action Require(

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 10 of 10+

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
250127118	Pupil Personnel Services Credential	Clear	Valid	8/1/2025	8/1/2030	8/1/1998		
250127119	Single Subject Teaching Credential	Clear	Valid	8/1/2025	8/1/2030	8/19/1985		
200149544	Pupil Personnel Services Credential	Clear	Valid	8/1/2020	8/1/2025	8/1/1998		
200149545	Single Subject Teaching Credential	Clear	Valid	8/1/2020	8/1/2025	8/19/1985		
150147988	Pupil Personnel Services Credential	Clear	Valid	8/1/2015	8/1/2020	8/1/1998		
150147987	Single Subject Teaching Credential	Clear	Valid	8/1/2015	8/1/2020	8/19/1985		
101159275	Single Subject Teaching Credential	Clear	Valid	8/1/2010	8/1/2015	8/19/1985		
101159274	Pupil Personnel Services Credential	Clear	Valid	8/1/2010	8/1/2015	8/1/1998		
050088680	Single Subject Teaching Credential	Professional Clear	Valid	8/1/2005	8/1/2010	8/19/1985		
050088679	Pupil Personnel Services Credential	Professional Clear	Valid	8/1/2005	8/1/2010	8/1/1998		

Login | Search

Document Number:

New Search

Last Name: TUCKER
First Name: PRISCILLA
Middle Name: ANTOINETTE
Last Known County of Employment:

Fingerprint Status: Complete: No Action Require

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.

Adverse and Commission Action Indicator:

Information on Adverse and Commission Actions is available for this educator if a flag is displayed.

Deceased Indicator :

If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 10 of 10+

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
250258574	Single Subject Teaching Credential	Preliminary	Valid	9/8/2025	10/1/2030	9/8/2025		
210249016	Certificate of Clearance		Valid	11/30/2021	12/1/2026	11/30/2021		
240191465	30-Day Substitute Teaching Permit	Emergency	Valid	7/16/2024	8/1/2025	3/26/2015		
240136173	Single Subject Teaching Credential	Intern	Valid	1/1/2024	1/1/2025	12/1/2021		
220017035	Single Subject Teaching Credential	Intern	Valid	12/1/2021	1/1/2024	12/1/2021		
210253796	30-Day Substitute Teaching Permit	Emergency	Valid	12/6/2021	1/1/2023	3/26/2015		
200218899	Short-Term Staff Permit		Valid	8/1/2020	7/1/2021	8/1/2020		
190230979	Provisional Internship Permit		Valid	8/12/2019	9/1/2020	8/12/2019		
190032500	30-Day Substitute Teaching Permit	Emergency	Valid	2/7/2019	3/1/2020	3/26/2015		
170170335	30-Day Substitute Teaching Permit	Emergency	Valid	8/2/2017	9/1/2018	3/26/2015		

Authorization/Subjects

Login | Search

Document Number:

New Search

Last Name: NELSON
First Name: ELICIA
Middle Name: P
Last Known County of Employment:

Fingerprint Status: Complete: No Action Require

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
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Document | Application | Adverse and Commission Actions

1 - 10 of 10+

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
250126196	Multiple Subject Teaching Credential	Preliminary	Valid	5/9/2025	6/1/2030	5/9/2025		
250116795	30-Day Substitute Teaching Permit	Emergency	Valid	5/8/2025	6/1/2026	12/15/2010		
220178670	Multiple Subject Teaching Credential	Intern	Valid	4/1/2022	5/1/2024	4/1/2022		
200247511	30-Day Substitute Teaching Permit	Emergency	Valid	2/1/2021	2/1/2022	12/15/2010		
200002079	30-Day Substitute Teaching Permit	Emergency	Valid	1/3/2020	2/1/2021	12/15/2010		
180275017	30-Day Substitute Teaching Permit	Emergency	Valid	1/1/2019	1/1/2020	12/15/2010		
190058570	Teaching Permit for Statutory Leave		Valid	11/27/2018	12/1/2019	11/27/2018		
170261538	30-Day Substitute Teaching Permit	Emergency	Valid	1/1/2018	1/1/2019	12/15/2010		
160246906	30-Day Substitute Teaching Permit	Emergency	Valid	1/1/2017	1/1/2018	12/15/2010		
150235332	30-Day Substitute Teaching Permit	Emergency	Valid	1/1/2016	1/1/2017	12/15/2010		

Authorization/Subjects

Login | Search

Document Number:

New Search

Last Name: HANDY
First Name: TERESA
Middle Name: BLYNN
Last Known County of Employment:

Fingerprint Status: Complete: No Action Require

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 6 of 6

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
230164349	Education Specialist Instruction Credential	Clear	Valid	6/26/2023	7/1/2028	3/10/2021		
210050423	Education Specialist Instruction Credential	Preliminary	Valid	3/10/2021	4/1/2026	3/10/2021		
180131949	Certificate of Clearance		Valid	6/5/2018	7/1/2023	6/5/2018		
190120764	Education Specialist Instruction Credential	Intern	Valid	7/1/2019	8/1/2021	7/1/2019		
180198860	30-Day Substitute Teaching Permit	Emergency	Valid	7/1/2018	8/1/2019	7/1/2018		
180234321	Short-Term Staff Permit		Valid	7/1/2018	7/1/2019	7/1/2018		

Authorization/Subjects

1 - 3 of 3

Document Number:

New Search

Last Name: KHAN
First Name: ZAHIR
Middle Name: NIZAM
Last Known County of Employment:

Fingerprint Status: Complete: No Action Require

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 5 of 5

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
250189451	Multiple Subject Teaching Credential	Clear	Valid	7/1/2025	8/1/2030	8/20/2020		
200202829	Multiple Subject Teaching Credential	Preliminary	Valid	8/20/2020	9/1/2025	8/20/2020		
190266195	30-Day Substitute Teaching Permit	Emergency	Valid	10/21/2019	11/1/2020	10/21/2019		
180273844	Short-Term Staff Permit		Valid	8/13/2018	9/1/2019	8/13/2018		
180041821	Provisional Internship Permit		Valid	9/30/2017	10/1/2018	9/30/2017		

Document Number:

New Search

Last Name: TUAAU
First Name: BROOKE
Middle Name: ALLISON
Last Known County of Employment: SAN BERNARDINO COUNTY (

Fingerprint Status: Complete: No Action Require(

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 10 of 10+

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
250285624	Single Subject Teaching Credential	Preliminary	Valid	10/16/2025	11/1/2030	10/16/2025		
250202526	30-Day Substitute Teaching Permit	Emergency	Valid	7/28/2025	8/1/2026			
230197047	Single Subject Teaching Credential	Intern	Valid	7/31/2023	8/1/2025	7/31/2023		
220219961	30-Day Substitute Teaching Permit	Emergency	Valid	10/1/2022	10/1/2023			
230062838	Short-Term Staff Permit		Valid	10/5/2022	7/1/2023	10/5/2022		
210196793	30-Day Substitute Teaching Permit	Emergency	Valid	10/1/2021	10/1/2022			
200195585	30-Day Substitute Teaching Permit	Emergency	Valid	10/1/2020	10/1/2021			
190214879	30-Day Substitute Teaching Permit	Emergency	Valid	10/1/2019	10/1/2020			
180213830	30-Day Substitute Teaching Permit	Emergency	Valid	10/1/2018	10/1/2019			
170192399	30-Day Substitute Teaching Permit	Emergency	Valid	10/1/2017	10/1/2018			

Commission on Teacher Credentialing

Login | Search

Document Number:

New Search

Last Name: DRESSEL
First Name: ROBBIN
Middle Name: DAWN
Last Known County of Employment: NOT-APPLICABLE

Fingerprint Status: Complete: No Action Require

Adverse and Commission Action Indicator:

Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 3 of 3

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
230037001	Multiple Subject Teaching Credential	Preliminary	Valid	11/28/2022	12/1/2027	11/28/2022		
250319579	Crosscultural, Language and Academic Development Permit	Emergency	Valid	10/1/2025	10/1/2026	9/27/2024		
250042240	Crosscultural, Language and Academic Development Permit	Emergency	Valid	9/27/2024	10/1/2025	9/27/2024		

Authorization/Subjects

1 - 1 of 1

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New Search

Last Name: COLEMAN
First Name: TALAYA
Middle Name: MIA
Last Known County of Employment:

Fingerprint Status: Complete: No Action Require
Adverse and Commission Action Indicator:
Deceased Indicator :

If Fingerprint status is Incomplete contact the Fingerprint Unit at Contact Us.
Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
If the Deceased flag is displayed, the licensee is deceased.

Document | Application | Adverse and Commission Actions

1 - 10 of 10+

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
230113579	Education Specialist Instruction Credential	Clear	Valid	6/1/2023	6/1/2028			
230115702	Administrative Services Credential	Clear	Valid	6/1/2023	6/1/2028	10/24/2018		
180108763	Education Specialist Instruction Credential	Clear	Valid	5/15/2018	6/1/2023			
180252112	Education Specialist Instruction Credential	Clear	Valid	6/19/2018	6/1/2023			
210157448	Administrative Services Credential	Clear	Valid	7/1/2021	6/1/2023	10/24/2018		
190014951	Administrative Services Credential	Preliminary	Valid	10/24/2018	6/1/2023	10/24/2018		
150096518	Education Specialist Instruction Credential	Preliminary	Valid	5/28/2015	6/1/2020			
150090902	30-Day Substitute Teaching Permit	Emergency	Valid	6/1/2015	6/1/2016	5/19/2009		
130225098	Education Specialist Instruction Credential	Intern	Valid	12/10/2013	1/1/2016			
140087306	30-Day Substitute Teaching Permit	Emergency	Valid	6/1/2014	6/1/2015	5/19/2009		

Section IV

FIRST AMENDED AND RESTATED
BYLAWS
OF
iLEAD CALIFORNIA CHARTERS 1
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1.01 Corporate Name. The name of this Corporation is iLEAD California Charters 1.

ARTICLE II
OFFICES

Section 2.01 Principal Office. The Corporation's principal office is located at 3720 Sierra Highway, Suite A, Acton, CA 93510. The Board of Directors ("Board") may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III
PURPOSES

Section 3.01 Description in Articles. The Corporation's general and specific purposes are described in its Articles of Incorporation.

ARTICLE IV
DEDICATION OF ASSETS

Section 4.01 Dedication of Assets. This Corporation's assets are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation. Upon dissolution of the Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed as set forth in its Articles of Incorporation.

ARTICLE V
MEMBERSHIP

Section 5.01 No Members. The Corporation shall not have any members.

Section 5.02 Authority Vested in the Board. Any action that would otherwise require approval by a majority of all members or approval by the members requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law

in the members will vest in the Board.

ARTICLE VI
BOARD OF DIRECTORS

Section 6.01 General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these Bylaws, the Corporation's activities and affairs shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board.

Section 6.02 Specific Powers. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers enumerated in these Bylaws and permitted by law:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the Corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation (as provided herein, members of the Board are not compensated for service on the Board);

(b) To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations therefor which are not inconsistent with law, the Corporation's Articles of Incorporation or these Bylaws;

(c) To change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California;

(d) To borrow money and incur indebtedness for the Corporation's purposes and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;

(e) To adopt, make, and use a corporate seal and alter the form of the seal from time to time as they may deem best;

(f) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

(g) To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

(h) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the Corporation's purposes.

Section 6.03 Number and Election of Directors.

(a) The Board of Directors shall be comprised of between three (3) and five (5) members, with the exact number to be determined from time to time by a resolution of the Board, unless and until changed by amendment of these Bylaws. Directors, except for the representative designated by a chartering authority, shall be appointed by the vote of a majority of Directors then in office. All Directors shall have full voting rights, including any representative appointed by a chartering authority under Education Code Section 47604(c).

(b) The qualifications for Directors are generally the ability to attend Board meetings, a willingness to actively support and promote the Corporation, and a dedication to its charitable endeavors. The Board shall strive for members to represent the general community, to have legal, financial and pedagogical experience, or other skills and expertise, to effectively govern the charter schools operated by the Corporation.

(c) A chartering authority may appoint one representative to serve on the Board pursuant to Education Code Section 47604(c).

(d) In addition to the number of Directors otherwise prescribed by these Bylaws, the Board may also include a pupil member pursuant to Education Code section 47604.2, with limited voting rights set by statute.

Section 6.04 Terms Of Office. Each Director shall hold office for three (3) years. Terms have been staggered to establish continuity and sustainability. There shall be no limitation on the number of consecutive terms to which a Director may be reappointed.

Section 6.05 Events Causing Vacancies On Board. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board, except for a vacancy in the seat of the representative designated by a chartering authority, shall be filled by the vote of a majority of Directors then in office. A vacancy in the seat of the representative of a chartering authority shall be filled by the chartering authority. Each Director so appointed shall hold office until the expiration of the term of the replaced Director and until a successor has been duly qualified and appointed.

Section 6.06 Removal. Except for the representative designated by a chartering authority pursuant to Education Code Section 47604(c), any Director may be removed at any time by a majority vote of the Board, with or without cause. The representative designated by a chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.

Section 6.07 Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the President/ CEO, the Secretary, or the Board, unless the notice specifies a

later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be appointed before then to take office when the resignation becomes effective.

Section 6.08 Brown Act. All meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (California Government Code Sections 54950, *et seq.),* as the same may be modified from time to time ("Brown Act"), and Education Code section 47604.1.. Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils who are enrolled in the charter schools operated by the Corporation reside. A two-way teleconference location shall be established at each resource center.

Section 6.09 Annual Meetings. The Board shall meet annually for the purpose of organization, election of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting.

Section 6.10 Regular Meetings. The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. Agendas for such meetings will be posted seventy-two (72) hours prior to the meeting at the entrance of the schools' main office and on the school's website containing a brief general description of each item of business to be transacted or discussed at the meeting. The agendas may also be posted in additional locations that are freely accessible to members of the public, such as on the community bulletin board at the school sites.

Section 6.11 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the Chairperson of the Board, if any, or a majority of the Board of Directors. If a Chairperson has not been elected then the Vice-Chairperson is authorized to call a special meeting in place of the Chairperson. The party calling a special meeting shall determine the place, date, and time thereof. Notice of the time and place of special meetings shall be delivered to each Director personally or by any other means. In compliance with the Brown Act, notice of special meetings shall be posted at least twenty-four (24) hours prior to the time of the holding of the meeting. Agendas for special meetings shall be posted in the same locations as for regular meetings as set forth in Section 6.10 above.

Section 6.12 Quorum. A majority of the Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors in attendance 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. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 6.13 Teleconference Meetings[1]. Members of the Board of Directors may

[1] The teleconferencing requirements of Section 6.13 shall not apply as provided in Section 54953(b)(4). Pursuant to Government Code Section 54953.8, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Sections 54953.8.2., 54953.8.3, or 54953.8.6.

participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with::

(a) At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils who are enrolled in the charter schools operated by the Corporation reside.;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a Director participates in a meeting via teleconference must be fully accessible to members of the public, and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;[2]

(e) Members of the public must be able to hear what is said during the meeting; and

(f) Members of the public attending a meeting conducted via teleconference need not give their name as a condition to attendance at the meeting.[3]

Section 6.14 Waiver of Notice. Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 6.15 Adjournment. A majority of the Directors present, whether or not a quorum is present, or if all Directors are absent then the Secretary, may adjourn any Board meeting to another time and place in compliance with Section 54955 of the Brown Act.

Section 6.16 Fees and Compensation. Directors shall serve without compensation for their service. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the Corporation's business. The Corporation may carry liability insurance respecting the conduct of the Corporation's business by the Directors.

[2] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

ARTICLE VII
OFFICERS

Section 7.01 Required Officers. The officers of the Corporation shall be a President/CEO, a Secretary, and a Treasurer.

Section 7.02 Permitted Officers. The Corporation may also have, at the discretion of the Board, a Chairperson of the Board, one or more Vice Chairpersons, and such other officers as the business of the Corporation may require, each of whom shall be elected or appointed to hold office for such period, have such authority and perform such duties as the Board at its pleasure from time to time may determine.

Section 7.03 Duplication of Office Holders. Any number of offices may be held by the same person, except that the Secretary nor the Treasurer may serve concurrently as the President/ CEO or Chairperson of the Board.

Section 7.04 Election of Officers. The Corporation's officers shall be elected by the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, until their respective successors shall be elected. Vacancies of officers may be filled by the Board at a regular or special meeting.

Section 7.05 Removal of Officers. Any officer may be removed, either with or without cause, by the Board at any time. Any removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 7.06 Resignation of Officers. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. 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.

Section 7.07 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 election or appointment to such office, provided that such vacancies shall be filled as they occur.

Section 7.08 President/CEO. Subject to the control of the Board, and subject to the President/ CEO's contract of employment, if any, the President/ CEO is the general manager and chief executive officer of the Corporation and shall supervise, direct and control the business and officers of the Corporation. The President/ CEO has the general powers and duties of management usually vested in the office of President/ CEO and such other powers and duties as may be prescribed from time to time by the Board.

Section 7.09 Chairperson of the Board. The Board may elect one Director to serve as Chairperson of the Board. He or she shall preside at the Board of Directors' meetings and shall

exercise and perform such other powers and duties as the Board may assign from time to time. If a Chairperson of the Board of Directors is elected, there shall also be a Vice-Chairperson. In the absence of the Chairperson, the Vice-Chairperson shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 7.10 Secretary. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of the Directors present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses. The Secretary shall keep the seal of the Corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all Directors promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer. In general, the Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.11 Treasurer. The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Director. The Treasurer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as may be designated from time to time by the Board; disburse, or cause to be disbursed, the funds of the Corporation as may be ordered by the Board; and shall render, or cause to be rendered, to the President and Directors, upon request, an account of all transactions and of the Corporation's financial condition. The Treasurer shall present, or cause to be presented, to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE VIII
COMMITTEES

Section 8.01 Board Committees. The Board may create one or more committees of the Board, each consisting of two or more Directors, to serve at the pleasure of the Board. Only committees comprised solely of Directors may exercise delegated authority of the Board. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may::

(a) Take final action on any matter that, by law, requires approval of all of the

Directors or a majority of all of the Directors;

(b) Fill vacancies on the Board or on any committee which has the authority of the Board;

(c) Amend or repeal the Corporation's Bylaws or the adopt new Bylaws;

(d) Amend or repeal of any resolution of the Board which by its express terms is not so amendable or repeatable;

(e) Appoint other committees having the authority of the Board.

Committees must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Directors then in office.

Section 8.02 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, and held and taken in accordance with, the Brown Act and provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be set by resolution of the Board. The Board may prescribe the manner in which proceedings of any committee shall be conducted, so long as such rules are consistent with these Bylaws and the Brown Act, if applicable. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each standing committee and shall be filed with the corporate records.

Section 8.03 Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein.

ARTICLE IX
INDEMNIFICATION AND INSURANCE

Section 9.01 Indemnification. To the fullest extent permitted by law, the Corporation may indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code.

Section 9.02 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. Nothing contained in this Article shall affect any right to indemnification to which persons other than such Directors and officers may be entitled by

contract or otherwise.

Section 9.03 Insurance. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

ARTICLEX
RECORDS AND REPORTS

Section 10.01 Maintenance of Corporate Records. The Corporation shall keep (a) adequate and correct books and records of account; (b) written minutes of the proceedings of the Board and standing committees of the Board; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law.

Section 10.02 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 10.03 Annual Report. Pursuant to Corporations Code Section 6321, within 120 days after the close of its fiscal year the Corporation shall send each Director and any other persons as may be designated by the Board, a report containing the following information in reasonable detail:

(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 the assets and liabilities, including trust funds, during the fiscal year.

(c) The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year.

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 10.04 Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the

corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and deliver to each Director any information required by Corporations Code Section 6322 with respect to the preceding year.

Section 10.05 Public Inspection and Disclosure. The Corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

ARTICLE XI
OTHER PROVISIONS

Section 11.01 Validity of Instruments. Unless so authorized by the Board, 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 amount.

Section 11.02 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Section 11.03 Fiscal Year. The fiscal year of the Corporation shall end on the last day of June of each year.

ARTICLE XII
AMENDMENT OF BYLAWS

Section 12.01 Bylaw Amendments. The Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws will require a majority vote of the Directors then in office.

###

CERTIFICATE OF SECRETARY

I certify that I am the elected and acting Secretary of iLEAD California Charters 1, a California nonprofit public benefit corporation, and that the foregoing Bylaws constitute the Bylaws of such Corporation that were duly adopted by the Corporation's Board of Directors on _____.

IN WITNESS WHEREOF, I have signed my name to this document on _____.

_____
Kenneth Ragsdale, Secretary
iLEAD California Charters 1
4899-7003-3791, v. 3

BOARD
FEB 26 2019
APPROVED

CERTIFICATE OF AMENDMENT AND RESTATEMENT OF ARTICLES OF INCORPORATION OF iLEAD CALIFORNIA CHARTERS 1

The undersigned certify that:

1. They are the president and secretary, respectively, of iLEAD California Charters 1, a California nonprofit public benefit corporation.

2. The Articles of Incorporation of this corporation are amended and restated to read as follows:

I.

NAME

The name of this corporation is iLEAD California Charters 1.

II.

PURPOSE

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 promote, support, benefit, oversee, manage, operate, advise, guide, direct, provide educational and support services, and/or hold charters or contracts for one or more public charter schools operating under the iLEAD educational model.

III.

TAX-EXEMPT STATUS

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended; or (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1988, as amended.

IV.

IRREVOCABLE DEDICATION OF PROPERTY

A. The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

B. Upon the dissolution or winding up of the corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to another public school, or a California nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes, and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, as amended.

3. The foregoing amendment and restatement of Articles of Incorporation was duly approved by the board of directors on February 26, 2019.

4. The corporation has no 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.

Date: February 26, 2019

John Vescovo, President

Cheri Bradford, Secretary

Section V

Lease/ Rental Agreement

Site Not Yet Secured

Certificate of Occupancy

Site Not Yet Secured

FIRST AMENDED AND RESTATED
BYLAWS
OF
iLEAD CALIFORNIA CHARTERS 1
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1.01 Corporate Name. The name of this Ceorporation is iLEAD California Charters 1.

ARTICLE II
OFFICES

Section 2.01 Principal Office. The Ceorporation's principal office is located at 3720 Sierra Highway, Suite A, Acton, CA 93510. The Board of Directors ("Board") may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this Ceorporation is qualified to conduct its activities.

ARTICLE III
PURPOSES

Section 3.01 Description in Articles. The Ceorporation's general and specific purposes are described in its Articles of Incorporation.

ARTICLE IV
DEDICATION OF ASSETS

Section 4.01 Dedication of Assets. This Ceorporation's assets are irrevocably dedicated to charitable ~~and educational~~ purposes. No part of the net earnings, properties, or assets of the Ceorporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Ceorporation. Upon dissolution of the Ceorporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Ceorporation shall be distributed as set forth in its Articles of Incorporation.

Commented [KR1]: Revised to ensure alignment with Articles of Incorporation.

ARTICLE V
MEMBERSHIP

Section 5.01 No Members. The Ceorporation shall not have any members.

~~Section 5.02 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 Section 5056 of the California Nonprofit Public Benefit Corporation Law, 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, but may not vote. The corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Public Benefit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board 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.~~

Commented [KR2]: Recommend deletion to avoid scrutiny regarding whether the Corp will have associates, the identity of the associates and intended authority of associates. We do not recommend the creation of other councils or boards.

Section 5.02~~3~~ Authority Vested in the Board. Any action that would otherwise require approval by a majority of all members or approval by the members requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members will vest in the Board.

ARTICLE VI
BOARD OF DIRECTORS

Section 6.01 General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these Bylaws, the C~~c~~orporation's activities and affairs shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board. ~~The Board may delegate the management of the corporation's activities to any person(s), management company, or committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.~~

Commented [KR3]: Recommend deletion to avoid scrutiny regarding scope of intended delegation and whether delegation will be to for-profit management companies. Deletion of this language does not impact the ability to delegate.

Section 6.02 Specific Powers. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers enumerated in these Bylaws and permitted by law:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the C~~c~~orporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation (as provided herein, members of the Board are not compensated for service on the Board);

(b) To conduct, manage and control the affairs and activities of the C~~c~~orporation and to make such rules and regulations therefor which are not inconsistent with law, the C~~c~~orporation's Articles of Incorporation or these Bylaws;

(c) To change the principal office or the principal business office in California from one location to another; cause the C~~c~~orporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California;

(d) To borrow money and incur indebtedness for the Ceorporation's purposes and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;

(e) To adopt, make, and use a corporate seal and alter the form of the seal from time to time as they may deem best;

(f) To carry on a business and apply any revenues in excess of expenses that result from the business to any activity that it may lawfully engage in;

(g)(f) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

(h)(g) To act as trustee under any trust incidental to the principal object of the Ceorporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

(i)(h) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the Ceorporation's purposes.

Section 6.03 Number and Election of Directors.

(a) The Board of Directors shall be comprised of between three (3) and five (5) members, with the exact number to be determined from time to time by a resolution of the Board, unless and until changed by amendment of these Bylaws. The initial Board shall be comprised of the three (3) Directors appointed by the Incorporator. With the exception of the initial Board, Directors, except for the representative designated by a chartering authority, shall be elected appointed by the vote of a majority of Directors then in office. All Directors shall have full voting rights, including any representative appointed by the a Acton-Agua Dulce Unified School Districtchartering authority under Education Code Section 47604(cb).

(b) The qualifications for Directors are generally the ability to attend Bboard meetings, a willingness to actively support and promote the Ceorporation, and a dedication to its charitable endeavors. The Board shall strive for members to represent the general community, to have legal, financial and pedagogical experience, or other skills and expertise, to effectively govern the charter schools operated by the Corporation.

(c) The A Board of Trustees of the Acton-Agua Dulce Unified School District chartering authority may appoint one representative to serve on the Board pursuant to Education Code Section 47604(cb).

(c)(d) In addition to the number of Directors otherwise prescribed by these Bylaws, the Board may also include a pupil member pursuant to Education Code section 47604.2, with limited voting rights set by statute.

Commented [KR4]: Recommend deletion as carrying on a business could be argued to be inconsistent with the operation of public charter schools. Deletion of this language does not impact the ability to carry on a business. However, any business activities must be consistent with the charitable purpose and appropriate for a public school.

Commented [KR5]: The terms of the initial Board should have expired.

Commented [KR6]: As the iLEAD Flex charter is being submitted to the AVUHSD I have changed references to the AADUSD to the generic "chartering authority."

Section 6.04 Terms Of Office. ~~Except for the initial Board, e~~Each Director shall hold office for ~~one (1)~~three (3) years. ~~The members of the initial Board shall~~ Terms have been staggered ~~their terms~~ to establish continuity and sustainability. T~~he initial Board shall select a Director to serve a one-year term, another Director to serve a two-year term, and the remaining Director to serve a three-year term.~~ There shall be no limitation on the number of consecutive ~~one-year~~ terms to which a Director may be reappointed~~elected~~.

Section 6.05 Events Causing Vacancies On Board. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board, except for a vacancy in the seat of the representative designated by a chartering authority, shall be filled by the vote of a majority of Directors then in office. A vacancy in the seat of the representative of a chartering authority shall be filled by the chartering authority. Each Director so ~~elected~~ appointed shall hold office until the expiration of the term of the replaced Director and until a successor has been duly qualified and ~~elected~~appointed.

Section 6.06 Removal. ~~Other than~~ Except for the representative designated by a chartering authority ~~a Director appointed by the Acton-Agua Dulce Unified School District~~ pursuant to Education Code Section 47604(c~~b~~), any Director may be removed at any time by a majority vote of the Board, with or without cause. The representative designated by a chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.

Section 6.07 Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the President/ CEO, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be ~~elected~~ appointed before then to take office when the resignation becomes effective.

Section 6.08 Brown Act. ~~At all times that the corporation has a valid charter to operate a charter school and the charter so requires,~~ All meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (California Government Code Sections 54950, *et seq.),* as the same may be modified from time to time ("Brown Act"), and Education Code section 47604.1.~~shall occur at the school site or another suitable location that is accessible to the iLEAD community and the public~~. Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils who are enrolled in the charter schools operated by the Corporation reside. A two-way teleconference location shall be established at each resource center.

Section 6.09 Annual Meetings. The Board shall meet annually for the purpose of organization, ~~appointment~~ election of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting.

Commented [KR7]: This is stated in the iLEAD Flex charter petition. If the LEAD Hybrid charter provides for one year terms, this revision should NOT be accepted and the iLEAD Flex charter petition should be revised to provide for 1 year terms.

Commented [KR8]: Required per EC 47604.1.

Section 6.10 Regular Meetings. ~~Regular meetings of the Board, including annual meetings, shall be held at the school site or another suitable location that is accessible to the iLEAD community and the public, and at such times as may from time to time be fixed by the Board.~~ The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. ~~Regular meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with the Brown Act, and~~ Aagendas for such meetings will be posted seventy-two (72) hours ~~previous~~ prior to the meeting at the entrance of the school's' main office and on the school's' website~~, if it has one,~~ containing a brief general description of each item of business to be transacted or discussed at the meeting. The agendas may also be posted in additional locations that are freely accessible to members of the public, such as on the community bulletin board at the school sites.

Section 6.11 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the C~~c~~hairperson of the Board, if any, ~~the President/ CEO, the Secretary, or any two Directors~~a majority of the Board of Directors. If a Chairperson has not been elected then the Vice-Chairperson is authorized to call a special meeting in place of the Chairperson. The party calling a special meeting shall determine the place, date, and time thereof. Notice of the time and place of special meetings shall be delivered to each Director personally or by any other means. In compliance with the Brown Act, notice of special meetings shall be posted at least twenty-four (24) hours prior to the time of the holding of the meeting. Agendas for special meetings shall be posted in the same locations as for regular meetings as set forth in Section 6.10 above.

Section 6.12 Quorum. A majority of the ~~authorized number of~~ Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors in attendance 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. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 6.13 ~~Participation in Meetings by Conference Telephone~~Teleconference Meetings[1]. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:~~Subject to the requirements of the California Nonprofit Public Benefit Corporation Law, members of the Board may participate in a meeting through the use of teleconference telephone or similar communications equipment, so long as all Directors participating in such meeting can communicate with one another. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following~~:

(a) At a minimum, a quorum of the members of the Board shall participate in

[1] The teleconferencing requirements of Section 6.13 shall not apply as provided in Section 54953(b)(4). Pursuant to Government Code Section 54953.8, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Sections 54953.8.2., 54953.8.3, or 54953.8.6.

Commented [KR9]: Revised to ensure Brown Act compliance.

Commented [KR10]: Deleted "authorized number" as this makes the sentence ambiguous. Quorum can be defined based on the authorized number of director OR based on the directors then in office. These are two different definition.

Commented [KR11R10]: I recommend revision of the ILEAD Flex charter to align with this revision.

Commented [KR12]: This is the terminology used in the Brown Act.

the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils who are enrolled in the charter schools operated by the Corporation reside.~~charter school's jurisdiction~~;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a Director participates in a meeting via teleconference must be fully accessible to members of the public, and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location~~shall be listed on the agenda~~;[2]

Commented [KR13]: This is stated in (c).

(e) Members of the public must be able to hear what is said during the meeting~~ and shall be provided with an opportunity to address the Board directly at each teleconference location~~; and

(f) Members of the public attending a meeting conducted via teleconference need not give their name as a condition to attendance at the meeting~~when entering the conference call~~.[3]

Section 6.14 Waiver of Notice. Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 6.15 Adjournment. A majority of the Directors present, whether or not a quorum is present, or if all Directors are absent then the ~~clerk or~~ Secretary, may adjourn any Board meeting to another time and place in compliance with Section 54955 of the Brown Act.

Section 6.16 Fees and Compensation. Directors shall serve without compensation for their service. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the Ce~~e~~orporation's business. The Ce~~e~~orporation may carry liability insurance respecting the conduct of the Ce~~e~~orporation's business by the Directors.

ARTICLE VII
OFFICERS

[2] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 7.01 Required Officers. The officers of the Ceorporation shall be a President/CEO ~~and/or CEO~~, a Secretary, and a Treasurer ~~and/or Chief Financial Officer~~.

Section 7.02 Permitted Officers. The Ceorporation may also have, at the discretion of the Board, a Chairperson of the Board, one or more Vice ~~Presidents~~Chairpersons, and such other officers as the business of the Ceorporation may require, each of whom shall be elected or appointed to hold office for such period, have such authority and perform such duties as the Board at its pleasure from time to time may determine.

Section 7.03 Duplication of Office Holders. Any number of offices may be held by the same person, except that the Secretary nor the Treasurer ~~/ Chief Financial Officer~~ may serve concurrently as the President/ CEO or Cehairperson of the Board.

Section 7.04 Election of Officers. The Ceorporation's officers shall be elected by the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, until their respective successors shall be elected. Vacancies of officers may be filled by the Board at a regular or special meeting.

Section 7.05 Removal of Officers. Any officer may be removed, either with or without cause, by the Board at any time ~~or, in the case of an officer appointed by another officer, the person with authority to appoint shall also have the power of removal.~~ Any removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 7.06 Resignation of Officers. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the Ceorporation under any contract to which the officer is a party. 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.

Section 7.07 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 election or appointment to such office, provided that such vacancies shall be filled as they occur.

Section 7.08 President/CEO. Subject to the control of the Board, and subject to the President/ CEO's contract of employment, if any, the President/ CEO is the general manager and chief executive officer of the Ceorporation and shall supervise, direct and control the business and officers of the Ceorporation. The President/ CEO has the general powers and duties of management usually vested in the office of President/ CEO and such other powers and duties as may be prescribed from time to time by the Board.

Section 7.09 Chairperson of the Board. The Board may elect one Director to serve as Chairperson of the Board. He or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If a Chairperson of the Board of Directors is elected, there shall also be a Vice-Chairperson. In the

Commented [KR14]: The President is the CEO.

Commented [KR15]: The Corporation should either have a Treasurer or CFO but not both.

Commented [KR16]: Officers are elected by the Board.

absence of the Chairperson, the Vice-Chairperson shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 7.10 Secretary. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of the Directors~~ose~~ present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the C~~c~~orporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses. The Secretary shall keep the seal of the C~~c~~orporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all Directors promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer~~/ Chief Financial Officer~~. In general, the Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.11 Treasurer~~/ Chief Financial Officer~~. The Treasurer~~/ Chief Financial Officer~~ of the C~~c~~orporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the C~~c~~orporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Director. The Treasurer~~/ Chief Financial Officer~~ shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the C~~c~~orporation with such depositaries as may be designated from time to time by the Board; disburse, or cause to be disbursed, the funds of the C~~c~~orporation as may be ordered by the Board; and shall render, or cause to be rendered, to the President~~/ CEO~~ and Directors, upon request, an account of all transactions and of the C~~c~~orporation's financial condition. The Treasurer~~/ Chief Financial Officer~~ shall present, or cause to be presented, to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Treasurer~~/ Chief Financial Officer~~ shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

~~Section 7.12 Compensation of Officers. The salaries of officers, if any, shall be fixed from time to time by resolution of the Board, or in the case subordinate officers are appointed by the President/ CEO, the President/ CEO shall also have the authority to fix such officers' salaries, if any. In all cases, any salaries received by officers of the corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable purposes of the corporation.~~

Commented [KR17]: I assume that the compensation referenced in this section refers to the compensation that employees receive as employees, but that any employees serving as officers serve in a volunteer capacity. The compensation of an officer (as an officer) voids the liability protection provided by the Corporations Code to volunteer officers and directors.

ARTICLE VIII
COMMITTEE

S

Section 8.01 Board Committees. The Board- may create one or more committees of the Board, each consisting of two or more Directors, to serve at the pleasure of the Board. Only committees comprised solely of Directors may exercise delegated authority of the Board. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:~~may create one or more committees to serve at the pleasure of the Board. Committees may be advisory only, or the Board may delegate to any committee consisting only of two (2) or more Directors any of the authority of the Board, except with respect to~~:

(a) Take f~~F~~inal action on any matter that, by law, requires approval of all of the Directors or a majority of all of the Directors;

(b) ~~The f~~Fill~~ing of~~ vacancies on the Board or on any committee which has the authority of the Board;

~~(c) The fixing of compensation, if any, of the Directors for serving on the Board or on any committee;~~

~~(d)~~(c) ~~The a~~Amend~~ment~~ or repeal ~~of~~ the C~~c~~orporation's Bylaws or the adopt~~ion of~~ new Bylaws;

~~(e)~~(d) ~~The a~~Amend~~ment~~ or repeal of any resolution of the Board which by its express terms is not so amendable or repeatable;

(c~~t~~) ~~The a~~Appoint~~ment of~~ other committees having the authority of the Board~~;~~

~~(g) The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected; or~~.

Committees must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Directors then in office. ~~The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee.~~

Section 8.02 Meetings and Action of Board Committees. Meetings and actions of Board ~~standing~~ committees shall be governed generally by, and held and taken in accordance with, the Brown Act and provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be ~~called~~ set by resolution of the Board. The Board may prescribe the manner in which proceedings of any committee shall be conducted, so long as such rules are consistent with these Bylaws and the Brown Act, if applicable. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each standing committee and shall be filed with the corporate records.

Section 8.03 Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or

Commented [KR18]: Deleted (c)(and (g) to avoid implication that the Board can take these actions in violation of applicable law.

Commented [KR19]: This practice may violate the Brown Act by the creation of a serial meeting as directors and alternates cycle on an off committees.

decrease, but not below two (2), the numbers of its members, and may fill vacancies therein.

ARTICLE IX
INDEMNIFICATION AND INSURANCE

Section 9.01 Indemnification. To the fullest extent permitted by law, the Ceorporation may indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Ceorporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code.

Section 9.02 Other Indemnification. No provision made by the Ceorporation 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. Nothing contained in this Article shall affect any right to indemnification to which persons other than such Directors and officers may be entitled by contract or otherwise.

Section 9.03 Insurance. The Ceorporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

ARTICLEX
RECORDS AND REPORTS

Section 10.01 Maintenance of Corporate Records. The Ceorporation shall keep (a) adequate and correct books and records of account; (b) written minutes of the proceedings of the Board and standing committees of the Board; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law.

Section 10.02 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 Ceorporation. 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 10.03 Annual Report. Pursuant to Corporations Code Section 6321, within 120 days after the close of its fiscal year the Ceorporation shall send each Director and any other persons as may be designated by the Board, a report containing the following information in reasonable detail:

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

(b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

(c) The revenue or receipts of the Ceorporation, both unrestricted and restricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements of the Ceorporation, for both general and restricted purposes, during the fiscal year.

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 Ceorporation that such statements were prepared without audit from the books and records of the Ceorporation.

Section 10.04 Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the Ceorporation's fiscal year, annually prepare and deliver to each Director any information required by Corporations Code Section 6322 with respect to the preceding year.

Section 10.05 Public Inspection and Disclosure. The Ceorporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

ARTICLE XI
OTHER PROVISIONS

Section 11.01 Validity of Instruments. ~~Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the President/ CEO, Vice President, Secretary or Treasurer/ Chief Financial Officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner as from time to time shall be determined by the Board and, U~~unless so authorized by the Board, no officer, agent, or employee shall have any power or authority to bind the Ceorporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 11.02 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes

both a legal entity and a natural person.

Section 11.03 Fiscal Year. The fiscal year of the Ce~~o~~rporation shall end on the last day of June of each year.

ARTICLE XII
AMENDMENT OF BYLAWS

Section 12.01 Bylaw Amendments. The Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws will require a majority vote of the Directors then in office.

###

CERTIFICATE OF ~~ADOPTION OF BYLAWS~~SECRETARY

I certify that I am the elected and acting Secretary of iLEAD California Charters 1, a California nonprofit public benefit corporation, and that the foregoing Bylaws constitute the Bylaws of such Ceorporation that were duly adopted by ~~written consent of~~ the Ce~~o~~rporation's Board of Directors on ~~February 26, 2019~~.

IN WITNESS WHEREOF, I have signed my name to this document on ~~February 26, 2019~~.

~~Cheri Bradford~~Kenneth Ragsdale, Secretary
iLEAD California Charters 1
4899-7003-3791, v. 2

Dual Enrollment at Antelope Valley College

Partnership with iLEAD Hybrid, iLEAD Online, iLEAD Agua Dulce, and Empower Generations

Key Information from the proposed CCAP Agreement with Antelope Valley College (AVC) for the School Board:

What is a CCAP?

- **College and Career Access Pathways (CCAP) Agreement:** This is a formal partnership with Antelope Valley College (AVC) to offer dual enrollment classes to the school's learners.
- **Goal:** To create seamless pathways from high school to college, particularly for students who may not be traditionally college-bound or are underrepresented in higher education. It also aims to improve high school graduation rates and enhance college and career readiness.
- **Support:** In the Vision 2030 document, the California Community College Chancellor set the goal of all California high school students graduating with a minimum of 2 units of dual enrollment credit by 2030.
- **Legal Basis:** The agreement is consistent with Assembly Bill No. 288 (AB 288).
- **Collaboration:** Three of iLEAD's network schools are entering a CCAP agreement in partnership with AVC. This allows learners from these three schools to enroll in dual enrollment college courses together if needed. This enables a larger course selection to meet minimum enrollment, resulting in greater course selection for learners at all three schools.

Key Benefits for Learners and the School:

- **Renewal:** Earning a C or higher in two community college classes grants a learner "prepared" status for college/career readiness on your school's California School Dashboard. This supports your charter renewal efforts.
- **Access to College Credit:** Students can take AVC college courses while in high school and receive both credit toward high school graduation and college credit classes (many of them transferable to a four-year university).
- **Career Technical Education (CTE) and Transfer Focus:** Courses offered under this agreement will be applicable towards CTE credentials/certificates or preparation for transfer to four-year universities.
- **Improved College Readiness:** Early exposure to college coursework helps students prepare for the academic rigor of higher education.
- **Increased Graduation Rates:** Research shows that students who complete college credit in high school are more likely to earn their high school diplomas.
- **No Cost:** Tuition and fees are waived for both learners and the school. The only cost incurred by the school is applicable books and supplies of individual courses, if needed.
- **Safe and Secure:** Learners take classes with other learners at the school or within the iLEAD network of schools. This creates a safe and supportive learning environment.
- **Access to Student Support Services:** Students will be eligible for AVC student support services, including counseling, guidance, assessment, placement, and tutoring.
- **Greater Range of Offerings**: Partnering with AVC allows learners to take classes that the school may not offer.

ANTELOPE VALLEY COLLEGE DISTRICT AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT FOR DUAL ENROLLMENT

MEMORANDUM OF UNDERSTANDING
iLead Hybrid Charter School [2025-2030]

This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is entered into by and among Antelope Valley Community College District ("DISTRICT"), located at 3041 West Avenue K**,** Lancaster, CA 93536, and iLead Hybrid ("**iL-Hybrid**"), whose address is 3720 Sierra Highway, Suite A, Acton, CA 93510 for the providing of dual enrollment classes to the **iL-Hybrid** charter school identified in "Exhibit A" attached hereto and incorporated herein (the "SCHOOL").

WHEREAS, the mission of the DISTRICT includes providing educational programs and services that are responsive to the needs of the students enrolled in the DISTRICT's training and academic program;

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences;

WHEREAS, the SCHOOL is a public charter school serving grades 9-12 located in Los Angeles County and within the regional service area of DISTRICT, unless otherwise specified and agreed as specified in Sec. 2(e) of Education Code 76004, as added by Assembly Bill No. 288 ("AB 288");

WHEREAS, DISTRICT, desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities to the SCHOOL, consistent with the provisions of AB 288, for high schoolstudents "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" as specified in Sec. 2 (a) of AB 288 and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec.1 (d) of AB 288; and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community Colleges Chancellor's Office, and DISTRICT.

NOW THEREFORE, DISTRICT agree as follows:

1. TERM OF AGREEMENT

1.1 The term of this CCAP Agreement shall be for **five years beginning on August 1, 2025, and ending on June 30, 2029,** and requires a review every year by July 1st, unless otherwise terminated in accordance with Section 19 of this CCAP Agreement.

1.2 This CCAP Agreement, Exhibit A and the Appendix attached hereto outline the terms of the agreement between the parties. The appendix attached to this CCAP Agreement and incorporated by this reference ("Appendix") shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total

number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(l) of AB 288.

1.3 The Appendix shall identify a point of contact for the participating DISTRICT and the SCHOOL. Sec. 2 (c)(2) of AB 288.

1.4 A copy of this CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and California Department of Education before the start of the CCAP partnership. Sec. 2 (c)(3) of AB 288.

2. DEFINITIONS

2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or ce1tificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL have been approved in accordance with the policies and guidelines of the DISTRICT and applicable law. Sec. 2 (a) of AB 288.

2.2 Consistent with AB 288, this CCAP Agreement may include "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or ce1tificate." Sec. I (d) of AB 288.

2.3 Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

3.1 Student Eligibility - Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) of AB 288 and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. I (d) of AB 288.

3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of this CCAP Agreement who have been admitted to the DISTRICT and who meet all

applicable prerequisites. Student selection criteria may be further specified in the Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through this CCAP Agreement will be determined by DISTRICT and shall comply with applicable law and DISTRICT standards and policies.

3.3 College Admission and Registration - Procedures for students participating in this CCAP Agreement shall be governed by the DISTRICT and shall comply with the admissions and registration guidelines set forth in applicable law and DISTRICT policy.

3.4 Student Records - It is the responsibility of the student to follow the DISTRICT process when requesting an official DISTRICT transcript for grade submission to the SCHOOL unless otherwise specified in the Appendix.

3.5 Priority Enrollment - DISTRICT participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g) of AB 288.

3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d) of AB 288.

3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of a CCAP Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

3.8 Minimum School Day – **iL-Hybrid** shall ensure that it shall teach the SCHOOL's students participating as part of this CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

4.1 The DISTRICT will be responsible for processing student applications.

4.2 The DISTRICT will provide the necessary admission and registration forms and procedures and in consultation and coordination both the DISTRICT and will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

4.3 SCHOOL agrees to work with DISTRICT in the admission and registration of SCHOOL's students as may be necessary and requested by DISTRICT.

4.4 SCHOOL and DISTRICT understand and agree that successful DISTRICT admission and registration requires that each participating student has completed the DISTRICT enrollment application process.

4.5 Participating students enrolled in a course offered through this CCAP Agreement shall not be assessed any fee described in the following California Education Code Sections: 49011 Pupil fees; 76060.5 Student representation fee; 76140, 76141, and 76142 Nonresident tuition and corresponding permissible "capital outlay" fee and/or "processing fee"; 76223Transcript fees; 76300 Course enrollment fees; 76350 Apprenticeship course fees; and 79121 Child development center fees. Sec. 2 (f)(q) of AB 288

5. PARTICIPATING STUDENTS

5.1 A high school student enrolled in a course offered through this CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011 Pupil fees. See also Sec. 2 (t)(q) of AB 288. The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5 Student representation fee; 76140, 76141 and 76142 Nonresident tuition and corresponding permissible "capital outlay" fee and/or "processing fee"; 76223 Transcript fees; 76300 Course enrollment fees; 76350 Apprenticeship course fees; and 79121 Child development center fees.

5.2 The total cost of books and instructional materials for SCHOOL's students who enroll in a DISTRICT course offered as part of this CCAP Agreement will be specified in the Appendix to this CCAP Agreement. Costs will be borne by the SCHOOL.

5.3 Participating students must meet all DISTRICT prerequisite requirements as established by the DISTRICT and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.

5.4 Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official DISTRICT transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the DISTRICT catalog.

5.5 Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the DISTRICT for information regarding applicable policies and procedures.

5.6 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the DISTRICT or through the SCHOOL. DISTRICT shall ensure that student support services, including counseling and guidance, assistance with assessment and placement, and tutoring are available to participating students at the DISTRICT. **iL-Hybrid** will work to ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL.

5.7 Students who withdraw from courses offered as part of this CCAP Agreement will not receive DISTRICT credit. Students must comply with, and submit appropriate.

information/paperwork, by all published deadlines. Transcripts will be annotated according to DISTRICT policy.

5.8 A course dropped within the DISTRICT drop "without a W" deadline will not appear on the SCHOOL's or the DISTRICT's transcript.

6. CCAP AGREEMENT COURSES

6.1 The DISTRICT may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement. Sec. 2 (o)(l) of AB 288

6.2 Courses offered as part of this CCAP Agreement at the DISTRICT may not limit enrollment in the course. Sec. 2 (o)(l) of AB 288

6.3 The DISTRICT is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and education program are offered on site at the SCHOOL or at the DISTRICT.

6.4 The scope, nature, time, location, and listing of courses offered by a DISTRICT shall be determined by DISTRICT with the approval of the Governing Board and will be recorded in the Appendix to this CCAP Agreement. Sec. 2 (c)(l) of AB 288

6.5 Courses offered as part of this CCAP Agreement either at the DISTRICT or SCHOOL shall be jointly reviewed and approved.

6.6 Courses offered as part of this CCAP Agreement at the SCHOOL shall be of the same quality and rigor as those offered on DISTRICT campus and shall comply with DISTRICT academic standards.

6.7 Courses offered as part of this CCAP Agreement at the SCHOOL shall be listed in the DISTRICT catalog with the same department designations, course descriptions, numbers, titles, and credits.

6.8 Courses offered as part of this CCAP Agreement at the SCHOOL shall adhere to the official course outline of record and the student learning outcomes established by the DISTRICT's academic department.

6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites, and standards applicable to DISTRICT as well as any corresponding policies, practices, and requirements of the SCHOOL. In the event of a conflict between DISTRICT's course related regulations, policies, procedures, prerequisites and standards and the SCHOOL's policies, practices and requirements, the DISTRICT's regulations, policies, procedures, prerequisites, and standards, shall prevail.

6.10 Site visits and instructor evaluations by one or more representatives of the DISTRICT shall be permitted by the SCHOOL to ensure that courses offered as part of this CCAP Agreement in the SCHOOL are the same as the courses offered on the DISTRICT campus and in compliance with DISTRICT academic standards.

6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with DISTRICT's guidelines, policies, pertinent statutes, and regulations.

6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with DISTRICT guidelines, policies, pertinent statutes, and regulations.

6.13 DISTRICT has the sole right to control and direct the instructional activities of all instructors teaching the DISTRICT courses.

6.14 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as dete1mined by the partnering SCHOOL, and shall involve collaborative effort between the SCHOOL and the DISTRICT to deliver an innovative remediation course as an intervention in the student' s junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n) of AB 288.

7. INSTRUCTOR(S)

7.1 All instructors teaching DISTRICT courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amendedand be hired by DISTRICT.

7.2 Instructors who teach DISTRICT courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code §121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL site.

7.3 The DISTRICT shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction, subject to approval by DISTRICT.

8. ASSESSMENT OF LEARNING AND CONDUCT

8.1 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL shall be held to the same standards of achievement as students in courses taught on the DISTRICT campus.

8.2 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL shall be held to the same grading standards as those expected of students in courses taught on the DISTRICT campus.

8.3 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs,

etc.) as students in courses taught on the DISTRICT campus.

8.4 SCHOOL's personnel will perform services specified in 9.4 as part of their regular assignment. Personnel performing these services will be employees of SCHOOL, subject to the authority of SCHOOL, but will also be subject to the direction of DISTRICT, specifically with regard to their duties pe1iaining to the DISTRICT courses.

8.5 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating DISTRICT and SCHOOL on all the following information: Sec. 2 (t)(l) (A-0) of AB 288.

- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and rep01ied in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(l)(A) of AB 288.
- The total number of college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(l)(B) of AB 288.
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C) of AB 288.
- The total number of full-time equivalent students generated by the CCAP partnership community college district participants. Sec. 2 (t)(1)(0) of AB 288.

9. APPORTIONMENT

9.1 DISTRICT shall include the SCHOOL's students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

9.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2) of AB 288.

9.3 **iL-Hybrid** agrees and acknowledges that DISTRICT will claim apportionment for the SCHOOL's students enrolled in community college course(s) under this CCAP Agreement. SCHOOL shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2(r) of AB 288.

9.4 Effective January 1, 2017, AB 2364 amended California Education Code 76140 to exemptspecific nonresident students who live and attend high school in California from nonresident tuition for community college dual enrollment coursework. With the passage of AB 2364 Districts are allowed to claim apportionment for students eligible for nonresident tuition exemption.

10. CERTIFICATIONS

10.1 DISTRICT certifies that it has not received full compensation for the direct education costs for the conducting of the courses offered as part of this CCAP Agreement from other sources.

10.2 SCHOOL agrees and acknowledges that DISTRICT will claim apportionment for the SCHOOL's students enrolled in community college course(s) under this CCAP Agreement.

10.3 This CCAP Agreement certifies that any DISTRICT instructor teaching a course on a SCHOOL campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h) of AB 288.

10.4 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of anexisting high school teacher teaching the same course on that high school campus. Sec. 2(i) of AB 288.

10.5 The DISTRICT certifies that:

- A community college course offered for college credit at the participating SCHOOL does not reduce access to the same course offered at the partnering DISTRICT. Sec. 2 (k)(l) of AB 288.
- A community college course that is oversubscribed or has a waiting list shall not be offered or included in this CCAP Agreement. Sec. 2 (k)(2) of AB 288.
- This CCAP Agreement is consistent with the core mission of the DISTRICT pursuant to Section 660l0.4, and that students participating in this CCAP Agreement will not lead displacement of otherwise eligible adults at the DISTRICT. Sec. 2 (k)(3) of AB 288.

10.6 This CCAP Agreement certifies that each of SCHOOL and DISTRICT comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the faculty member teaching the courses offered for high school credit pursuant to this CCAP Agreement. Sec. 2 (l) of AB 288.

11. PROGRAM IMPROVEMENT

11.1 DISTRICT and SCHOOL may annually conduct surveys of participating SCHOOL's pupils, instructors, principals, and guidance counselors for the purpose of informing practice, adjusting, and improving the quality of courses offered as part of this CCAP Agreement.

12. RECORDS

12.1 Permanent records of student attendance, grades and achievement will be maintained by **iL-Hybrid** for SCHOOL's students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for DISTRICT students shall be maintained by DISTRICT.

12.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required

by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

13. REIMBURSEMENT

13.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

14. FACILITIES

14.1 SCHOOL will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to DISTRICT or the participating students. SCHOOL will clean, maintain, and safeguard its premises. SCHOOL will ensure that facilities are safe and compliant with all applicable building, fire, and safety code.

14.2 SCHOOL will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL students. The parties understand that such equipment and materials are the SCHOOL's sole property.

The instructor teaching the DISTRICT courses shall determine reasonable books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL understands that no equipment or materials fee may be charged by the SCHOOL to students except as may be provided for by Education Code 49011.

14.3 The DISTRICT facilities may be used subject to mutual agreement by the parties as expressed in the Appendix to this CCAP Agreement.

15. INDEMNIFICATION

15.1 SCHOOL agrees to and shall indemnify, save, and hold harmless the DISTRICT and their governing board, officers, employees, administrators, independent contractors, subcontractors, agents, and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL's performance of this CCAP Agreement. The obligation to indemnify shall extendto all claims and losses that arise from the negligence of the SCHOOL, their officers, employees, independent contractors, subcontractors, agents, and other representatives.

15.2 DISTRICT agrees to and shall indemnify, save and hold harmless the **iL-Hybrid** and the SCHOOL and their governing board, officers, employees, administrators, independent contractors, subcontractors, agents, and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of the respective DISTRICT's performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the DISTRICT their officers, employees, independent contractors, subcontractors, agents, and other representatives.

16. INSURANCE

16.1 SCHOOL, in order to protect the DISTRICT, their agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any

manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS ($1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS ($100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the DISTRICT, their agents, employees, and officers as an additional insured for the purposes of this CCAP Agreement. A certificate of insurance including such endorsement shall be furnished to DISTRICT.

16.2 DISTRICT, to protect the SCHOOL, shall secure and maintain in force insurance coverage or an approved program of self-insurance as specified in Section 10a and 10b of the Appendix.

17. NON-DISCRIMINATION

17.1 Neither the SCHOOL nor the DISTRICT shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

18. TERMINATION

18.1 Either party may terminate this Agreement with or without cause by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

19. NOTICES

19.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

DISTRICT
Antelope Valley Community College District
3041 West Ave. K
Lancaster, CA 93530
Attn: Dr. Kathy Bakhit,
Academic Affairs VP

SCHOOL
iLead Hybrid Charter School
3720 Sierra Highway Suite A
Acton, CA 93510
Attn: Amanda Fischer, Superintendent

20. ADA/ACCESSIBILITY

20.1 With respect to ADA compliance, **iL-Hybrid** shall:

20.1.1. Conform to section 508 of the Rehabilitation Act (http://www.section508.gov/section-508-standards-guide)and WCAG 2.1, Level AA (https://www.w3.org/TR/2020/WDWCAG22-20200811) specifications.

20.1.2. Comply with all applicable FCC regulations regarding advanced communications services (http://www.fee.gov/encyclopedia/advanced-communications-services-acs).

20.1.3. Resolve immediately any accessibility issues that are discovered or encountered by end users and communicate a concrete timeframe for resolving the issue(s).

20.1.4. Prior to contract signing, must present a VPAT or other documentation demonstrating compliance.

21. INTEGRATION

21.1 This CCAP Agreement sets forth the entire agreement between the parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral, or written, of the parties with regard to the subject matter hereof are incorporated into this CCAP Agreement.

22. MODIFICATION AND AMENDMENT

22.1 No modifications or amendments to any of the terms or provisions of this CCAP Agreementshall be binding unless made in writing and signed by the patties.

23. GOVERNING LAWS

23.1 This CCAP Agreement shall be governed by and construed in accordance with the laws of the State of California.

24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

24.1 For locations outside the geographical boundaries of DISTRICT will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or asamended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

25. SEVERABILITY

25.1 This CCAP Agreement shall be considered severable, such that if any provision or part of this CCAP Agreement is ever held invalid under any law or ruling, that provision or part of this CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

26.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

[Signature pages on the following page.]

IN WITNESS WHEREOF, the duly authorized representative of each party does hereby execute this document on _____ as set forth below.

By: Antelope Valley Community College District

Dr. Jennifer Zellet
Superintendent/President

12/15/2025

By: iLead Hybrid Charter School

Amanda Fischer
Superintendent

_____

EXHIBIT A

iLEAD EMPOWER GENERATIONS CHARTER SCHOOL

1. iLEAD Hybrid

Additional iLead Entities

2. Empower Generations

   PRINTED NAME: _____

   SIGNATURE: _____

   DATE: _____

   Empower Generations Board Approval

3. iLead Online

   PRINTED NAME: _____

   SIGNATURE: _____

   DATE: _____

   iLead Online Board Approval

4. iLead Aqua Dulce

   PRINTED NAME: _____

   SIGNATURE: _____

   DATE: _____

   iLead Aqua Dulce Board Approval

APPENDIX
TO
ANTELOPE VALLEY COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENTFOR DUAL ENROLLMENT

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is among Antelope Valley Community College District ("DISTRICT"), located at 3041 West Ave. K, Lancaster, CA 93536 and **iLead Hybrid Charter School**, located at 3420 Sierra Highway Suite A, Acton, CA 93510 on behalf of the California charter school identified on "Exhibit A" to the CCAP Agreement (the "SCHOOL");

WHEREAS, DISTRICT and DSPC agree to record DISTRICT and **iL-Hybrid** /SCHOOL's specific components of the CCAP Agreement using this appendix ("Appendix") for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the DISTRICT for those students; the scope, nature, time, location, and listing of college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2(c)(I) of AB 288.

WHEREAS, this Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in college courses; and Sec. 2 (c)(l) of AB 288.

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 660 I 0.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2(k)(3) of AB 288.

NOW THEREFORE, DISTRICT and **iL-Hybrid** agree as follows:

1. **CCAP AGREEMENT**

a. DISTRICT and **iL-Hybrid** shall ensure that two public (informational and adoption) meetings are held in the review and approval of the CCAP Agreement. Sec. 2 (6) of AB 288.

b. DISTRICT shall file the CCAP Agreement with the office of the Chancellor of the California Community Colleges prior to the start of the partnership. Sec. 2 (c)(2) of AB 288.

c. DISTRICT and **iL-Hybrid** shall review and establish new or amended CCAP Agreements annually on or before and follow the protocols set forth in (a) and (b) of this section.

d. DISTRICT and **iL-Hybrid** points of contact and designated educational administrators: Sec. 2 (c)(2) of SB 288.

LOCATION	NAME	TELEPHONE	EMAIL
COLLEGE	Rosalind Brown Director, Dual Enrollment	661-722-6300 x 6946	rosalind.brown@avc.edu
iL-Hybrid	Allison Bravo iLead California Director of School Initiatives	808 753-3882	Allison.Bravo@ileadcalifornia.org

Educational Administrators	Dr. Kathy Bakhit VP Academic Affairs		Kathy.Bakhit@avc.edu

2. **STUDENT SELECTION**

a. SCHOOL shall certify that all participating students meet the minimum school day reporting requirements as specified in California Education Code 46114 and 41146. In all circumstances the DISTRICT shall claim allowable FTES for the enrollment of high school students in a CCAP Agreement community college course.

b. SCHOOL shall select students consistent with the intent of AB 288 to include: high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or ce1tificate." Sec. l (d).

c. DISTRICT and SCHOOL shall certify that participating students will have a signed parental consent form on file with the DISTRICT. Preamble and Sec. 2 (c)(l).

d. DISTRICT and SCHOOL shall certify that participating students may enroll in up to a maximum of 15-unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificateor credential. Sec. 2 (p)(l-3).

3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

a. DISTRICT is responsible for all educational program(s) and course(s) offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL or the DISTRICT.

4. CCAP AGREEMENT PROGRAM YEAR 2025-2026 - DISTRICT has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2024-2025
COLLEGE:	Antelope Valley College District
EDUCATIONAL PROGRAM:	Dual Enrollment
SCHOOL:	iLead Hybrid Charter School
HIGH SCHOOL(S):	Charter School as listed on Exhibit A to CCAP Agreement

TOTAL NUMBER OF STUDENTS TO BE SERVED:	
TOTAL NUMBER OF FTES:	

COURSE NAME	COURSE NUMBER	TERM	NO. OF SECTIONS	TIME	DAYS/HRS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
	TBD	Fall		TBD			AVC	**iL-Hybrid**
	TBD	Summer		TBD			AVC	**iL-Hybrid**
	TBD	Spring		TBD			AVC	**iL-Hybrid**

**Pursuant to 4CD Business Procedure 2.02, Instruction Service submit an ISA if the Employer of Record* is *the School District for the instructor teaching the course(s) listed*

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (Sec. 2 (c)(l):

Evaluation of high school transcript to determine progress toward high school diploma. Recommendations from high school teachers and counselor regarding academic and socio/emotion al readiness to succeed in a college environment.

5. **BOOKS AND INSTRUCTIONAL MATERIALS** -The total cost of books and instructional materials for SCHOOLs students participating as part of this CCAP agreement will be borne by the SCHOOL.

COURSE NAME	**TEXT**	**COST**	**OTHER INSTRUCTIONAL MATRIALS**	**COST**
TBD	TBD	TBD	TBD	TBD

6. MANDATED ANNUAL STATE REPORTING

a. DISTRICT and **iL-Hybrid** shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college districtparticipants.

b. DISTRICT and **iL-Hybrid** shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and reconciled on or before date established by the district and shallbe reported annually in compliance with all applicable state and federal privacy laws. DISTRICT and **iL-Hybrid** shall annually report the student data to the office of the Chancellor of the California Community Colleges. Sec. 2 (t)(l)(A) of AB 288.

c. DISTRICT and **iL-Hybrid** shall report the annual total number of community college coursesby category and type and by school site enrolled in by this CCAP Agreement. Sec. 2 (t)(l)(B) of AB 288.

d. DISTRICT and **iL-Hybrid** shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. Sec. 2 (t)(l)(C) of AB 288.

e. DISTRICT and **iL-Hybrid** shall report the annual total number of full-time equivalentstudents generated by this CCAP Agreement. Sec. 2 (t)(l)(D) of AB 288.

f. DISTRICT and **iL-Hybrid** shall ensure that the point of contact for each site establishes protocols for the collection and dissemination of participating student dataeach semester within 30 days of the end of the term.

7. **CCAP AGREEMENT DATA MATCH AND REPORTING**

a. DISTRICT and **iL-Hybrid** shall ensure operational protocols consistent with the collection ofparticipating student data and the timely submission of the data.

b. DISTRICT shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

8. PRIVACY OF STUDENT RECORDS

a. DISTRICT and **iL-Hybrid** understand and agree that education records of SCHOOL' s students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). DISTRICT and **iL-Hybrid** each agree to hold all student education records generated pursuant to the CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

b. Limitation on Use. DISTRICT and **iL-Hybrid** shall ensure that the SCHOOL's student education record that it receives pursuant to the CCAP Agreement shall be used solely for

Signature:
Email: jennifer.zellet@avc.edu

a purpose(s) consistent with its authority to access that information pursuant to Federaland State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)

c. Recordkeeping Requirements. DISTRICT and **iL-Hybrid** shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.

d. Acknowledgement of Receipt of Notice of FERPA Regulations. By the signature of its authorized representative or agent on the CCAP Agreement, each the DISTRICT and **iL-Hybrid** hereby acknowledges that it has been provided with the notice required under 34 C.F.R.§ 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

9. FACILITIES USE

a. DISTRICT and **iL-Hybrid** shall ensure that the SCHOOL adheres to the terms outlined inSection 15, Facilities, of the CCAP Agreement.

b. DISTRICT, as part of Section 15.3 of the CCAP Agreement, shall extend access and use of the following DISTRICT facilities: NONE.

10. INSURANCE

a. DISTRICT, in order to protect the **iL-Hybrid** and SCHOOL, their agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of the CCAP Agreement, shall secure and maintain in force during the entire term of the CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS ($1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS ($100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance
in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name **iL-Hybrid** and SCHOOL, their agents, employees, and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the **iL-Hybrid**.

For the purpose of Workers' Compensation, DISTRICT shall be the "primary employer"for all its personnel who perform services as instructors and support staff. DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective personnel made in connection with performing services and receiving instruction under the CCAP Agreement. DISTRICT agrees to hold harmless, indemnify, and defend **iL-Hybrid** and the SCHOOL, their directors,officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by DISTRICT's personnel connected with providing services under the CCAP Agreement. DISTRICT is not responsible for non-DISTRICT personnel who may serve as instructors or students who arenot affiliated with the DISTRICT.

EMPLOYMENT – NEW HIRES

Brittingham, Madison	Student Support - Ed Specialist Salary (backfill)	12.01.25

RESIGNATIONS/TERMINATIONS

Nichols, Lauren	Educational Facilitator	11.14.25
Steinle, Samantha	Student Support - Ed Specialist	11.21.25

STATUS CHANGE

NA

EMPLOYMENT – NEW HIRES

Lopez-Adriano, Maria (Backfill)	Ed Specialist	1/06/2026

RESIGNATIONS/TERMINATIONS

N/A

STATUS CHANGE

N/A

EMPLOYMENT – NEW HIRES

Lopez-Adriano, Maria (Backfill)	Ed Specialist	1/06/2026

RESIGNATIONS/TERMINATIONS

N/A

STATUS CHANGE

N/A

EMPLOYMENT – NEW HIRES

Newkirk, Chelsea	Office Assistant Hourly PT (new)	11.04.25
Andaya, Jennifer	Interventionist Salary (new)	01.05.26
Cante, Astrid	Deputy Director of Data & Compliance Salary (new)	12.15.25
Ryan, Hannah	Student Support - Occupational Therapist Salary (backfill)	11.04.25
Shults, Danielle	Student Support - Speech & Lang Pathologist Salary (backfill)	12.04.25

RESIGNATIONS/TERMINATIONS

Cauthron, Autumm	Event & Recruitment Assistant	12.17.25

STATUS CHANGE

Newkirk, Chelsea	Office Assistant From PT to FT Hourly	12.15.25
Reiter, Kyle	Tier 1 Technician From FT TEMP Hourly to FT	12.03.25

Company name: iLEAD California
Report name: Payment Register
Report title 2: 10/30/2025-01/14/2026
Created on: 1/15/26
Location: iCC1--iLEAD California Charters 1

Date	Vendor	Amount
10/30/25	PSAD000--PS Administrators	342.53
10/30/25	PSAD000--PS Administrators	561.91
10/31/25	ADRI001--Adriene Madden Publishing	956.25
10/31/25	AMAZ102--Amazon Capital Services (Exp)*	4,660.56
10/31/25	AMER003--American Martial Arts Academy - Placentia Campus	239.00
10/31/25	ARGO000--Argo Brothers Inc.	21.94
10/31/25	CHIL005--Children's Music Academy	107.00
10/31/25	CLAS000--Classical Historian, Inc. [P]	216.39
10/31/25	COND001--Guahan Group, LLC	220.00
10/31/25	CONE001--Conejo Recreation and Park District [S]	505.00
10/31/25	DANC008--Inland Pacific Ballet Academy	65.00
10/31/25	EART000--Earthroots Field School Inc	250.00
10/31/25	FABR000--Pretty Sharp Pins Sewing School LLC	231.25
10/31/25	GUAR003--Guardino, Briana [S]	240.00
10/31/25	HILL003--Hillcrest Ranch Inc	1,040.00
10/31/25	INST001--Institute for Excellence in Writing [P]	45.01
10/31/25	JACK000--JacKris Publishing [P]	111.52
10/31/25	JIYU000--Jiyu Martial Arts and Fitness LLC	320.00
10/31/25	KMOV000--KMO Ventures One LLC	845.00
10/31/25	KNMA000--KNMA, Inc. [S]	160.00
10/31/25	MAIT001--Maitlen, Alison	2,392.75
10/31/25	PSAD000--PS Administrators	28.36
10/31/25	RAIN000--Rainbow Resource Center Inc [P]	1,551.52
10/31/25	SCIE000--Science Mom LLC [P]	270.00
10/31/25	STRO001--Soaring Chicken Farm Ministry	475.00
10/31/25	STUD003--Studies Weekly, Inc. [P]	49.56
10/31/25	TEAC002--Teacher Synergy LLC	56.20
10/31/25	TIME001--Time4Learning [P]	1,550.00
10/31/25	ZEAR000--Zearn	5,000.00
11/3/25	CIGN003--Cigna Health and Life Insurance Company	1,401.22
11/3/25	CIGN003--Cigna Health and Life Insurance Company	118,400.94
11/3/25	CIGN003--Cigna Health and Life Insurance Company	6,445.56
11/3/25	CIGN003--Cigna Health and Life Insurance Company	47,500.51
11/3/25	PSAD000--PS Administrators	35.00
11/4/25	ACTI001--Activities For Learning Inc [P]	35.00
11/4/25	AMAZ102--Amazon Capital Services (Exp)*	117.91
11/4/25	AMBR001--Ambrosino, Christophe	900.00
11/4/25	BARN004--Singapore Math Live, LLC	75.00
11/4/25	BLAC006--Blackbird & Company [P]	4,263.53
11/4/25	BLIC000--Blick Art Materials LLC	79.00
11/4/25	BOOK002--Bookshark LLC	446.28

Date	Vendor	Amount
11/4/25	CHIL003--Child1st Publications, LLC	110.00
11/4/25	CLEA002--Clear Water Press Inc	316.50
11/4/25	COLO004--Colosky's Math Academy [P]	100.00
11/4/25	COMM004--Community Products LLC	-3,798.72
11/4/25	CORN002--Corner Bakery Cafe	202.00
11/4/25	FECA000--Heather Fecarotta	275.00
11/4/25	GUAR004--Guardino, Briana [P]	450.00
11/4/25	GUID000--Guided Discoveries Inc	195.00
11/4/25	LEAR004--Learning Without Tears	69.06
11/4/25	LEAR011--Learning A-Z	135.00
11/4/25	LEGA003--Legal Shield	375.70
11/4/25	LOSA001--Los Angeles County Office of Education (LACOE)	22,430.00
11/4/25	LOSA001--Los Angeles County Office of Education (LACOE)	144,480.68
11/4/25	LOSA001--Los Angeles County Office of Education (LACOE)	30,438.53
11/4/25	LOSA001--Los Angeles County Office of Education (LACOE)	389,966.31
11/4/25	MEMO000--Memoria Press [P]	58.89
11/4/25	OFFI000--ODP Business Solutions LLC	198.43
11/4/25	PARE002--Parent Square, Inc.	-15,561.43
11/4/25	PEDI000--Logic of English, Inc.	128.33
11/4/25	PSAD000--PS Administrators	34.70
11/4/25	RAIN000--Rainbow Resource Center Inc [P]	91.70
11/4/25	REME000--Remedia Publications. Inc [P]	48.97
11/4/25	SCHO005--Schoolhouse Discoveries LLC	135.90
11/4/25	SING000--Singapore Math Inc [P]	196.32
11/4/25	STUD003--Studies Weekly, Inc. [P]	48.43
11/4/25	TEAC002--Teacher Synergy LLC	76.45
11/5/25	ALLA000--All About Learning Press Inc [P]	553.06
11/5/25	AMAZ102--Amazon Capital Services (Exp)*	1,226.52
11/5/25	BLIC000--Blick Art Materials LLC	53.09
11/5/25	COLO004--Colosky's Math Academy [P]	225.00
11/5/25	ELEM000--Elemental Science Inc	34.09
11/5/25	HOME000--Home Science Tools [P]	512.40
11/5/25	KIWI000--KiwiCo Inc [P]	97.22
11/5/25	LAKE001--Lakeshore Learning Materials LLC	494.57
11/5/25	LEAR004--Learning Without Tears	31.31
11/5/25	MATH002--Math-U-See, Inc [P]	110.82
11/5/25	MEMO000--Memoria Press [P]	203.86
11/5/25	MOVI000--Epiphany Curriculum LLC DBA Beyond the Page	287.33
11/5/25	MYST003--Mystery Science	129.00
11/5/25	NESS000--Nessy Learning, LLC	120.99
11/5/25	OFFI000--ODP Business Solutions LLC	113.53
11/5/25	PEDI000--Logic of English, Inc.	285.28
11/5/25	PICO000--Huckleberry Friend Productions	3,600.00
11/5/25	RAIN000--Rainbow Resource Center Inc [P]	294.11
11/5/25	SING000--Singapore Math Inc [P]	85.00
11/5/25	STUD003--Studies Weekly, Inc. [P]	98.66

Date	Vendor	Amount
11/5/25	TEAC002--Teacher Synergy LLC	93.45
11/5/25	THIN000--Thinkwell Corporation	350.55
11/5/25	WELL003--Well Trained Mind Press [P]	39.26
11/6/25	360S000--360 Self Defense and Fighting Inc	738.00
11/6/25	ABBY000--Abby Zabby LLC (DBA Home School Coaches)	2,065.00
11/6/25	AKMA000--Elliot Akman	64.51
11/6/25	ALIG000--Aligned with Nature LLC	287.50
11/6/25	ALLA000--All About Learning Press Inc [P]	335.51
11/6/25	AMAA000--American Martial Arts Academy [S]	611.00
11/6/25	AMAZ100--Amazon Capital Services (iCA)	6.33
11/6/25	AMAZ100--Amazon Capital Services (iCA)	568.75
11/6/25	AMAZ102--Amazon Capital Services (Exp)*	680.91
11/6/25	AMAZ102--Amazon Capital Services (Exp)*	2,160.73
11/6/25	AMAZ102--Amazon Capital Services (Exp)*	2,423.48
11/6/25	ANGE002--Angeles, Carlos	1,320.50
11/6/25	ARBO001--The Arbor Learning Community [S]	11,170.00
11/6/25	AVER000--Natalie Meza	925.00
11/6/25	BASU000--Basurto Music & Academics	2,735.00
11/6/25	BEAU000--Beautiful Feet Books, Inc.	321.01
11/6/25	BIRD000--Lydia Gomez	1,980.00
11/6/25	BLAC006--Blackbird & Company [P]	822.90
11/6/25	BLIC000--Blick Art Materials LLC	541.94
11/6/25	BRAI002--Brain Builders STEM Education Inc [S]	2,839.28
11/6/25	BRIG000--Bright Thinker Inc.	440.15
11/6/25	CATK000--CA Taekwondo	1,724.00
11/6/25	CENT001--Center Stage Dance Academy, SCV	340.00
11/6/25	CIRC000--The Circle LB	3,850.00
11/6/25	CLEM001--Jenna Clement	35.00
11/6/25	COBR000--Cobrinha Brazilian Jiu Jitsu North Hollywood, Inc	182.00
11/6/25	COMM004--Community Products LLC	3,798.72
11/6/25	COND001--Guahan Group, LLC	220.00
11/6/25	CONE001--Conejo Recreation and Park District [S]	890.00
11/6/25	CREA008--Creative Learning Place Inc.	872.75
11/6/25	CRIT000--The Critical Thinking Comp [P]	182.96
11/6/25	CRUZ001--Cruz Language Academy [S]	250.00
11/6/25	CYNT000--Cynthia Oswald	264.00
11/6/25	DANC007--Dancin' In Acton, Inc.	550.00
11/6/25	EKAT000--Ekaterina Solovskaya Piano Studio	420.00
11/6/25	ESSE000--Stephens Educational Services LLC	137.95
11/6/25	FIRE000--Firestorm Freerunning Ultra LLC	3,365.00
11/6/25	FOCU000--Focus Dance Center for the Performing Arts	438.06
11/6/25	FORD001--Raffia Music Studio LLC	400.00
11/6/25	FUNW000--Fun with Horses	450.00
11/6/25	GENE003--Generation Genius, Inc.	225.00
11/6/25	GLOB002--Global Student Network LLC	599.00
11/6/25	GREE003--Greenwave Surf, Inc. [S]	340.00

Date	Vendor	Amount
11/6/25	GUAR004--Guardino, Briana [P]	1,125.00
11/6/25	GUER002--Guerrero, Laura	160.00
11/6/25	HAMB001--Hamborg, Chapman [S]	436.75
11/6/25	HANC000--Tricia Hancock	107.76
11/6/25	HEWI001--Hewitt Learning	2,009.67
11/6/25	HILL003--Hillcrest Ranch Inc	360.00
11/6/25	HIVE000--Hive Online Presence Management LLC	739.60
11/6/25	HOME000--Home Science Tools [P]	227.40
11/6/25	HOOG000--Hoogendam, Lindsay	243.75
11/6/25	HUNT000--Huntington Music	1,050.00
11/6/25	INGH001--Ingham, Morgan	675.00
11/6/25	INNO000--Innovation Education	290.00
11/6/25	INST001--Institute for Excellence in Writing [P]	327.34
11/6/25	IRON001--Iron Fist Martial Arts, LLC	293.00
11/6/25	IVYK000--Ivy Kids LLC [P]	2,223.24
11/6/25	JACK000--JacKris Publishing [P]	111.52
11/6/25	JIVE000--GoTo Technologies USA, LLC	27.27
11/6/25	JKGP000--JKG Partners, LLC	220.00
11/6/25	JOHN003--Johnson, Amie D.	180.00
11/6/25	JOIN000--Joining All Movement [S]	599.00
11/6/25	JOUR000--JourneyEd.com INC	220.64
11/6/25	KAIS000--Kaiser Foundation Health Plan	2,754.48
11/6/25	KANO000--Kanor Driving School, Inc. [S]	690.00
11/6/25	KANO001--Kanor Driving School, Inc. [P]	375.92
11/6/25	KARA002--Karate For All	165.00
11/6/25	KIDS004--KidsArt - Los Angeles, Inc	352.00
11/6/25	KIDS022--KIDS Crew Learning Center	1,255.00
11/6/25	KIMB003--Jennifer Kimbell	178.00
11/6/25	KIMB003--Jennifer Kimbell	18.62
11/6/25	KIMD001--Kim, David	413.00
11/6/25	KING001--Waterfront Education	56.25
11/6/25	KIWI000--KiwiCo Inc [P]	67.03
11/6/25	KOBE001--Kobernik, Linda J	300.00
11/6/25	KRAV000--Krav Maga of Orange County LLC	557.00
11/6/25	KWMU000--KW Music Studios LLC	958.00
11/6/25	LAKE001--Lakeshore Learning Materials LLC	47.91
11/6/25	LAMO000--L'Amore Dance Performing Arts Studio	1,048.00
11/6/25	LAMO001--Star Struck Dance Studio Corp	2,049.50
11/6/25	LAWR002--Lawrence, Katelyn	101.00
11/6/25	LEAR004--Learning Without Tears	25.03
11/6/25	LEAR013--Learning Squad OC	523.00
11/6/25	LEAR014--Learning Together AV, Inc	1,015.00
11/6/25	LEGL000--Leglocker LLC	500.00
11/6/25	LING000--Lingo Nerds LLC	260.00
11/6/25	LITZ000--Megan Litz Private Tutoring	300.00
11/6/25	MATH013--Weiss Math Centers 1, LLC	429.00

Date	Vendor	Amount
11/6/25	MCGR000--McGraw-Hill Education Inc	49.36
11/6/25	MEGA000--Megapixels LLC [P]	737.00
11/6/25	MEMO000--Memoria Press [P]	71.16
11/6/25	MIXE000--Mixed Media Kids	75.00
11/6/25	MOBI004--Mobile Ed Productions, Inc.	1,995.00
11/6/25	MOUN001--Mountain View Ranch Joshua Tree, LLC	260.00
11/6/25	MOVI000--Epiphany Curriculum LLC DBA Beyond the Page	1,505.13
11/6/25	MUSI008--Musician's Friend	875.22
11/6/25	MYST003--Mystery Science	129.00
11/6/25	NEEL001--Neeley, Kelsey	1,440.00
11/6/25	NESS000--Nessy Learning, LLC	241.98
11/6/25	NEWM002--Monrovia Music Academy	1,397.00
11/6/25	NICO000--Nicole the Math Lady, LLC	158.00
11/6/25	NIGG001--Niggl, Lauren	1,080.00
11/6/25	NONS000--Nonstop Administration & Insurance Services, Inc.	1,973.49
11/6/25	OFFI000--ODP Business Solutions LLC	161.14
11/6/25	ORAN003--Orange County Surf Coaching	420.00
11/6/25	OUTS000--Outschool, Inc [P]	160.00
11/6/25	PAKU000--Pakua LLC	400.00
11/6/25	PAND000--Pandia Press Inc [P]	168.86
11/6/25	PARE002--Parent Square, Inc.	15,561.43
11/6/25	PEDI000--Logic of English, Inc.	105.66
11/6/25	PIAN003--The Piano Studio of Katy Beth Unger	630.00
11/6/25	PICA001--Living Wonder Homeschool Co-Op	682.00
11/6/25	PICK000--Pickavance, Jamie	110.00
11/6/25	PINE003--Pinell Inc	707.00
11/6/25	PLAY008--Play Based Learning Academy LLC [S]	1,647.08
11/6/25	PROT000--Protege Education, LLC.	1,995.00
11/6/25	PSAD000--PS Administrators	315.31
11/6/25	QUIL000--Quill LLC	232.19
11/6/25	RAIN000--Rainbow Resource Center Inc [P]	1,175.38
11/6/25	REME000--Remedia Publications. Inc [P]	37.98
11/6/25	ROBE002--Roberts, Mary C	210.00
11/6/25	SANC008--Jessica Sanclemente	15.68
11/6/25	SAPA000--Sapao Brazilian Jiu Jitsu & Fitness LLC	702.00
11/6/25	SAPR000--Taruna Sapra	179.00
11/6/25	SCHL001--Schloff, Ellen	1,770.00
11/6/25	SCHU001--Schuesworks Consulting	130.00
11/6/25	SCIE002--Wilcox, Jill	150.00
11/6/25	SCUL000--Sculpt Fitness Long Beach LLC	480.00
11/6/25	SING000--Singapore Math Inc [P]	429.49
11/6/25	SLAV000--APlus Tutoring Inc.	34,500.00
11/6/25	SMIT002--Smith, Karen Jean	240.00
11/6/25	SPHE000--Spheres Music Inc	260.00
11/6/25	STAG000--Stagelight Performing Arts	132.00
11/6/25	STEP000--Dockrey, Stephanie	300.00

Date	Vendor	Amount
11/6/25	STEV006--Stevens, Gretchen	910.00
11/6/25	STUD003--Studies Weekly, Inc. [P]	68.43
11/6/25	SYLV015--Sylvan Learning Centers - Torrance	520.00
11/6/25	TAKE000--TAKE 1 ACTING STUDIOS LLC	250.00
11/6/25	TEAC002--Teacher Synergy LLC	72.95
11/6/25	TEAC004--Teaching Textbooks Inc [P]	254.08
11/6/25	TEAC011--TeachTown	1,446.88
11/6/25	TEAM004--Team Inner Strength MMA LLC	130.00
11/6/25	THEA010--The Animation Course, LLC [P]	65.00
11/6/25	THEB001--Harbor and Sprout	90.00
11/6/25	THEO004--The ONE TaeKwanDo [S]	1,115.16
11/6/25	TIMB000--Timberdoodle Company	1,000.98
11/6/25	TIMO000--Fired Up Arts	274.00
11/6/25	TMOB009--T-Mobile 3564	2,692.23
11/6/25	TMOB011--T-Mobile 7972	247.83
11/6/25	TUST001--Tustin Dance and Music Center, LLC	217.50
11/6/25	URBA003--Urban Scholar Academy [S]	757.50
11/6/25	USBL000--USBA LLC	350.00
11/6/25	VANH003--Van Houten, Holly	900.00
11/6/25	VENT001--Ventura Land Trust	54.16
11/6/25	WELL003--Well Trained Mind Press [P]	105.86
11/6/25	WEST005--West Coast Classical [S]	445.00
11/6/25	XOCH000--Xochitl Brizuela	287.50
11/6/25	YAMA001--Cerritos Yamaha Music School - Cerritos [S]	1,252.00
11/6/25	YAMA002--Cerritos Yamaha Music School - Chino Hills [S]	402.00
11/7/25	KRAV000--Krav Maga of Orange County LLC	-557.00
11/7/25	PSAD000--PS Administrators	160.00
11/7/25	PSAD000--PS Administrators	712.24
11/7/25	SPEC003--Specialized Therapy Services	-5,240.20
11/10/25	10TH000--10th Planet Palmdale	393.75
11/10/25	ABBY000--Abby Zabby LLC (DBA Home School Coaches)	4,365.01
11/10/25	ABCG000--ABC Guidance	980.00
11/10/25	ADSE000--Accent Dance Studios	840.00
11/10/25	AIMA000--Aim Academy Online, LLC	5,819.30
11/10/25	AIN001--A Plus In Home Tutors Inc	9,893.00
11/10/25	AJSM000--Aj's Music Academy LLC	1,298.00
11/10/25	ALES002--Alesia Dowden Enterprise	300.00
11/10/25	ALIC000--Alicia Jones Coaching	290.00
11/10/25	AMAZ004--Amazing Athletes of Inland Empire	85.00
11/10/25	AMAZ100--Amazon Capital Services (iCA)	8.07
11/10/25	AMAZ100--Amazon Capital Services (iCA)	332.13
11/10/25	AMER001--American Academy of Gymnastics Inc	549.00
11/10/25	AMER015--American Tiger Martial Arts	577.00
11/10/25	AOJC001--AOJ COSTA MESA LLC	2,640.00
11/10/25	ARTS003--Art Steps, Inc.	1,552.00
11/10/25	BAST001--Kayla Bastedo	602.00

Date	Vendor	Amount
11/10/25	BAY100E--Bay Alarm Company 7072	660.93
11/10/25	BAZA000--Baza Jiu Jitsu	1,250.00
11/10/25	BEND002--Piano Boise LLC	5,860.00
11/10/25	BILL001--Bill's Landscaping, Inc	2,260.00
11/10/25	BLOO000--Bloom School of Music and Dance	1,008.00
11/10/25	BOYL001--Boyle, Andrew	2,250.00
11/10/25	BRAU000--B Rauhty LLC	800.00
11/10/25	BRAV000--Brave Writer, LLC [P]	249.00
11/10/25	BREA002--Breakthrough Sports	1,368.00
11/10/25	BUCH001--Amanda Buchheit	222.00
11/10/25	BUDK000--Terri Budke	340.20
11/10/25	BUZZ000--Buzzy Mae Music Academy	155.00
11/10/25	BYUI001--BYU Independent Study	287.10
11/10/25	CADD001--Caddell, Jennifer	135.00
11/10/25	CALI021--California Gymnastics LLC	445.00
11/10/25	CALI025--California State University, Northridge Foundation	500.00
11/10/25	CHAN001--Channel Islands Rowing Club	850.00
11/10/25	CHAV002--Chavez, Candi	1,346.00
11/10/25	CHEF000--Chef Tech Cooking School [S]	290.00
11/10/25	CIGN000--Cigna Healthcare	827.71
11/10/25	CIGN000--Cigna Healthcare	1,273.76
11/10/25	CIGN000--Cigna Healthcare	5,867.07
11/10/25	CLEA003--Cleary Irish Dance LLC	1,081.76
11/10/25	COLE000--Cassandra Coleman	415.50
11/10/25	CRAD002--Crady, Kathleen [S]	3,312.75
11/10/25	DANC002--Dance 1 [S]	1,193.29
11/10/25	DANC004--Margo Arts	356.00
11/10/25	DEFE000--Defense Kinetics, Inc.	1,061.00
11/10/25	DINI001--Diniakos, Michelle	1,013.00
11/10/25	DOCT000--Daniela Doctor	66.22
11/10/25	DURR000--Lara Durrell	431.96
11/10/25	EAST000--East LA Jiu Jitsu Company	338.00
11/10/25	ECHE002--Echeverri, Christine [S]	1,152.85
11/10/25	EDI110S--Southern California Edison 0155	843.65
11/10/25	EDWA00--Edwards, Stevens & Tucker LLP	3,082.50
11/10/25	EMHS000--EMH Sports USA, Inc [S]	830.00
11/10/25	ETHO000--Ethos Jiu Jitsu Incorporated	169.00
11/10/25	EURE003--Eurekademics, LLC	1,395.00
11/10/25	FAGE000--Fagen Friedman & Fulfrost LLP	16,931.50
11/10/25	FISC000--Amanda Gallion-Fischer	200.50
11/10/25	FOY0001--Steven Foy	362.04
11/10/25	FULL000--Full Circle Consulting Systems Inc	4,500.00
11/10/25	GLOB002--Global Student Network LLC	399.00
11/10/25	GRUN001--Grunt, Gretchen Marie	1,105.00
11/10/25	HELL001--Hello Heart Studio, Inc.	340.00
11/10/25	HERN012--Hernandez, Alheli	299.50

Date	Vendor	Amount
11/10/25	IMAC000--IMACS of South Florida, Inc. [S]	322.50
11/10/25	IMAG001--Image 2000, Inc	893.57
11/10/25	INMO000--InMotion Grappling, LLC	780.00
11/10/25	INNO006--Innovative Learning Press [S]	307.00
11/10/25	INST001--Institute for Excellence in Writing [P]	195.03
11/10/25	IRVI000--Holy Renaissance	3,600.00
11/10/25	JEWE001--Jewel, Nataly	1,080.07
11/10/25	JIVE000--GoTo Technologies USA, LLC	31.23
11/10/25	KAIS000--Kaiser Foundation Health Plan	14,185.54
11/10/25	KAIS000--Kaiser Foundation Health Plan	21,714.40
11/10/25	KAIS000--Kaiser Foundation Health Plan	37,873.95
11/10/25	KHTS000--KHTS Radio	2,000.00
11/10/25	KIDS001--KidsArt - Valencia, Inc [S]	1,132.00
11/10/25	KIDS006--Drawn2Art - Northridge	2,268.00
11/10/25	KIDS016--Drawn2Art	1,192.00
11/10/25	KIMJ000--Julia Kim	591.61
11/10/25	KING001--Waterfront Education	265.00
11/10/25	KIWI000--KiwiCo Inc [P]	544.26
11/10/25	KLAK001--Klak-Amador, Deborah	3,710.00
11/10/25	KRAV000--Krav Maga of Orange County LLC	557.00
11/10/25	LEAR000--Learn Beyond The Book LLC [S]	22,906.91
11/10/25	LEAR004--Learning Without Tears	89.96
11/10/25	LEEM001--Michael Lee	541.38
11/10/25	LITT001--Little School of Music [S]	992.33
11/10/25	LOBA000--Kristina Lobato	143.99
11/10/25	MARI001--WM Tutoring, Inc.	150.00
11/10/25	MATH020--SoCal Math, LLC	570.00
11/10/25	MELE000--Melendes, Danielle	320.00
11/10/25	MISS003--Mission Renaissance Inc.	862.75
11/10/25	MORR000--Morrison, Sidney	3,088.00
11/10/25	MOSC000--123 Rock School of Music	1,240.00
11/10/25	MOVI000--Epiphany Curriculum LLC DBA Beyond the Page	663.44
11/10/25	NANC003--Nancy's Spanish Creative LLC	1,560.00
11/10/25	NAST000--Angie Nastovska	856.73
11/10/25	NATI000--National Benefit Services	229.63
11/10/25	NATI000--National Benefit Services	8,112.30
11/10/25	NATI000--National Benefit Services	5,868.67
11/10/25	NATI000--National Benefit Services	4,180.33
11/10/25	NCCM000--New California Conservatory of Music*	560.00
11/10/25	NEWH000--Newhall Valencia Lock & Key	32.93
11/10/25	NEWM005--New Modern Music School US Inc	1,156.25
11/10/25	NOBL001--Noble, Holly	1,547.00
11/10/25	NONS000--Nonstop Administration & Insurance Services, Inc.	8,639.59
11/10/25	NONS000--Nonstop Administration & Insurance Services, Inc.	25,897.01
11/10/25	NONS000--Nonstop Administration & Insurance Services, Inc.	57,604.09
11/10/25	NURI000--Nurik, Liza	155.00

Date	Vendor	Amount
11/10/25	OFFI000--ODP Business Solutions LLC	673.47
11/10/25	PIAN002--Harjo, Charissa	970.50
11/10/25	PORT003--Portal Languages Costa Mesa LLC	316.50
11/10/25	POWE008--Power of One Lakewood	100.00
11/10/25	PSAD000--PS Administrators	148.05
11/10/25	PSAD000--PS Administrators	3,000.00
11/10/25	PSAD000--PS Administrators	35.00
11/10/25	PSAD000--PS Administrators	35.00
11/10/25	QMDE000--QM Design Group, Inc	6,667.00
11/10/25	RAIN000--Rainbow Resource Center Inc [P]	710.30
11/10/25	RDGG002--RDG Glass Installations, Inc	970.00
11/10/25	REIT001--Kyle Reiter	113.40
11/10/25	RICK000--Amanda Rickart	114.67
11/10/25	ROBU000--Robus Solutions	8,000.00
11/10/25	SAND003--San Dimas Music Academy	1,374.00
11/10/25	SANT019--Santa Clarita Valley Chamber of Commerce	190.00
11/10/25	SCIE002--Wilcox, Jill	7,916.25
11/10/25	SCOO000--Scoot Education	1,690.00
11/10/25	SJCL000--SJC Los Angeles	409.00
11/10/25	SMIT018--Jamie Smith	90.16
11/10/25	SOUN000--Soundcheck Music School	851.50
11/10/25	SPEC100A--Spectrum Reach	2,996.29
11/10/25	SPEN001--Alec's Chess Club	300.00
11/10/25	STAR011--Daelin Stark	89.60
11/10/25	STUD002--Studio H Fine Arts [S]	575.90
11/10/25	TAKE000--TAKE 1 ACTING STUDIOS LLC	500.00
11/10/25	TEAC011--TeachTown	2,812.50
11/10/25	THEH000--The Hidden Dojo	871.68
11/10/25	THEV000--The Village	220.00
11/10/25	THOM005--Derek Thomas	725.06
11/10/25	TMOB003--T-Mobile 2114	434.22
11/10/25	TMOB010--T-Mobile 9809	121.03
11/10/25	TORR001--Torres Fine Art Instruction	1,012.00
11/10/25	UCSC000--Regents of the University of California	6,783.00
11/10/25	VIBE000--Vibe Performing Arts [S]	-825.00
11/10/25	WAS103A--Waste Management 3006.	821.73
11/10/25	WEBB002--Write On Webb	495.25
11/10/25	WILE002--Wileman, Connor Joseph	330.00
11/10/25	WILL000--CAL Heights Music	2,125.00
11/10/25	WMMU000--WM Music Lessons, Inc.	2,060.00
11/10/25	WOOL001--Gina Woolner	281.40
11/10/25	WUPP001--Megan Wupperfeld	644.00
11/10/25	ZAMA000--Asaduz Zaman	638.40
11/12/25	AGOU000--Agoura Jiu Jitsu LLC	196.00
11/12/25	AIN001--A Plus In Home Tutors Inc	9,600.00
11/12/25	ALLA000--All About Learning Press Inc [P]	454.29

Date	Vendor	Amount
11/12/25	AMAZ100--Amazon Capital Services (iCA)	450.18
11/12/25	AMPI000--Academy Management Professionals, Inc.	348.00
11/12/25	APPL004--Applied Music Studio, LLC	1,252.50
11/12/25	AQUA000--Aquatic Explorations & Safety Training	280.00
11/12/25	ART4001--Art 4 Kids and Teens	338.00
11/12/25	B4SP000--B4Sports Leadership Academy, Inc	260.00
11/12/25	BATA000--Bat and Root LLC	1,892.94
11/12/25	BERE001--Berens, Candis	200.00
11/12/25	BHFO000--B&H Foto & Electronics Corp	271.59
11/12/25	BILL006--Billingsley, Kyle	200.00
11/12/25	BLAC008--Blackbird & Company [S]	160.00
11/12/25	BLAC012--Blackbelt Collective Krav Maga LLC	1,005.00
11/12/25	BLUE001--Blue Buoy Swim School [S]	2,010.00
11/12/25	BOOK002--Bookshark LLC	449.79
11/12/25	BRIG004--BrightMinds Tutoring LLC	280.00
11/12/25	BRIGH000--Brighter Days Tutoring	240.00
11/12/25	BROA001--Broadway Gymnastics School Inc.	1,983.00
11/12/25	BURB001--True Note Music, LLC. [S]	1,042.50
11/12/25	BURB002--First United Methodist Church Burbank	194.00
11/12/25	BUSF001--Busfield, Kathleen [S]	1,701.00
11/12/25	BUTT001--Butterworth, Jamie M	250.00
11/12/25	C3CL000--C3 Classes, LLC	1,199.00
11/12/25	CADE000--Cadenza Music Academy	380.00
11/12/25	CALI022--California Dance Academy Inc	1,070.00
11/12/25	CALI025--California State University, Northridge Foundation	1,000.00
11/12/25	CAPA001--Capalbo, Laurie A	1,740.00
11/12/25	CENT005--The Center Stage Studio Inc.	500.00
11/12/25	CENT014--Centerline Martial Arts Inc	766.00
11/12/25	CFGL000--CF Global Enterprise Inc	1,797.00
11/12/25	CHAM000--Champs Universal	292.50
11/12/25	CODE008--Code Ninjas Cerritos	1,794.00
11/12/25	CODE009--Code Ninjas Fullerton	299.00
11/12/25	CODE010--Code Ninjas Yorba Linda	229.00
11/12/25	COLB000--The Colburn School [S]	2,198.00
11/12/25	COLO001--Colosky's Math Academy [S]	2,678.50
11/12/25	COLO003--Color it In Franchise, LLC	150.00
11/12/25	COMM003--Common Thread Claremont	310.00
11/12/25	COOP002--Marnie Cooper School of Acting, Inc	280.00
11/12/25	CORD001--Cordero, Efrain	437.50
11/12/25	CORN003--Cornerstone Therapies	1,058.64
11/12/25	COUL001--Could It Be Dyslexia, Inc.	500.00
11/12/25	CREA001--Creative Outlet Performing Arts Center	385.00
11/12/25	DANC006--Dance Magic Studios	534.00
11/12/25	DAVE000--Dave Janssen's School of Music [S]	905.00
11/12/25	DERO000--DeRoche LLC dba Youth Movement	1,080.00
11/12/25	DEXT000--Dexter Music	769.00

Date	Vendor	Amount
11/12/25	DMIT000--Dmitri Kulev Classical Ballet Academy [S]	1,713.50
11/12/25	DREA003--Dream Elite Gymnastics LLC	310.00
11/12/25	EART000--Earthroots Field School Inc	250.00
11/12/25	EDGE000--The Edge Martial Arts, Inc.	425.00
11/12/25	EDI100A--Southern California Edison 7947	106.45
11/12/25	EDI100C--Southern California Edison 1868	71.65
11/12/25	EDWE001--Ed West	471.00
11/12/25	EFFE001--Effectual Educational Consulting Services	2,750.00
11/12/25	EMHS000--EMH Sports USA, Inc [S]	105.00
11/12/25	ENCO004--Aria Musicorum	641.50
11/12/25	ENOS001--Enos, David	190.00
11/12/25	ENSE001--Ensemble Music Schools CA LLC	887.00
11/12/25	EVAN001--Evans, Laurel	554.26
11/12/25	EVOL002--Evolution Swim Academy Rancho Mission Viejo, LLC	410.00
11/12/25	EVOL003--Evolution Swim Academy Mission Viejo LLC	472.00
11/12/25	FASH000--Fashion Camp - Create Design Sew LLC [S]	500.50
11/12/25	FIRE000--Firestorm Freerunning Ultra LLC	4,505.06
11/12/25	FLYI001--Flying Kick Martial Arts & Fitness	1,805.00
11/12/25	FORT000--FortePiano Music School	1,202.50
11/12/25	FREC000--Freckled Frog Dance - Placentia	418.75
11/12/25	GAME004--Gamez, Ava L	440.00
11/12/25	GFPE000--GF Performance Lab	500.00
11/12/25	GLOB002--Global Student Network LLC	400.00
11/12/25	GOLD004--Golden Star Educational Services	1,505.00
11/12/25	GOOS000--Goosetown Productions, Inc	520.00
11/12/25	GRAC001--Gracie Global LLC	780.00
11/12/25	GRAC002--Gracie Barra West Lancaster	759.92
11/12/25	GREE003--Greenwave Surf, Inc. [S]	680.00
11/12/25	GUAR003--Guardino, Briana [S]	960.00
11/12/25	GUER002--Guerrero, Laura	680.00
11/12/25	HAUE000--U.DID.IT	1,180.08
11/12/25	HAYS000--Hays, Victoria	480.00
11/12/25	HELL001--Hello Heart Studio, Inc.	246.00
11/12/25	HEWI001--Hewitt Learning	2,112.14
11/12/25	HIDE000--Hi-Desert Playhouse Guild, Inc	688.33
11/12/25	HIGH003--High Voltage Fitness, Inc	570.00
11/12/25	HILL003--Hillcrest Ranch Inc	1,355.00
11/12/25	HOGG002--Hoggan, Rachel	130.00
11/12/25	HOLI003--Holiday, Amanda	1,371.75
11/12/25	HOLL003--Maestro Performance Products	305.00
11/12/25	HOME000--Home Science Tools [P]	746.99
11/12/25	HORS001--Horse Etc.	780.00
11/12/25	HUCK001--Huckleberry Center for Creative Learning	10,803.97
11/12/25	HUGO000--Hugo's Gymfitness [S]	4,707.00
11/12/25	ICEM000--Iceman International	210.00
11/12/25	INST002--Institute for Educational Advancement	1,822.91

Date	Vendor	Amount
11/12/25	INTR000--Intro 2 Skateboarding LLC	300.00
11/12/25	IRVI001--Irvine Kumon	420.00
11/12/25	IRWI001--Irwin, Pamela Rae	880.00
11/12/25	JACK000--JacKris Publishing [P]	28.99
11/12/25	JAFF000--The Vivid Canvas Art Studio, LLC	1,955.00
11/12/25	JEAN001--Jean Gasca Education	1,000.00
11/12/25	JEHA000--Jehanian, Armena D	350.00
11/12/25	JENN001--Murphy Language Arts LLC	1,878.75
11/12/25	JENS001--Jensen, Donald A	465.00
11/12/25	JIYU000--Jiyu Martial Arts and Fitness LLC	320.00
11/12/25	JOIN001--Join the Band LLC [S]	424.00
11/12/25	JOOB000--Joobilo LLC [S]	43,735.65
11/12/25	KICK001--Kick It Up Kids LLC [S]	533.00
11/12/25	KIDS009--KidsArt-Glendora Inc [S]	855.00
11/12/25	KIDS010--KidsArt, Inc. - Los Angeles	405.45
11/12/25	KIMS003--Kim's Korean Class	280.00
11/12/25	KNMA000--KNMA, Inc. [S]	145.00
11/12/25	LAKE001--Lakeshore Learning Materials LLC	111.12
11/12/25	LANT001--Lanterns Global LLC	997.40
11/12/25	LECL000--West Gymnastics Center LTD	2,521.70
11/12/25	LIGH001--Lights On Learning Solutions, Inc.	1,070.00
11/12/25	LIGH003--Lighthouse Sports Center	1,779.98
11/12/25	LILC000--Three Little Chefs, Inc	383.00
11/12/25	LING002--Lingco Language Labs Inc	4,760.00
11/12/25	LOGI000--Logic BJJ Glendora, LLC	615.00
11/12/25	LORI001--Lorie Suntree	360.00
11/12/25	LUCK002--Lucky Duck Swim School	801.00
11/12/25	MAJE000--Majestic Gymnastics	943.00
11/12/25	MAJO000--Major Consultant Services LLC	229.00
11/12/25	MARI003--Marich, Valerie G	120.00
11/12/25	MAST002--Masterpiece Chess Club	120.00
11/12/25	MATH022--SoCal Math LLC	94.76
11/12/25	MCCL000--McClure & Co.	2,121.25
11/12/25	MCCR000--Math Learning Rolling Hills	300.00
11/12/25	MELB000--Mel Booker Music	1,095.00
11/12/25	MISS004--Miss Bee's Tutoring	340.00
11/12/25	MONA000--Monarchs Athletics	359.00
11/12/25	MOSC000--123 Rock School of Music	165.00
11/12/25	MOVI000--Epiphany Curriculum LLC DBA Beyond the Page	2,528.31
11/12/25	MOXI000--MoxieBox Art	419.94
11/12/25	MRDM001--Mr. D Math, LLC	988.00
11/12/25	MURR000--Murray, Kasey	260.00
11/12/25	NANN000--Nannette Keller LLC	300.00
11/12/25	NATI000--National Benefit Services	1,024.72
11/12/25	NATI000--National Benefit Services	8,018.45
11/12/25	NATI000--National Benefit Services	1,025.88

Date	Vendor	Amount
11/12/25	NESA000--NES Athletics LLC	281.62
11/12/25	NIHA000--Ni Hao Chinese LLC	164.30
11/12/25	NOVA000--Nova Education Center	630.00
11/12/25	NUES000--Nuestra Escuelita Spanish Academy	1,701.00
11/12/25	OAKM000--Oak Meadow Inc [P]	1,385.83
11/12/25	OBRI006--The Music Abode Collective	304.00
11/12/25	OFFI000--ODP Business Solutions LLC	923.82
11/12/25	OLIV001--TGA of Greater Long Beach	902.90
11/12/25	OLYM000--Olympia Training Center [S]	217.00
11/12/25	ORAN007--Orange County Brazilian Jiu Jitsu	808.00
11/12/25	ORTE005--Ortega, Reymundo	1,000.00
11/12/25	OUTS000--Outschool, Inc [P]	60.00
11/12/25	OVAT000--Ovation School for the Performing Arts [S]	2,355.00
11/12/25	PACI001--CDB / MPB Inc.	359.50
11/12/25	PAND000--Pandia Press Inc [P]	108.33
11/12/25	PARK003--Park, Frances	2,030.00
11/12/25	PASA000--Pasadena Conservatory of Music [S]	256.00
11/12/25	PEDI000--Logic of English, Inc.	398.16
11/12/25	PEDI001--Pediatric Therapy Associates	750.60
11/12/25	PERF004--The Performer's Academy	605.00
11/12/25	PETR000--Petra Education Inc.	360.00
11/12/25	PETT001--Clever Fox Creative LLC	89.00
11/12/25	PFAS000--PFA Sports Academy LLC	585.00
11/12/25	PIAN001--Piano Play Music Systems, Inc.	362.00
11/12/25	PIAN004--Piano Marvel, LLC	259.98
11/12/25	PICO000--Huckleberry Friend Productions	1,429.51
11/12/25	PORT001--Portal Languages Fullerton LLC	620.00
11/12/25	POWE001--P.O.W.E.R. TRAINING LLC	2,420.00
11/12/25	POWE004--Power of Leverage Brazilian Jiu Jitsu	540.00
11/12/25	PRAD000--Prado Music Academy, LLC	893.00
11/12/25	PREC002--Precision Gym Holdings LLC	783.00
11/12/25	PROA001--Pro Athletics Los Alamitos LLC	500.00
11/12/25	PROS001--Prospect Soccer Academy	700.00
11/12/25	PSAD000--PS Administrators	191.96
11/12/25	PSAD000--PS Administrators	63.38
11/12/25	PSAD000--PS Administrators	91.91
11/12/25	PSAD000--PS Administrators	300.00
11/12/25	PSAD000--PS Administrators	1,670.39
11/12/25	RAIN000--Rainbow Resource Center Inc [P]	2,622.41
11/12/25	RAMP000--Ramp	28,232.04
11/12/25	REID002--Kristen Reid Tutoring [S]	880.00
11/12/25	ROBI001--Robin Learning Systems	1,549.75
11/12/25	ROCK001--Rockstars of Tomorrow, Inc.	256.25
11/12/25	ROCK003--Rock City Climbing Ventures LLC	1,470.00
11/12/25	ROOS000--Roos Music Inc [S]	780.00
11/12/25	ROWE001--Rowell, Grace	850.00

Date	Vendor	Amount
11/12/25	RSRP000--Rancho Simi Recreation & Park District	602.00
11/12/25	SALI000--Salit Conservatory of Music	560.00
11/12/25	SAMP000--Sampa Brazilian Jiu Jitsu School Inc	247.00
11/12/25	SCOT004--Scott, Rebecca Meta	889.50
11/12/25	SEAW000--Seaworld LLC	-6,499.00
11/12/25	SERI002--Lucia Serio	5,500.00
11/12/25	SHEL000--Shelley, Paulette	180.00
11/12/25	SHOW000--Showdown Inc.	810.00
11/12/25	SING000--Singapore Math Inc [P]	263.22
11/12/25	SIRL000--Sirlopu Technology Group, LLC	199.00
11/12/25	SLAT002--Slater, Kelsey Mira	160.00
11/12/25	SLAV000--APlus Tutoring Inc.	2,900.00
11/12/25	SOCA000--So-Cal Coding Schools, LLC DBA Code Ninjas Torrance	249.00
11/12/25	SOCA006--SoCal Strength & Movement	125.00
11/12/25	SOLU000--Solution Tennis Inc	2,155.00
11/12/25	SOUT005--South County Dance [S]	341.00
11/12/25	SOUT007--South Coast Repertory [S]	1,570.50
11/12/25	SOUT013--Southland Ballet Academy [S]	300.00
11/12/25	SPAN001--Spanish Town USA LLC	585.00
11/12/25	SPAN004--Spanish Advantage de Sra Garner	1,000.75
11/12/25	SPEC003--Specialized Therapy Services	15,805.35
11/12/25	SPEC003--Specialized Therapy Services	5,240.20
11/12/25	STAR003--Star Dance Center [S]	237.00
11/12/25	STEP002--Stepping Stones Therapy, Inc. [S]	715.00
11/12/25	STUD003--Studies Weekly, Inc. [P]	328.08
11/12/25	TALE001--Talenz Inc	477.00
11/12/25	TEAC002--Teacher Synergy LLC	150.66
11/12/25	TERR001--Terra Arts Foundation [S]	14,443.31
11/12/25	THEB002--The Bending Willow Academy	1,153.00
11/12/25	THED003--The Dance School LA, LLC	367.00
11/12/25	THEH001--The Hitting Zone Baseball Academy LLC	1,730.00
11/12/25	THEL001--The Landeros Learning Co.	2,238.32
11/12/25	THEL004--The Little Dance World Inc	232.00
11/12/25	THEO004--The ONE TaeKwanDo [S]	967.00
11/12/25	THES005--The Swim Ranch	978.60
11/12/25	THOM002--Thompson, Brigid E. [S]	1,974.51
11/12/25	TOCC000--Toccata, Maya	165.00
11/12/25	TOPF000--Steven Topf	80.78
11/12/25	TRAD001--Tori's Equitation Services	1,188.00
11/12/25	TREC000--The Rage Entertainment Complex, Inc	785.00
11/12/25	TREL000--Trellis Learning	2,958.94
11/12/25	TTC4000--TTC4SUCCESS	2,735.20
11/12/25	UCSC000--Regents of the University of California	5,187.00
11/12/25	UNIT002--M & S Studio MV LLC	1,240.00
11/12/25	URBA002--Automotive Technology Group Inc.	3,225.00
11/12/25	VANL001--Van Leuven, Amy	1,365.00

Date	Vendor	Amount
11/12/25	VENB000--Venbrook Insurance Services	2,826.63
11/12/25	VENB000--Venbrook Insurance Services	11,114.90
11/12/25	VENB000--Venbrook Insurance Services	1,011.53
11/12/25	VENB000--Venbrook Insurance Services	16,970.79
11/12/25	VIBE000--Vibe Performing Arts [S]	825.00
11/12/25	VICT000--Victorum Lancaster LLC	396.00
11/12/25	WALT000--Kimberly Walton	260.80
11/12/25	WATE000--Watersafe Swim School, Inc. - Los Alamitos	1,485.00
11/12/25	WATE002--Waterworks Aquatics Pasadena	1,263.18
11/12/25	WATE004--Waterworks Swim School - Whittier	272.68
11/12/25	WATE005--Waterworks Swim School - Alhambra	244.94
11/12/25	WATE007--Watersafe Swim School, Inc. - Long Beach	165.00
11/12/25	WEND000--Wendy Sue Hunt	400.00
11/12/25	WEST000--West Coast Music Academy [S]	3,376.00
11/12/25	WEST005--West Coast Classical [S]	350.00
11/12/25	WHIT003--White Rabbit Studios	620.00
11/12/25	WILK001--Wilkins, Aaron Paul	336.00
11/12/25	WORL003--Guo's Elite Inc. World Elite Gymnastics	664.82
11/12/25	WRIT000--Writtenburg Door Inc.	19,262.46
11/12/25	YOON001--Yoon, Meena	1,002.50
11/12/25	YOUN001--Young, Robin	280.00
11/12/25	ZHAO001--Zhao, Junping	1,110.00
11/12/25	ZUCH000--Matt Zuchowicz	296.20
11/13/25	PSAD000--PS Administrators	397.50
11/13/25	PSAD000--PS Administrators	2,722.93
11/13/25	SPEC003--Specialized Therapy Services	-5,240.20
11/14/25	ALLA000--All About Learning Press Inc [P]	298.58
11/14/25	ALLA000--All About Learning Press Inc [P]	400.06
11/14/25	AMAZ102--Amazon Capital Services (Exp)*	485.85
11/14/25	AMAZ102--Amazon Capital Services (Exp)*	98.40
11/14/25	ARTO000--Art of Problem Solving	90.81
11/14/25	BAKE000--Baker Creek Heirloom Seed Co. [P]	50.17
11/14/25	BRAV000--Brave Writer, LLC [P]	407.95
11/14/25	BRAV000--Brave Writer, LLC [P]	547.85
11/14/25	BRIG000--Bright Thinker Inc.	440.15
11/14/25	BYUI001--BYU Independent Study	193.50
11/14/25	CHEM000--ChemExplained.com	266.00
11/14/25	CRAD001--Crady, Kathleen [P]	528.33
11/14/25	ESSE000--Stephens Educational Services LLC	229.00
11/14/25	EVAN002--Evan-Moor Educational Publishers [P]	430.06
11/14/25	FASH001--Fashion Camp - Create Design Sew LLC [P]	36.15
11/14/25	GENE003--Generation Genius, Inc.	450.00
11/14/25	GENE003--Generation Genius, Inc.	225.00
11/14/25	HEWI001--Hewitt Learning	314.57
11/14/25	HEWI001--Hewitt Learning	580.72
11/14/25	HIVE000--Hive Online Presence Management LLC	37.00

Date	Vendor	Amount
11/14/25	HOME000--Home Science Tools [P]	103.28
11/14/25	INST001--Institute for Excellence in Writing [P]	37.72
11/14/25	JOOB001--Joobilo LLC [P]	115.23
11/14/25	KIWI000--KiwiCo Inc [P]	170.09
11/14/25	LAKE001--Lakeshore Learning Materials LLC	75.29
11/14/25	LAKE001--Lakeshore Learning Materials LLC	212.02
11/14/25	LAKE001--Lakeshore Learning Materials LLC	954.90
11/14/25	LEAR001--Learn and Live Letter LLC	498.00
11/14/25	LEAR004--Learning Without Tears	50.56
11/14/25	LEGO000--Lego Education [P]	337.96
11/14/25	MEMO000--Memoria Press [P]	57.12
11/14/25	MOVI000--Epiphany Curriculum LLC DBA Beyond the Page	1,781.61
11/14/25	MUSI008--Musician's Friend	107.54
11/14/25	NATI000--National Benefit Services	1,050.00
11/14/25	NATI000--National Benefit Services	292.35
11/14/25	NATI000--National Benefit Services	295.84
11/14/25	NESS000--Nessy Learning, LLC	59.99
11/14/25	OFFI000--ODP Business Solutions LLC	523.87
11/14/25	OFFI000--ODP Business Solutions LLC	1,006.33
11/14/25	OUTS000--Outschool, Inc [P]	30.00
11/14/25	PEDI000--Logic of English, Inc.	323.10
11/14/25	PSAD000--PS Administrators	323.00
11/14/25	RAIN000--Rainbow Resource Center Inc [P]	1,491.21
11/14/25	RAIN000--Rainbow Resource Center Inc [P]	603.24
11/14/25	RAIN000--Rainbow Resource Center Inc [P]	890.01
11/14/25	SCIE000--Science Mom LLC [P]	150.00
11/14/25	SING000--Singapore Math Inc [P]	115.09
11/14/25	SING000--Singapore Math Inc [P]	86.34
11/14/25	STUD003--Studies Weekly, Inc. [P]	146.65
11/14/25	STUD003--Studies Weekly, Inc. [P]	440.64
11/14/25	TEAC002--Teacher Synergy LLC	104.29
11/14/25	TEAC002--Teacher Synergy LLC	21.00
11/14/25	TEAC002--Teacher Synergy LLC	5.99
11/14/25	TEAC004--Teaching Textbooks Inc [P]	373.32
11/14/25	THEB001--Harbor and Sprout	30.00
11/14/25	THOM003--Thompson, Brigid E. [P]	855.00
11/17/25	ALES002--Alesia Dowden Enterprise	300.00
11/17/25	AMAZ100--Amazon Capital Services (iCA)	111.13
11/17/25	AMAZ100--Amazon Capital Services (iCA)	791.74
11/17/25	AQUA003--Aqua Doc Pool & Spa Service	847.00
11/17/25	BAY103B--Bay Alarm Company 8872	63.00
11/17/25	BAY103D--Bay Alarm Company 9472	3,920.40
11/17/25	BILL001--Bill's Landscaping, Inc	2,260.00
11/17/25	CHAR100B--Charter Communications 4501	1,000.00
11/17/25	COLE002--Talaya Coleman	377.30
11/17/25	CUMU000--Cumulus Global	667.80

Date	Vendor	Amount
11/17/25	DEW103A--Dewey Pest Control 4102	479.00
11/17/25	DRUM000--Drumming for Your Life Institute	2,100.00
11/17/25	EDI103A--Southern California Edison 0180.	6,208.99
11/17/25	GAS100A--SoCalGas 6217	15.46
11/17/25	GAS100B--SoCalGas 6965	28.95
11/17/25	IMAG001--Image 2000, Inc	16.75
11/17/25	IRVI000--Holy Renaissance	1,800.00
11/17/25	LAWO000--Law Offices of Young, Minney & Corr, LLP	8,340.49
11/17/25	MCCA000--McCalla Company	2,598.78
11/17/25	MEJI000--Gabriel Mejia	150.92
11/17/25	MINU000--Minuteman Press	10.11
11/17/25	MUTU001--Mutual of Omaha Insurance Company	645.04
11/17/25	MUTU001--Mutual of Omaha Insurance Company	3,189.52
11/17/25	NATI000--National Benefit Services	139.13
11/17/25	NATI000--National Benefit Services	150.00
11/17/25	NATI001--Nationwide	47.41
11/17/25	PARE002--Parent Square, Inc.	-15,561.43
11/17/25	PSAD000--PS Administrators	35.00
11/17/25	SANT019--Santa Clarita Valley Chamber of Commerce	300.00
11/17/25	SCHO009--School Pathways LLC	733.33
11/17/25	SCOO000--Scoot Education	2,028.00
11/17/25	SILV002--Amy Silva	501.20
11/17/25	STAP001--Staples Advantage	728.76
11/17/25	WATS000--Matthew Watson	744.17
11/18/25	PSAD000--PS Administrators	10.00
11/18/25	PSAD000--PS Administrators	147.00
11/19/25	ALES002--Alesia Dowden Enterprise	300.00
11/19/25	AMAZ100--Amazon Capital Services (iCA)	142.60
11/19/25	IMAG001--Image 2000, Inc	49.11
11/19/25	IRVI000--Holy Renaissance	1,800.00
11/19/25	LANG005--Language Network, Inc.	240.00
11/19/25	MUTU001--Mutual of Omaha Insurance Company	303.82
11/19/25	PSAD000--PS Administrators	595.92
11/19/25	TIM103A--Time Warner Cable 9101	26.99
11/19/25	VENT000--Ventris Learning LLC	837.16
11/20/25	AMAZ102--Amazon Capital Services (Exp)*	2,682.59
11/20/25	AMAZ102--Amazon Capital Services (Exp)*	3,160.54
11/20/25	AMAZ102--Amazon Capital Services (Exp)*	2,281.12
11/20/25	AMAZ102--Amazon Capital Services (Exp)*	1,497.45
11/20/25	ELEM000--Elemental Science Inc	34.09
11/20/25	HIST001--History Unboxed LLC	411.78
11/20/25	MOVI000--Epiphany Curriculum LLC DBA Beyond the Page	1,101.64
11/20/25	PARE002--Parent Square, Inc.	15,561.43
11/20/25	PSAD000--PS Administrators	135.25
11/20/25	PSAD000--PS Administrators	40.00
11/20/25	PSAD000--PS Administrators	62.65

Date	Vendor	Amount
11/20/25	ROCK003--Rock City Climbing Ventures LLC	1,470.00
11/20/25	SEAW000--Seaworld LLC	6,499.00
11/20/25	TEAC004--Teaching Textbooks Inc [P]	45.95
11/20/25	THEB001--Harbor and Sprout	480.32
11/20/25	WILD001--Wild Learning LLC	35.00
11/21/25	3PLE000--3P Learning Inc	345.00
11/21/25	ACAD006--Academy 831, LLC	447.00
11/21/25	ACTI001--Activities For Learning Inc [P]	195.53
11/21/25	AMAA000--American Martial Arts Academy [S]	299.00
11/21/25	AMAZ100--Amazon Capital Services (iCA)	271.94
11/21/25	AMAZ100--Amazon Capital Services (iCA)	356.15
11/21/25	AMAZ102--Amazon Capital Services (Exp)*	2,267.21
11/21/25	AMAZ102--Amazon Capital Services (Exp)*	3,163.63
11/21/25	AMAZ102--Amazon Capital Services (Exp)*	1,952.49
11/21/25	AMAZ102--Amazon Capital Services (Exp)*	3,848.31
11/21/25	AMAZ102--Amazon Capital Services (Exp)*	2,994.95
11/21/25	AMAZ102--Amazon Capital Services (Exp)*	2,536.27
11/21/25	ARTO000--Art of Problem Solving	167.00
11/21/25	AVDA000--AV Dance Inc	580.00
11/21/25	BORA001--Boran, James Richard	870.00
11/21/25	BRIT004--McMains, Brittany	138.00
11/21/25	CALI002--California Charter Schools Conference	1,200.00
11/21/25	CEGM000--CEG Martial Arts [S]	592.00
11/21/25	CHIL005--Children's Music Academy	95.00
11/21/25	CHOZ000--Chozen Martial Arts Academy - La Verne	254.00
11/21/25	CHRI006--Christy White, Inc,	17,012.02
11/21/25	CLAR002--Claremont Chefs Academy [S]	785.00
11/21/25	CLAR005--The Claremont Club	3,099.50
11/21/25	COAS002--Coastline Automation, Inc. [S]	169.00
11/21/25	COLL004--College Board	539.28
11/21/25	CORN004--Cornell, Kimberley	225.00
11/21/25	CROS002--CrossFit 310	120.00
11/21/25	CYNT000--Cynthia Oswald	283.99
11/21/25	DACH001--Dacheux, Valerie	675.00
11/21/25	DINI001--Diniakos, Michelle	200.00
11/21/25	EDWA00--Edwards, Stevens & Tucker LLP	105.00
11/21/25	EMHS000--EMH Sports USA, Inc [S]	525.00
11/21/25	FERR004--Christina Ferra-Gilmore	375.00
11/21/25	FISC000--Amanda Gallion-Fischer	200.50
11/21/25	FISC004--Fischer, Laura	1,460.00
11/21/25	FRIN000--Frincu Inc	800.00
11/21/25	GAS100C--SoCalGas 6532	40.19
11/21/25	GOST000--GoStrengths Inc.	197.00
11/21/25	HAGE001--Jalaine Hagemeister	393.60
11/21/25	HEAD000--Head, Heart and Hands	4,100.00
11/21/25	HOME000--Home Science Tools [P]	164.65

Date	Vendor	Amount
11/21/25	iLEA010--iLEAD Online Charter	7,955.00
11/21/25	ILLU001--Illuminway Educational Services	579.00
11/21/25	INSP000--Inspyr Arts Education LLC	175.00
11/21/25	JOOB000--Joobilo LLC [S]	2,690.50
11/21/25	KAUF001--Farnaz Kaufman	1,260.18
11/21/25	KIDS015--Kids to Fill LLC	10,260.00
11/21/25	KRAM001--California Climbing School	650.00
11/21/25	LAKE001--Lakeshore Learning Materials LLC	185.07
11/21/25	LANG005--Language Network, Inc.	252.50
11/21/25	LEGL000--Leglocker LLC	250.00
11/21/25	LITT007--Little Surf Co. [s]	2,472.00
11/21/25	LOFT000--The LOFT US	2,229.67
11/21/25	LOOK002--Phyllis Fregoso/Patricia Cox	4,500.00
11/21/25	MADD002--Bethany Maddox	260.00
11/21/25	MICH004--Jeanine Michel	212.10
11/21/25	MODE001--Modest Fly Art Studio Gallery Inc.	940.00
11/21/25	MOME000--Momentum Dance Center LLC	135.00
11/21/25	MORE000--Moreys Music Store [P]	248.46
11/21/25	MOSA000--Mosaic Music Inc	320.00
11/21/25	MOUN001--Mountain View Ranch Joshua Tree, LLC	975.00
11/21/25	MOVI000--Epiphany Curriculum LLC DBA Beyond the Page	1,161.52
11/21/25	MUSI008--Musician's Friend	578.79
11/21/25	MUTU001--Mutual of Omaha Insurance Company	5,396.67
11/21/25	MYST003--Mystery Science	129.00
11/21/25	NAPA003--Napa County Office of Education	600.00
11/21/25	NATI000--National Benefit Services	5,911.74
11/21/25	NATI000--National Benefit Services	8,112.30
11/21/25	NATI000--National Benefit Services	1,004.31
11/21/25	NATI000--National Benefit Services	10,018.45
11/21/25	NATI001--Nationwide	1,037.01
11/21/25	NICO000--Nicole the Math Lady, LLC	79.00
11/21/25	NURI000--Nurik, Liza	185.00
11/21/25	OFFI000--ODP Business Solutions LLC	153.59
11/21/25	ONLI003--Online Scribblers	525.00
11/21/25	PAND000--Pandia Press Inc [P]	209.53
11/21/25	PEDI000--Logic of English, Inc.	40.35
11/21/25	PEDI001--Pediatric Therapy Associates	971.75
11/21/25	POLI001--Kimberly Murray Poli	2,530.00
11/21/25	POWE000--PowerKids Sportsplex, Inc	388.00
11/21/25	PREM003--Premier Martial Arts & Mentorship	139.00
11/21/25	PROC000--Procopio, Cory, Hagreaves & Savitch	2,332.00
11/21/25	PSAD000--PS Administrators	343.65
11/21/25	PSAD000--PS Administrators	52.45
11/21/25	PURE000--Pure Oasis Water	23.40
11/21/25	QUIL000--Quill LLC	110.62
11/21/25	RAIN000--Rainbow Resource Center Inc [P]	1,167.34

Date	Vendor	Amount
11/21/25	RAIN000--Rainbow Resource Center Inc [P]	142.45
11/21/25	RAIN001--Rainbow Ridge Ranch	2,330.00
11/21/25	ROSE000--Rosewood Equestrian, Inc.	280.00
11/21/25	ROYA002--Royal Academy the Sound of Music	585.00
11/21/25	SAVA002--Savage Learning Environment	936.00
11/21/25	SCHU001--Schuesworks Consulting	260.00
11/21/25	SEGE000--Segerstrom Center for the Arts [S]	841.00
11/21/25	SEVE001--Jennifer Severson	95.76
11/21/25	SHAK000--Shakespeare Kids	234.16
11/21/25	SING000--Singapore Math Inc [P]	153.06
11/21/25	SLAT001--Slatespot	1,101.62
11/21/25	SLAV000--APlus Tutoring Inc.	13,257.50
11/21/25	SPAN000--Spanish for You Inc.	148.39
11/21/25	SPEE001--Speech Language & Educational Associates	1,937.50
11/21/25	STEM001--STEM Center USA, Inc.	600.00
11/21/25	STEP001--Douglas W Stephey, OD MS	6,950.00
11/21/25	SYRA000--Syracuse RTC LLC	15,172.00
11/21/25	TEAC002--Teacher Synergy LLC	12.95
11/21/25	THEA001--The Art and Wilderness Institute Community Inc	550.00
11/21/25	THED003--The Dance School LA, LLC	224.00
11/21/25	THEQ002--The Queen Mary	1,730.40
11/21/25	THIN000--Thinkwell Corporation	147.32
11/21/25	TIME001--Time4Learning [P]	534.95
11/21/25	TOPO000--Top Out Climbing. LLC [S]	1,149.92
11/21/25	VER1021--Verizon 0001	85.10
11/21/25	VIBE000--Vibe Performing Arts [S]	275.00
11/21/25	VIBE000--Vibe Performing Arts [S]	2,400.00
11/21/25	VORT000--Vortex Freerunning	1,190.00
11/21/25	WELL003--Well Trained Mind Press [P]	70.66
11/21/25	WEST011--Westphal, Alyssa	240.00
11/21/25	WILE001--Wileman, Gina M	220.00
11/21/25	WILL015--Williamsburg Learning	512.50
11/21/25	WITC001--Witczak, Lilli	450.00
11/21/25	YMCA003--YMCA of Orange County - Fullerton	523.00
11/21/25	YMCA006--YMCA of Orange County - Mission Viejo	259.00
11/21/25	ZAKB000--Zak Barnett Studios Inc	1,214.00
11/24/25	AIN001--A Plus In Home Tutors Inc	1,762.50
11/24/25	ALLA000--All About Learning Press Inc [P]	260.67
11/24/25	AMAZ100--Amazon Capital Services (iCA)	63.56
11/24/25	AMAZ102--Amazon Capital Services (Exp)*	1,913.10
11/24/25	AMAZ102--Amazon Capital Services (Exp)*	868.33
11/24/25	ARTO000--Art of Problem Solving	168.80
11/24/25	ATAB000--ATA Black Belt Academy Inc	624.00
11/24/25	BASS002--Alexandra Bass	285.04
11/24/25	BAY103B--Bay Alarm Company 8872	50.00
11/24/25	BLAC006--Blackbird & Company [P]	674.57

Date	Vendor	Amount
11/24/25	BOOK002--Bookshark LLC	172.66
11/24/25	BOOK002--Bookshark LLC	778.73
11/24/25	BRAV000--Brave Writer, LLC [P]	19.95
11/24/25	BRIG000--Bright Thinker Inc.	295.00
11/24/25	CHRI006--Christy White, Inc,	1,323.16
11/24/25	GARN000--Garner Holt Education through Imagination, LLC	1,020.41
11/24/25	HOME000--Home Science Tools [P]	404.18
11/24/25	INFI000--Infinity Kids	1,305.00
11/24/25	KIMS004--Kim's Hapkido Yucaipa	235.00
11/24/25	LAKE001--Lakeshore Learning Materials LLC	1,131.21
11/24/25	LEAR004--Learning Without Tears	43.12
11/24/25	LEGO000--Lego Education [P]	159.10
11/24/25	MARC000--Marcus Klotz Music	275.00
11/24/25	MATH002--Math-U-See, Inc [P]	171.77
11/24/25	MOVI000--Epiphany Curriculum LLC DBA Beyond the Page	698.05
11/24/25	MOXI000--MoxieBox Art	86.72
11/24/25	MULT000--Multi-Health Systems, Inc.	2,237.50
11/24/25	NATI000--National Benefit Services	150.00
11/24/25	NCSP000--NCS Pearson Inc	8,185.67
11/24/25	OFFI000--ODP Business Solutions LLC	596.81
11/24/25	ORAN001--Orange County Speech Services	242.00
11/24/25	OTEG004--Francesca A Ortega	4,365.00
11/24/25	PAND000--Pandia Press Inc [P]	451.31
11/24/25	PEDI001--Pediatric Therapy Associates	2,393.70
11/24/25	PSAD000--PS Administrators	332.75
11/24/25	PSAD000--PS Administrators	95.00
11/24/25	RAIN000--Rainbow Resource Center Inc [P]	767.58
11/24/25	RAIN000--Rainbow Resource Center Inc [P]	317.96
11/24/25	SING000--Singapore Math Inc [P]	85.13
11/24/25	SING000--Singapore Math Inc [P]	30.09
11/24/25	SIPA000--Sipan, Kelly	261.00
11/24/25	STEP001--Douglas W Stephey, OD MS	5,200.00
11/24/25	STUD003--Studies Weekly, Inc. [P]	294.98
11/24/25	TEAC004--Teaching Textbooks Inc [P]	116.23
11/24/25	THER001--Therapy in Action	650.00
11/24/25	THER002--The Reading Warehouse Inc.	93.75
11/24/25	VHSU000--Vivian Hsu	2,800.00
11/24/25	WILD001--Wild Learning LLC	35.00
11/24/25	ZOHO000--Zoho Corporation	1,380.00
11/25/25	EVER007--Everway Holdco, LLC	-2,587.50
11/25/25	PSAD000--PS Administrators	15.00
11/25/25	PSAD000--PS Administrators	129.70
11/26/25	4IMP000--4imprint, Inc	6,257.63
11/26/25	AACA000--AACA REL	20,763.11
11/26/25	ABBY000--Abby Zabby LLC (DBA Home School Coaches)	3,847.07
11/26/25	AMAZ100--Amazon Capital Services (iCA)	919.78

Date	Vendor	Amount
11/26/25	AMAZ100--Amazon Capital Services (iCA)	163.47
11/26/25	AMAZ102--Amazon Capital Services (Exp)*	470.47
11/26/25	AMAZ102--Amazon Capital Services (Exp)*	3,233.66
11/26/25	AMAZ102--Amazon Capital Services (Exp)*	2,478.70
11/26/25	APPL004--Applied Music Studio, LLC	35.00
11/26/25	ARBO001--The Arbor Learning Community [S]	10,890.00
11/26/25	BARN003--Barnyard Buddies LLC	660.00
11/26/25	BATA000--Bat and Root LLC	1,392.93
11/26/25	BRIT004--McMains, Brittany	138.00
11/26/25	CALI002--California Charter Schools Conference	600.00
11/26/25	CALI022--California Dance Academy Inc	450.00
11/26/25	CHRI006--Christy White, Inc,	567.07
11/26/25	COAS003--Coastline Automation, Inc. [P]	180.00
11/26/25	COLE002--Talaya Coleman	206.27
11/26/25	COOP003--Beach Cities Rock Club	185.00
11/26/25	DANC006--Dance Magic Studios	485.00
11/26/25	DANC007--Dancin' In Acton, Inc.	270.00
11/26/25	DANC007--Dancin' In Acton, Inc.	200.00
11/26/25	DEPA004--De Paiva, Antoinette	200.00
11/26/25	DINI001--Diniakos, Michelle	671.00
11/26/25	DUTT000--Nicole Dutter	305.20
11/26/25	DYNA003--Dynamic Movement LA	227.50
11/26/25	EDTE000--EdTech 101	108.73
11/26/25	EDWE001--Ed West	474.50
11/26/25	EVER007--Everway Holdco, LLC	2,587.50
11/26/25	EXCE003--Exceptional Teaching Inc	775.95
11/26/25	FIRS007--First Dog Corp	200.00
11/26/25	FROG000--Frog Creek Adventure School	1,711.00
11/26/25	GAME004--Gamez, Ava L	440.00
11/26/25	GENE000--Genesis Gymnastics Inc	1,647.50
11/26/25	GENE000--Genesis Gymnastics Inc	-1,647.50
11/26/25	HERN012--Hernandez, Alheli	649.50
11/26/25	HOLA000--Hola Amigo	76.94
11/26/25	HOME000--Home Science Tools [P]	89.01
11/26/25	HOUS000--House of Blues Anaheim Restaurant Corp	1,000.00
11/26/25	HUCK001--Huckleberry Center for Creative Learning	10,576.94
11/26/25	IRON001--Iron Fist Martial Arts, LLC	100.00
11/26/25	IRVI000--Holy Renaissance	1,800.00
11/26/25	JENN001--Murphy Language Arts LLC	1,518.75
11/26/25	KESH000--Keshav Education Inc	830.00
11/26/25	KIWI000--KiwiCo Inc [P]	166.29
11/26/25	KNOT000--Knott's Berry Farm	1,505.00
11/26/25	KOSJ000--Stephanie Koshuta	273.12
11/26/25	KWMU000--KW Music Studios LLC	958.00
11/26/25	LAWR002--Lawrence, Katelyn	101.00
11/26/25	LEAR014--Learning Together AV, Inc	1,035.00

Date	Vendor	Amount
11/26/25	LEGA003--Legal Shield	60.80
11/26/25	LEGA003--Legal Shield	102.10
11/26/25	LEGA003--Legal Shield	375.70
11/26/25	LITZ000--Megan Litz Private Tutoring	300.00
11/26/25	LOSA000--Los Angeles County Office of Education	275.00
11/26/25	LOWE001--Coach Ballgame Inc.	375.00
11/26/25	MARI001--WM Tutoring, Inc.	360.00
11/26/25	MARI003--Marich, Valerie G	150.00
11/26/25	MATH013--Weiss Math Centers 1, LLC	429.00
11/26/25	MELB000--Mel Booker Music	820.00
11/26/25	MUTU001--Mutual of Omaha Insurance Company	5,089.24
11/26/25	NATI000--National Benefit Services	1,050.00
11/26/25	NATI000--National Benefit Services	290.97
11/26/25	NIGG001--Niggl, Lauren	610.00
11/26/25	NONS000--Nonstop Administration & Insurance Services, Inc.	53,692.49
11/26/25	NUES000--Nuestra Escuelita Spanish Academy	169.00
11/26/25	OUTS000--Outschool, Inc [P]	96.00
11/26/25	PACI001--CDB / MPB Inc.	648.00
11/26/25	PICK000--Pickavance, Jamie	110.00
11/26/25	PLAY008--Play Based Learning Academy LLC [S]	2,024.61
11/26/25	POWE000--PowerKids Sportsplex, Inc	388.00
11/26/25	PRES002--The Presbyterian Church of the Covenant	8,700.00
11/26/25	PRIO000--Priority Plumbing Solutions	1,775.00
11/26/25	QCLO000--QC Locksmiths	257.95
11/26/25	QUIL000--Quill LLC	172.85
11/26/25	RAIN000--Rainbow Resource Center Inc [P]	494.93
11/26/25	RIGH005--Right Direction Crisis Intervention	7,630.09
11/26/25	ROLL003--Rolling Brazilian Jiu-Jitsu Academy	1,116.00
11/26/25	SAVV000--Savvas Learning Company LLC	239.45
11/26/25	SCOO000--Scoot Education	1,418.00
11/26/25	SOUT007--South Coast Repertory [S]	1,200.50
11/26/25	SPEC003--Specialized Therapy Services	405.00
11/26/25	SPEN001--Alec's Chess Club	160.00
11/26/25	STAG000--Stagelight Performing Arts	132.00
11/26/25	STUD003--Studies Weekly, Inc. [P]	49.67
11/26/25	SUBJ000--Subject Technologies INC	40,800.00
11/26/25	TEAC002--Teacher Synergy LLC	5.99
11/26/25	THEB001--Harbor and Sprout	294.57
11/26/25	THEH000--The Hidden Dojo	2,065.00
11/26/25	TKSM000--TKS Martial Arts Inc	807.00
11/26/25	TMOB009--T-Mobile 3564	2,857.30
11/26/25	TOPO000--Top Out Climbing. LLC [S]	150.00
11/26/25	TUST001--Tustin Dance and Music Center, LLC	217.50
11/26/25	WEXH000--WEX Health Inc.	78.20
11/26/25	WMMU000--WM Music Lessons, Inc.	1,740.00
11/26/25	XOCH000--Xochitl Brizuela	287.50

Date	Vendor	Amount
11/26/25	YAMA001--Cerritos Yamaha Music School - Cerritos [S]	1,384.00
11/26/25	YAMA002--Cerritos Yamaha Music School - Chino Hills [S]	516.00
11/26/25	YMCA003--YMCA of Orange County - Fullerton	234.00
11/26/25	YMCA006--YMCA of Orange County - Mission Viejo	259.00
11/26/25	YOON001--Yoon, Meena	777.50
11/26/25	ZEND000--Zendesk	408.00
11/28/25	PSAD000--PS Administrators	14.91
11/28/25	PSAD000--PS Administrators	35.00
11/28/25	PSAD000--PS Administrators	250.75
11/28/25	PSAD000--PS Administrators	1,280.00
12/1/25	CAST004--Castaic Creek Plaza. LLC	22,547.10
12/1/25	LOSA001--Los Angeles County Office of Education (LACOE)	386,797.39
12/1/25	LOSA001--Los Angeles County Office of Education (LACOE)	21,601.60
12/1/25	LOSA001--Los Angeles County Office of Education (LACOE)	29,303.21
12/1/25	LOSA001--Los Angeles County Office of Education (LACOE)	142,766.92
12/1/25	PSAD000--PS Administrators	130.00
12/1/25	PSAD000--PS Administrators	192.40
12/1/25	PSAD000--PS Administrators	180.85
12/2/25	ABCG000--ABC Guidance	960.00
12/2/25	AMAZ100--Amazon Capital Services (iCA)	312.27
12/2/25	AMAZ100--Amazon Capital Services (iCA)	985.68
12/2/25	APPL000--Apple Inc	4,685.90
12/2/25	AVER000--Natalie Meza	700.00
12/2/25	CALI037--California Association of School Couselors, Inc	-819.00
12/2/25	CAPA001--Capalbo, Laurie A	1,260.00
12/2/25	CENT001--Center Stage Dance Academy, SCV	340.00
12/2/25	DOCT000--Daniela Doctor	106.61
12/2/25	DYSL000--Dyslexia Up!	3,400.00
12/2/25	EDI100E--Southern California Edison 8579	225.35
12/2/25	EDI110S--Southern California Edison 0155	458.37
12/2/25	FUNW000--Fun with Horses	360.00
12/2/25	GAS103A--SoCalGas 8430	1,307.90
12/2/25	GENE000--Genesis Gymnastics Inc	1,120.00
12/2/25	GLIT000--The Glitter Barn	300.00
12/2/25	HAMB001--Hamborg, Chapman [S]	436.75
12/2/25	HICK000--Hickock, Grace E	226.25
12/2/25	HOGG002--Hoggan, Rachel	100.00
12/2/25	HOOG000--Hoogendam, Lindsay	243.75
12/2/25	IMAG001--Image 2000, Inc	80.27
12/2/25	JAFF000--The Vivid Canvas Art Studio, LLC	155.00
12/2/25	KAIS000--Kaiser Foundation Health Plan	3,489.00
12/2/25	KAIS000--Kaiser Foundation Health Plan	13,726.46
12/2/25	KAIS000--Kaiser Foundation Health Plan	23,734.34
12/2/25	KAIS000--Kaiser Foundation Health Plan	39,342.99
12/2/25	KIDS014--KidsArt Claremont Inc	160.00
12/2/25	KIDS020--Kids DREAM Run Club LLC	50.00

Date	Vendor	Amount
12/2/25	KIDS022--KIDS Crew Learning Center	756.25
12/2/25	KIMD001--Kim, David	308.00
12/2/25	KLAK001--Klak-Amador, Deborah	2,046.32
12/2/25	KNOT000--Knott's Berry Farm	2,750.00
12/2/25	KURI000--Danijela Kuric	806.73
12/2/25	LEAR013--Learning Squad OC	523.00
12/2/25	LEEA000--Leeacton, LLC	13,357.76
12/2/25	LEGA003--Legal Shield	234.20
12/2/25	MARI003--Marich, Valerie G	180.00
12/2/25	MUTU001--Mutual of Omaha Insurance Company	271.78
12/2/25	MUTU001--Mutual of Omaha Insurance Company	653.93
12/2/25	MUTU001--Mutual of Omaha Insurance Company	3,076.85
12/2/25	NEEL001--Neeley, Kelsey	1,280.46
12/2/25	NONS000--Nonstop Administration & Insurance Services, Inc.	2,147.08
12/2/25	NONS000--Nonstop Administration & Insurance Services, Inc.	8,191.15
12/2/25	NONS000--Nonstop Administration & Insurance Services, Inc.	26,200.77
12/2/25	PARE002--Parent Square, Inc.	-15,561.43
12/2/25	POLI001--Kimberly Murray Poli	1,935.00
12/2/25	PORT003--Portal Languages Costa Mesa LLC	476.50
12/2/25	PSAD000--PS Administrators	33.99
12/2/25	PSAD000--PS Administrators	19.00
12/2/25	QMDE000--QM Design Group, Inc	104.58
12/2/25	SCOO000--Scoot Education	1,451.00
12/2/25	STEP000--Dockrey, Stephanie	180.00
12/2/25	TIMO000--Fired Up Arts	251.00
12/2/25	TMOB003--T-Mobile 2114	448.34
12/2/25	VANH003--Van Houten, Holly	813.00
12/2/25	WAS103A--Waste Management 3006.	821.73
12/2/25	WEXH000--WEX Health Inc.	3.40
12/2/25	WEXH000--WEX Health Inc.	47.60
12/2/25	WILL021--Josie Williams Piano Studio	125.00
12/2/25	WORL002--Worldwide Express Operations, LLC	100.92
12/2/25	WUPP001--Megan Wupperfeld	162.40
12/3/25	ACTI003--Action Academy LLC	-417.50
12/3/25	NAGE000--Nagel, Kela [X]	-492.91
12/4/25	AMAZ100--Amazon Capital Services (iCA)	309.78
12/4/25	BAY103A--Bay Alarm Company 3072	819.09
12/4/25	GFPE000--GF Performance Lab	-500.00
12/4/25	PSAD000--PS Administrators	35.00
12/4/25	PSAD000--PS Administrators	55.00
12/4/25	ROLL003--Rolling Brazilian Jiu-Jitsu Academy	-896.00
12/5/25	ACOR000--The Acorn Group, Inc. dba Acorn Naturalists	93.54
12/5/25	ACTI003--Action Academy LLC	417.50
12/5/25	AIRS001--Airslate, inc	8,500.00
12/5/25	AMAZ100--Amazon Capital Services (iCA)	87.78
12/5/25	AMAZ100--Amazon Capital Services (iCA)	1,821.67

Date	Vendor	Amount
12/5/25	AMAZ102--Amazon Capital Services (Exp)*	595.17
12/5/25	BAY100E--Bay Alarm Company 7072	205.89
12/5/25	BERT000--Bertrand's Music [P]	557.50
12/5/25	BJOR002--Bjorem Speech Publications, LLC	149.99
12/5/25	CALI037--California Association of School Couselors, Inc	819.00
12/5/25	CAUT005--Autumm Cauthron	114.10
12/5/25	CIGN000--Cigna Healthcare	5,802.41
12/5/25	CSUN001--California State University Northridge	1,000.00
12/5/25	DOME000--Brittany Domenick	113.40
12/5/25	INSI002--Insight Worldwide, Inc	250.00
12/5/25	KHTS000--KHTS Radio	2,000.00
12/5/25	KIWI000--KiwiCo Inc [P]	187.12
12/5/25	LEEM001--Michael Lee	263.76
12/5/25	LITT004--Little Passports, Inc.	91.24
12/5/25	LOBA000--Kristina Lobato	55.86
12/5/25	MALW000--Malwarebytes, Inc	8,630.00
12/5/25	MORR000--Morrison, Sidney	3,088.00
12/5/25	NAGE000--Nagel, Kela [X]	492.91
12/5/25	NAST000--Angie Nastovska	683.48
12/5/25	NATI000--National Benefit Services	8,112.54
12/5/25	NATI000--National Benefit Services	5,916.67
12/5/25	NATI000--National Benefit Services	1,203.24
12/5/25	NATI000--National Benefit Services	10,218.45
12/5/25	OFFI000--ODP Business Solutions LLC	5.38
12/5/25	PARE002--Parent Square, Inc.	15,561.43
12/5/25	PSAD000--PS Administrators	160.00
12/5/25	ROBU000--Robus Solutions	8,000.00
12/5/25	SKYW000--Skyward Technical Solutions	27,591.68
12/5/25	WATS000--Matthew Watson	263.00
12/8/25	10TH000--10th Planet Palmdale	525.00
12/8/25	ACAD005--Academy Swim Club [S]	3,289.50
12/8/25	ACTI001--Activities For Learning Inc [P]	8.75
12/8/25	ACTI002--Acting Academy for Kids [S]	615.00
12/8/25	ACTO006--Actors Edge Studios	525.00
12/8/25	AGOU000--Agoura Jiu Jitsu LLC	196.00
12/8/25	AIMA000--Aim Academy Online, LLC	5,554.80
12/8/25	AIN001--A Plus In Home Tutors Inc	9,291.75
12/8/25	ALLA000--All About Learning Press Inc [P]	569.83
12/8/25	ALLA000--All About Learning Press Inc [P]	84.53
12/8/25	AMAZ100--Amazon Capital Services (iCA)	419.36
12/8/25	AMAZ100--Amazon Capital Services (iCA)	162.84
12/8/25	AMAZ102--Amazon Capital Services (Exp)*	273.14
12/8/25	AMAZ102--Amazon Capital Services (Exp)*	2,910.87
12/8/25	AMAZ102--Amazon Capital Services (Exp)*	3,041.72
12/8/25	AMAZ102--Amazon Capital Services (Exp)*	4,178.19
12/8/25	AMAZ102--Amazon Capital Services (Exp)*	2,266.90

Date	Vendor	Amount
12/8/25	AMAZ102--Amazon Capital Services (Exp)*	2,351.11
12/8/25	AMAZ102--Amazon Capital Services (Exp)*	3,299.12
12/8/25	AMAZ102--Amazon Capital Services (Exp)*	1,875.80
12/8/25	AMAZ102--Amazon Capital Services (Exp)*	2,317.32
12/8/25	AMBR001--Ambrosino, Christophe	750.00
12/8/25	AMER001--American Academy of Gymnastics Inc	549.00
12/8/25	AMER015--American Tiger Martial Arts	577.00
12/8/25	ANGE002--Angeles, Carlos	667.50
12/8/25	AQUA000--Aquatic Explorations & Safety Training	585.00
12/8/25	ARTO000--Art of Problem Solving	111.93
12/8/25	ARTS003--Art Steps, Inc.	1,552.00
12/8/25	ARTS004--Art & Soul Collective LLC	325.00
12/8/25	AVDA000--AV Dance Inc	855.00
12/8/25	BAKE000--Baker Creek Heirloom Seed Co. [P]	23.75
12/8/25	BARN005--Barnabas Robotics, Inc. [P]	45.94
12/8/25	BEAU000--Beautiful Feet Books, Inc.	118.83
12/8/25	BIRD000--Lydia Gomez	1,200.00
12/8/25	BLIC000--Blick Art Materials LLC	336.95
12/8/25	BLIC000--Blick Art Materials LLC	210.25
12/8/25	BLIC000--Blick Art Materials LLC	210.11
12/8/25	BLOO000--Bloom School of Music and Dance	923.00
12/8/25	BOOK002--Bookshark LLC	162.72
12/8/25	BRAU000--B Rauhty LLC	500.00
12/8/25	BREA002--Breakthrough Sports	1,108.00
12/8/25	BRIGH000--Brighter Days Tutoring	320.00
12/8/25	CADD001--Caddell, Jennifer	135.00
12/8/25	CALI021--California Gymnastics LLC	568.94
12/8/25	CALI022--California Dance Academy Inc	1,300.00
12/8/25	CATK000--CA Taekwondo	1,387.00
12/8/25	CHAN001--Channel Islands Rowing Club	850.00
12/8/25	CHAV002--Chavez, Candi	1,194.00
12/8/25	CHOZ000--Chozen Martial Arts Academy - La Verne	189.00
12/8/25	CIRC000--The Circle LB	3,520.00
12/8/25	CMSC000--CM School Supply [P]	65.45
12/8/25	COBR000--Cobrinha Brazilian Jiu Jitsu North Hollywood, Inc	182.00
12/8/25	COLO003--Color it In Franchise, LLC	300.00
12/8/25	COOP003--Beach Cities Rock Club	185.00
12/8/25	CORD001--Cordero, Efrain	400.00
12/8/25	CREA008--Creative Learning Place Inc.	1,007.25
12/8/25	CRIT000--The Critical Thinking Comp [P]	56.98
12/8/25	CRUZ001--Cruz Language Academy [S]	250.00
12/8/25	DANC008--Inland Pacific Ballet Academy	3,520.00
12/8/25	DAVE000--Dave Janssen's School of Music [S]	615.00
12/8/25	DEFE000--Defense Kinetics, Inc.	1,061.00
12/8/25	EAST000--East LA Jiu Jitsu Company	338.00
12/8/25	EAT2000--Eat2Explore, Inc	150.00

Date	Vendor	Amount
12/8/25	ECHE002--Echeverri, Christine [S]	1,152.85
12/8/25	ELEM000--Elemental Science Inc	76.99
12/8/25	ETHO000--Ethos Jiu Jitsu Incorporated	169.00
12/8/25	EVER005--Evergreen Music Conservatory [S]	1,118.00
12/8/25	FOCU000--Focus Dance Center for the Performing Arts	415.33
12/8/25	FORD001--Raffia Music Studio LLC	200.00
12/8/25	FORS003--Forsythe, Denise Caroline	749.37
12/8/25	GENE003--Generation Genius, Inc.	450.00
12/8/25	GFPE000--GF Performance Lab	500.00
12/8/25	GLOB002--Global Student Network LLC	460.00
12/8/25	GRAC005--Gracie Brazilian Jiu Jitsu LLC	500.00
12/8/25	GUER002--Guerrero, Laura	160.00
12/8/25	HIDE000--Hi-Desert Playhouse Guild, Inc	688.33
12/8/25	HILL003--Hillcrest Ranch Inc	1,235.00
12/8/25	HOLL003--Maestro Performance Products	1,124.00
12/8/25	HOME000--Home Science Tools [P]	27.13
12/8/25	HOME000--Home Science Tools [P]	79.19
12/8/25	INGH001--Ingham, Morgan	675.00
12/8/25	INMO000--InMotion Grappling, LLC	780.00
12/8/25	INNO006--Innovative Learning Press [S]	307.00
12/8/25	INST001--Institute for Excellence in Writing [P]	38.42
12/8/25	INST003--Institute of Art, Music & Science [S]	855.00
12/8/25	INTE013--Interval Music, LLC	270.00
12/8/25	IRON001--Iron Fist Martial Arts, LLC	373.00
12/8/25	JOOB000--Joobilo LLC [S]	45,721.26
12/8/25	KARA000--Karate 4 Kids USA	840.00
12/8/25	KIDS006--Drawn2Art - Northridge	1,570.00
12/8/25	KIWI000--KiwiCo Inc [P]	2,025.19
12/8/25	KIWI000--KiwiCo Inc [P]	675.58
12/8/25	KOBE001--Kobernik, Linda J	150.00
12/8/25	KRAV000--Krav Maga of Orange County LLC	507.00
12/8/25	LAKE001--Lakeshore Learning Materials LLC	25.21
12/8/25	LAMO000--L'Amore Dance Performing Arts Studio	1,051.00
12/8/25	LAMO001--Star Struck Dance Studio Corp	2,004.50
12/8/25	LEAR000--Learn Beyond The Book LLC [S]	22,175.36
12/8/25	LEAR004--Learning Without Tears	158.06
12/8/25	LEAR004--Learning Without Tears	67.80
12/8/25	LEGO000--Lego Education [P]	1,265.14
12/8/25	LEGO000--Lego Education [P]	362.12
12/8/25	LITT004--Little Passports, Inc.	262.00
12/8/25	MAJO000--Major Consultant Services LLC	229.00
12/8/25	MATH020--SoCal Math, LLC	887.00
12/8/25	MATH022--SoCal Math LLC	142.34
12/8/25	MCGR000--McGraw-Hill Education Inc	579.81
12/8/25	MEMO000--Memoria Press [P]	55.88
12/8/25	MISS003--Mission Renaissance Inc.	1,256.90

Date	Vendor	Amount
12/8/25	MOSC000--123 Rock School of Music	723.44
12/8/25	MOUN001--Mountain View Ranch Joshua Tree, LLC	130.00
12/8/25	MOVI000--Epiphany Curriculum LLC DBA Beyond the Page	1,414.95
12/8/25	MOVI000--Epiphany Curriculum LLC DBA Beyond the Page	49.70
12/8/25	MUSI008--Musician's Friend	1,054.24
12/8/25	MYST003--Mystery Science	258.00
12/8/25	NANC003--Nancy's Spanish Creative LLC	1,848.00
12/8/25	NANN000--Nannette Keller LLC	300.00
12/8/25	NCCM000--New California Conservatory of Music*	600.00
12/8/25	OAKC000--Oak Creek Corral	600.00
12/8/25	OAKM000--Oak Meadow Inc [P]	713.44
12/8/25	OAKM000--Oak Meadow Inc [P]	241.90
12/8/25	OFFI000--ODP Business Solutions LLC	1,703.09
12/8/25	OFFI000--ODP Business Solutions LLC	104.87
12/8/25	OFFI000--ODP Business Solutions LLC	304.07
12/8/25	OHAN000--Ohana Aquatics	150.00
12/8/25	OLIV001--TGA of Greater Long Beach	643.04
12/8/25	PAIN000--Painting to Gogh, LLC	300.06
12/8/25	PEDI000--Logic of English, Inc.	185.26
12/8/25	PETR000--Petra Education Inc.	-360.00
12/8/25	PETR000--Petra Education Inc.	-360.00
12/8/25	PETT001--Clever Fox Creative LLC	141.00
12/8/25	PHOE000--Phoenix Feather Inc. [S]	315.00
12/8/25	PICA001--Living Wonder Homeschool Co-Op	682.00
12/8/25	PIVO000--Pivotal Learning Centers, Inc.	500.00
12/8/25	PROS001--Prospect Soccer Academy	2,000.00
12/8/25	PSAD000--PS Administrators	235.01
12/8/25	QUIL000--Quill LLC	57.08
12/8/25	QUIL000--Quill LLC	43.06
12/8/25	RAIN000--Rainbow Resource Center Inc [P]	2,000.63
12/8/25	RAIN000--Rainbow Resource Center Inc [P]	284.29
12/8/25	ROLL003--Rolling Brazilian Jiu-Jitsu Academy	896.00
12/8/25	SAMP000--Sampa Brazilian Jiu Jitsu School Inc	741.00
12/8/25	SCHL001--Schloff, Ellen	1,605.00
12/8/25	SCHO005--Schoolhouse Discoveries LLC	135.90
12/8/25	SCIE000--Science Mom LLC [P]	150.00
12/8/25	SCIE002--Wilcox, Jill	7,665.00
12/8/25	SCUL000--Sculpt Fitness Long Beach LLC	460.00
12/8/25	SING000--Singapore Math Inc [P]	1,001.65
12/8/25	SING000--Singapore Math Inc [P]	550.62
12/8/25	SLAV000--APlus Tutoring Inc.	6,250.00
12/8/25	SPEN001--Alec's Chess Club	280.00
12/8/25	STUD003--Studies Weekly, Inc. [P]	440.40
12/8/25	STUD003--Studies Weekly, Inc. [P]	148.00
12/8/25	SWEE002--Sweetman Systems	3,218.98
12/8/25	SYLV015--Sylvan Learning Centers - Torrance	520.00

Date	Vendor	Amount
12/8/25	TAKE000--TAKE 1 ACTING STUDIOS LLC	500.00
12/8/25	TALE001--Talenz Inc	477.00
12/8/25	TALK000--TalkBox.Mom Inc	581.86
12/8/25	TEAC002--Teacher Synergy LLC	274.05
12/8/25	TEAC002--Teacher Synergy LLC	23.99
12/8/25	TEAM004--Team Inner Strength MMA LLC	130.00
12/8/25	THEA001--The Art and Wilderness Institute Community Inc	300.00
12/8/25	THEH000--The Hidden Dojo	1,020.00
12/8/25	THER002--The Reading Warehouse Inc.	42.77
12/8/25	THEV000--The Village	220.00
12/8/25	THIN000--Thinkwell Corporation	354.17
12/8/25	TIME001--Time4Learning [P]	1,175.00
12/8/25	TORR001--Torres Fine Art Instruction	975.88
12/8/25	URBA002--Automotive Technology Group Inc.	3,025.00
12/8/25	URBA003--Urban Scholar Academy [S]	437.50
12/8/25	VORT000--Vortex Freerunning	555.00
12/8/25	WEBB002--Write On Webb	363.25
12/8/25	WECR000--We Craft Box	43.89
12/8/25	WEXH000--WEX Health Inc.	6.80
12/8/25	WILK001--Wilkins, Aaron Paul	576.00
12/9/25	NATI000--National Benefit Services	292.92
12/9/25	NATI000--National Benefit Services	1,050.00
12/9/25	PSAD000--PS Administrators	740.00
12/9/25	PSAD000--PS Administrators	570.63
12/9/25	WORL002--Worldwide Express Operations, LLC	71.99
12/10/25	MULT002--Westminster Arts Academy [S]	-1,305.00
12/10/25	SYLV015--Sylvan Learning Centers - Torrance	-520.00
12/10/25	VANL000--Amy Van Leuven [I]	-3,500.00
12/11/25	ACEL000--Acellus Educational Services LLC	3,950.00
12/11/25	ACTI001--Activities For Learning Inc [P]	136.13
12/11/25	AIN001--A Plus In Home Tutors Inc	16,200.00
12/11/25	ALES002--Alesia Dowden Enterprise	300.00
12/11/25	ALLA000--All About Learning Press Inc [P]	745.53
12/11/25	ALLI000--Allison Caldera Tutoring	210.00
12/11/25	AMAZ100--Amazon Capital Services (iCA)	102.75
12/11/25	AMAZ100--Amazon Capital Services (iCA)	312.78
12/11/25	AMAZ100--Amazon Capital Services (iCA)	1,399.23
12/11/25	AMAZ102--Amazon Capital Services (Exp)*	2,012.09
12/11/25	AMAZ102--Amazon Capital Services (Exp)*	3,062.63
12/11/25	AMAZ102--Amazon Capital Services (Exp)*	2,108.74
12/11/25	AMAZ102--Amazon Capital Services (Exp)*	2,765.87
12/11/25	AMAZ102--Amazon Capital Services (Exp)*	2,088.31
12/11/25	AMAZ102--Amazon Capital Services (Exp)*	3,176.46
12/11/25	AMAZ102--Amazon Capital Services (Exp)*	1,515.48
12/11/25	AOJC001--AOJ COSTA MESA LLC	2,321.33
12/11/25	APPL000--Apple Inc	4,685.90

Date	Vendor	Amount
12/11/25	AQUA003--Aqua Doc Pool & Spa Service	685.00
12/11/25	ART4001--Art 4 Kids and Teens	338.00
12/11/25	ARTO000--Art of Problem Solving	99.99
12/11/25	AUDE00--Architectural Unique Designs LLC	1,850.00
12/11/25	BAY100T--Bay Alarm Company 1572	375.66
12/11/25	BAY103B--Bay Alarm Company 8872	63.00
12/11/25	BAZA000--Baza Jiu Jitsu	1,950.00
12/11/25	BELM000--Belmont Music Studio LLC	300.00
12/11/25	BEND002--Piano Boise LLC	4,771.50
12/11/25	BERE001--Berens, Candis	225.00
12/11/25	BERT000--Bertrand's Music [P]	115.00
12/11/25	BETT002--BetterCloud Inc	2,112.50
12/11/25	BILL001--Bill's Landscaping, Inc	2,260.00
12/11/25	BLAC006--Blackbird & Company [P]	966.28
12/11/25	BLAC012--Blackbelt Collective Krav Maga LLC	1,005.00
12/11/25	BOOK002--Bookshark LLC	60.00
12/11/25	BOYL001--Boyle, Andrew	540.00
12/11/25	BURB001--True Note Music, LLC. [S]	160.00
12/11/25	BURB002--First United Methodist Church Burbank	160.75
12/11/25	C3CL000--C3 Classes, LLC	629.00
12/11/25	CALI025--California State University, Northridge Foundation	1,000.00
12/11/25	CFGL000--CF Global Enterprise Inc	868.00
12/11/25	CIGN000--Cigna Healthcare	827.71
12/11/25	CIGN000--Cigna Healthcare	1,314.80
12/11/25	CIGN000--Cigna Healthcare	11,261.96
12/11/25	CLAS004--Classical Historian, Inc. [S]	1,950.00
12/11/25	CLEM001--Jenna Clement	18.06
12/11/25	CLEM001--Jenna Clement	226.00
12/11/25	CMSC000--CM School Supply [P]	141.04
12/11/25	COLB000--The Colburn School [S]	1,741.00
12/11/25	COMP003--Computer Using Educators, Inc	860.00
12/11/25	COMP003--Computer Using Educators, Inc	1,135.00
12/11/25	CRAD002--Crady, Kathleen [S]	3,182.75
12/11/25	DACH001--Dacheux, Valerie	605.00
12/11/25	DEXT000--Dexter Music	868.00
12/11/25	DMIT000--Dmitri Kulev Classical Ballet Academy [S]	1,275.87
12/11/25	DRUM000--Drumming for Your Life Institute	2,100.00
12/11/25	EDGE000--The Edge Martial Arts, Inc.	425.00
12/11/25	EKAT000--Ekaterina Solovskaya Piano Studio	500.00
12/11/25	EMHS000--EMH Sports USA, Inc [S]	775.00
12/11/25	EPAO000--EPAO Inc. [S]	336.00
12/11/25	EVAN001--Evans, Laurel	430.50
12/11/25	FASH000--Fashion Camp - Create Design Sew LLC [S]	737.84
12/11/25	FIGU001--Alessa Figueroa	92.96
12/11/25	FIRS007--First Dog Corp	200.00
12/11/25	FISC004--Fischer, Laura	1,460.00

Date	Vendor	Amount
12/11/25	FORT000--FortePiano Music School	1,202.50
12/11/25	FRAZ002--Frazier Martial Arts LLC	248.00
12/11/25	FULL000--Full Circle Consulting Systems Inc	4,312.50
12/11/25	GENE000--Genesis Gymnastics Inc	-1,647.50
12/11/25	GOOS000--Goosetown Productions, Inc	520.00
12/11/25	HAND004--H4B Team LLC	165.99
12/11/25	HEWI001--Hewitt Learning	577.00
12/11/25	HIGH003--High Voltage Fitness, Inc	509.25
12/11/25	HIVE000--Hive Online Presence Management LLC	324.00
12/11/25	HOME000--Home Science Tools [P]	119.97
12/11/25	HUGO000--Hugo's Gymfitness [S]	4,754.88
12/11/25	IMAC000--IMACS of South Florida, Inc. [S]	193.50
12/11/25	IMAG001--Image 2000, Inc	8,956.46
12/11/25	INST002--Institute for Educational Advancement	1,647.91
12/11/25	IRVI001--Irvine Kumon	420.00
12/11/25	JEAN001--Jean Gasca Education	750.00
12/11/25	JIVE000--GoTo Technologies USA, LLC	31.23
12/11/25	JIVE000--GoTo Technologies USA, LLC	27.27
12/11/25	JOIN000--Joining All Movement [S]	575.00
12/11/25	KIDS016--Drawn2Art	847.00
12/11/25	KIWI000--KiwiCo Inc [P]	806.85
12/11/25	LAKE001--Lakeshore Learning Materials LLC	117.40
12/11/25	LANT001--Lanterns Global LLC	740.40
12/11/25	LEAR004--Learning Without Tears	34.78
12/11/25	LIGH001--Lights On Learning Solutions, Inc.	405.00
12/11/25	LITT004--Little Passports, Inc.	484.90
12/11/25	LOFT000--The LOFT US	832.67
12/11/25	MCCR000--Math Learning Rolling Hills	300.00
12/11/25	MEYE002--Meyers, Vivian	141.99
12/11/25	MISS004--Miss Bee's Tutoring	170.00
12/11/25	MORE000--Moreys Music Store [P]	124.23
12/11/25	MOSA000--Mosaic Music Inc	320.00
12/11/25	MRDM001--Mr. D Math, LLC	494.00
12/11/25	NANC000--Nancy Larson Publishers Inc	475.16
12/11/25	NICO000--Nicole the Math Lady, LLC	237.00
12/11/25	NOBL001--Noble, Holly	1,637.00
12/11/25	NOVA000--Nova Education Center	1,220.00
12/11/25	OCAL001--OC All-Stars Cheer & Dance - Foothill Ranch	240.00
12/11/25	OFFI000--ODP Business Solutions LLC	564.80
12/11/25	OLYM000--Olympia Training Center [S]	217.00
12/11/25	ORAN007--Orange County Brazilian Jiu Jitsu	808.00
12/11/25	OUTS000--Outschool, Inc [P]	120.00
12/11/25	OUTS000--Outschool, Inc [P]	139.00
12/11/25	PAIN000--Painting to Gogh, LLC	278.84
12/11/25	PAND000--Pandia Press Inc [P]	109.70
12/11/25	PARK003--Park, Frances	1,130.00

Date	Vendor	Amount
12/11/25	PEDI000--Logic of English, Inc.	28.76
12/11/25	PETR000--Petra Education Inc.	360.00
12/11/25	PFAS000--PFA Sports Academy LLC	628.00
12/11/25	PIAN002--Harjo, Charissa	555.00
12/11/25	POWE001--P.O.W.E.R. TRAINING LLC	1,260.00
12/11/25	PRAD000--Prado Music Academy, LLC	411.00
12/11/25	PSAD000--PS Administrators	147.00
12/11/25	QMDE000--QM Design Group, Inc	7,064.21
12/11/25	QUIL000--Quill LLC	257.88
12/11/25	RAIN000--Rainbow Resource Center Inc [P]	5,360.77
12/11/25	RAIN000--Rainbow Resource Center Inc [P]	369.43
12/11/25	RAIN000--Rainbow Resource Center Inc [P]	41.65
12/11/25	RAMP000--Ramp	45,713.93
12/11/25	ROCK003--Rock City Climbing Ventures LLC	2,580.00
12/11/25	RSRP000--Rancho Simi Recreation & Park District	308.00
12/11/25	RUBY000--Ruby Reads	48.09
12/11/25	SANT007--Santa Clarita Valley International	25,000.00
12/11/25	SANT007--Santa Clarita Valley International	25,000.00
12/11/25	SANT007--Santa Clarita Valley International	25,000.00
12/11/25	SANT007--Santa Clarita Valley International	25,000.00
12/11/25	SANT007--Santa Clarita Valley International	25,000.00
12/11/25	SAPA000--Sapao Brazilian Jiu Jitsu & Fitness LLC	702.00
12/11/25	SCOT004--Scott, Rebecca Meta	967.00
12/11/25	SING000--Singapore Math Inc [P]	238.57
12/11/25	SLAV000--APlus Tutoring Inc.	12,224.16
12/11/25	SOLU000--Solution Tennis Inc	1,277.50
12/11/25	SPEC003--Specialized Therapy Services	17,579.77
12/11/25	STUD003--Studies Weekly, Inc. [P]	149.01
12/11/25	SUPE000--Supercharged Science [P]	373.00
12/11/25	SYRA000--Syracuse RTC LLC	23,078.00
12/11/25	TEAC002--Teacher Synergy LLC	208.98
12/11/25	TEAC004--Teaching Textbooks Inc [P]	117.49
12/11/25	TERR001--Terra Arts Foundation [S]	13,885.98
12/11/25	THEB002--The Bending Willow Academy	-1,153.00
12/11/25	THEB002--The Bending Willow Academy	-1,153.00
12/11/25	THES000--The Signal- Santa Clarita Valley	1,000.00
12/11/25	THOM002--Thompson, Brigid E. [S]	1,974.51
12/11/25	TOCC000--Toccata, Maya	605.00
12/11/25	TRAI000--Train with Jackie LLC	300.00
12/11/25	ULTR001--Ultra Jiu Jitsu Academy	185.00
12/11/25	USBL000--USBA LLC	165.00
12/11/25	VANL001--Van Leuven, Amy	1,125.00
12/11/25	WHIT003--White Rabbit Studios	785.00
12/11/25	WILL000--CAL Heights Music	1,645.57
12/11/25	WORL003--Guo's Elite Inc. World Elite Gymnastics	501.40
12/11/25	YOUN001--Young, Robin	495.00

Date	Vendor	Amount
12/11/25	ZENO000--Zenone LLC	760.00
12/11/25	ZOOP000--Zoo-Phonics, Inc.	563.85
12/12/25	3PLE000--3P Learning Inc	148.20
12/12/25	ACTO007--Actorsite Inc	435.00
12/12/25	ADRI001--Adriene Madden Publishing	1,296.25
12/12/25	ADSE000--Accent Dance Studios	680.00
12/12/25	AJSM000--Aj's Music Academy LLC	800.00
12/12/25	AMAZ004--Amazing Athletes of Inland Empire	60.00
12/12/25	AMAZ100--Amazon Capital Services (iCA)	341.69
12/12/25	AMER003--American Martial Arts Academy - Placentia Campus	239.00
12/12/25	APPL004--Applied Music Studio, LLC	1,460.00
12/12/25	BARN003--Barnyard Buddies LLC	440.00
12/12/25	BASU000--Basurto Music & Academics	1,930.00
12/12/25	BILL006--Billingsley, Kyle	200.00
12/12/25	BORA001--Boran, James Richard	860.00
12/12/25	BOYL001--Boyle, Andrew	1,417.50
12/12/25	BRAI002--Brain Builders STEM Education Inc [S]	2,695.29
12/12/25	BRAV000--Brave Writer, LLC [P]	249.00
12/12/25	BRIT004--McMains, Brittany	138.00
12/12/25	BURB001--True Note Music, LLC. [S]	1,120.00
12/12/25	CANY000--Canyon Theatre Guild	1,452.00
12/12/25	CEGM000--CEG Martial Arts [S]	592.00
12/12/25	CHAM000--Champs Universal	208.75
12/12/25	CHEF000--Chef Tech Cooking School [S]	975.00
12/12/25	CIGN001--Cigna Healthcare	28.43
12/12/25	CIGN001--Cigna Healthcare	3,851.85
12/12/25	CLAR002--Claremont Chefs Academy [S]	765.00
12/12/25	CLAR005--The Claremont Club	3,076.50
12/12/25	CLEA003--Cleary Irish Dance LLC	484.68
12/12/25	CODE006--CBYTE LLC	1,040.00
12/12/25	CODE008--Code Ninjas Cerritos	2,392.00
12/12/25	COMM003--Common Thread Claremont	310.00
12/12/25	COUL001--Could It Be Dyslexia, Inc.	241.00
12/12/25	CREA001--Creative Outlet Performing Arts Center	385.00
12/12/25	DANC006--Dance Magic Studios	534.00
12/12/25	DANI003--Daniec, Magdalena	120.00
12/12/25	DREA003--Dream Elite Gymnastics LLC	310.00
12/12/25	EART000--Earthroots Field School Inc	250.00
12/12/25	EDI100A--Southern California Edison 7947	96.68
12/12/25	EDI100C--Southern California Edison 1868	76.78
12/12/25	ELEM000--Elemental Science Inc	11.00
12/12/25	EMOG000--Emogi Fitness, LLC	564.00
12/12/25	ENOS001--Enos, David	150.00
12/12/25	ENSE001--Ensemble Music Schools CA LLC	672.00
12/12/25	EURE003--Eurekademics, LLC	540.00
12/12/25	EVOL002--Evolution Swim Academy Rancho Mission Viejo, LLC	750.40

Date	Vendor	Amount
12/12/25	EVOL003--Evolution Swim Academy Mission Viejo LLC	602.00
12/12/25	FABR000--Pretty Sharp Pins Sewing School LLC	323.75
12/12/25	FASH001--Fashion Camp - Create Design Sew LLC [P]	66.75
12/12/25	FITC000--Long Beach School of Music	250.00
12/12/25	FLYI001--Flying Kick Martial Arts & Fitness	1,923.29
12/12/25	FOUR000--Four Hundred Fitness Club	200.00
12/12/25	FOY0001--Steven Foy	180.32
12/12/25	FREC000--Freckled Frog Dance - Placentia	256.55
12/12/25	GAVI000--Gavin Witzer Golf	750.00
12/12/25	GFPE000--GF Performance Lab	500.00
12/12/25	GOLD004--Golden Star Educational Services	839.00
12/12/25	GRAC001--Gracie Global LLC	660.00
12/12/25	GRUN001--Grunt, Gretchen Marie	270.00
12/12/25	GUAR003--Guardino, Briana [S]	960.00
12/12/25	GUER002--Guerrero, Laura	320.00
12/12/25	HAUE000--U.DID.IT	1,049.08
12/12/25	HAYS000--Hays, Victoria	480.00
12/12/25	HELL001--Hello Heart Studio, Inc.	136.00
12/12/25	HOGG002--Hoggan, Rachel	20.00
12/12/25	HOLI003--Holiday, Amanda	1,295.75
12/12/25	HOLL001--Squiggle Squad	103.54
12/12/25	HOME007--HomeRoom Kids Inc	1,500.00
12/12/25	HORS001--Horse Etc.	170.00
12/12/25	HUNT000--Huntington Music	1,000.00
12/12/25	ILLU001--Illuminway Educational Services	609.00
12/12/25	INNO000--Innovation Education	1,450.00
12/12/25	INSP000--Inspyr Arts Education LLC	175.00
12/12/25	INTR000--Intro 2 Skateboarding LLC	820.00
12/12/25	JAFF000--The Vivid Canvas Art Studio, LLC	2,110.00
12/12/25	JEWE001--Jewel, Nataly	1,024.75
12/12/25	JOHN003--Johnson, Amie D.	60.00
12/12/25	JOIN001--Join the Band LLC [S]	887.00
12/12/25	KALO000--Kalos Sthenos Fitness	400.00
12/12/25	KARA002--Karate For All	194.06
12/12/25	KENP000--Kenpo Combat Academy	188.00
12/12/25	KESH000--Keshav Education Inc	830.00
12/12/25	KICK001--Kick It Up Kids LLC [S]	615.00
12/12/25	KIDS001--KidsArt - Valencia, Inc [S]	1,225.50
12/12/25	KIDS004--KidsArt - Los Angeles, Inc	240.00
12/12/25	KIMS003--Kim's Korean Class	495.00
12/12/25	KRAM001--California Climbing School	130.00
12/12/25	LAND000--Landstedt Learning LLC	638.00
12/12/25	LAWO000--Law Offices of Young, Minney & Corr, LLP	8,713.13
12/12/25	LECL000--West Gymnastics Center LTD	2,561.35
12/12/25	LIGH003--Lighthouse Sports Center	1,552.98
12/12/25	LILC000--Three Little Chefs, Inc	163.00

Date	Vendor	Amount
12/12/25	LITT001--Little School of Music [S]	1,150.58
12/12/25	LITT007--Little Surf Co. [s]	1,827.00
12/12/25	LOGI000--Logic BJJ Glendora, LLC	375.00
12/12/25	LOOK002--Phyllis Fregoso/Patricia Cox	4,500.00
12/12/25	LORI001--Lorie Suntree	360.00
12/12/25	LUCK002--Lucky Duck Swim School	1,882.00
12/12/25	MAJE000--Majestic Gymnastics	1,191.00
12/12/25	MATH023--Mathnasium of South Coast Metro	-335.00
12/12/25	MCCA004--McCandliss, Dorothy	750.00
12/12/25	MCCL000--McClure & Co.	1,651.25
12/12/25	MELB000--Mel Booker Music	1,075.00
12/12/25	MELE000--Melendes, Danielle	192.86
12/12/25	MINO002--Minor, Traci [S]	280.00
12/12/25	MIXE000--Mixed Media Kids	75.00
12/12/25	MONA000--Monarchs Athletics	448.99
12/12/25	MOSC000--123 Rock School of Music	470.00
12/12/25	MOUN001--Mountain View Ranch Joshua Tree, LLC	455.00
12/12/25	MUSY000--MUSYCA Children's Choir [S]	1,334.00
12/12/25	NATI000--National Benefit Services	150.00
12/12/25	NAVA003--Megapixels LLC [S]	737.00
12/12/25	NESA000--NES Athletics LLC	281.62
12/12/25	NEWM002--Monrovia Music Academy	1,120.50
12/12/25	NEWM005--New Modern Music School US Inc	1,605.00
12/12/25	NUES000--Nuestra Escuelita Spanish Academy	1,305.84
12/12/25	OAKC000--Oak Creek Corral	55.00
12/12/25	OBRI006--The Music Abode Collective	228.00
12/12/25	ORTE005--Ortega, Reymundo	1,200.00
12/12/25	OTEG004--Francesca A Ortega	1,040.00
12/12/25	OVAT000--Ovation School for the Performing Arts [S]	1,930.00
12/12/25	PACI011--Pacific OneSource, Inc	99.00
12/12/25	PAKU000--Pakua LLC	2,200.00
12/12/25	PERF004--The Performer's Academy	485.00
12/12/25	PETR000--Petra Education Inc.	350.00
12/12/25	PETR000--Petra Education Inc.	360.00
12/12/25	PIAN003--The Piano Studio of Katy Beth Unger	433.00
12/12/25	PINE003--Pinell Inc	358.00
12/12/25	PORT001--Portal Languages Fullerton LLC	200.00
12/12/25	POWE004--Power of Leverage Brazilian Jiu Jitsu	690.00
12/12/25	POWE008--Power of One Lakewood	727.00
12/12/25	PREC002--Precision Gym Holdings LLC	969.00
12/12/25	PSAD000--PS Administrators	331.80
12/12/25	PSAD000--PS Administrators	321.99
12/12/25	REID002--Kristen Reid Tutoring [S]	660.00
12/12/25	ROBE002--Roberts, Mary C	210.00
12/12/25	ROBI001--Robin Learning Systems	1,197.25
12/12/25	ROCK001--Rockstars of Tomorrow, Inc.	256.25

Date	Vendor	Amount
12/12/25	ROOS000--Roos Music Inc [S]	780.00
12/12/25	ROYA002--Royal Academy the Sound of Music	752.00
12/12/25	SAND003--San Dimas Music Academy	1,214.00
12/12/25	SAND004--Sandlot Training Center, Inc.	195.00
12/12/25	SANJ000--San Joaquin County Office of Education	734.25
12/12/25	SCHO007--School of Rock - Fairfax District - LA	1,186.25
12/12/25	SCHU001--Schuesworks Consulting	130.00
12/12/25	SCJV000--SCJV Worldwide LLC	55.00
12/12/25	SEGE000--Segerstrom Center for the Arts [S]	841.00
12/12/25	SETH000--Kaser Arts Inc.	2,444.25
12/12/25	SIRL000--Sirlopu Technology Group, LLC	199.00
12/12/25	SLAT001--Slatespot	364.97
12/12/25	SMIT002--Smith, Karen Jean	60.00
12/12/25	SMIT018--Jamie Smith	67.62
12/12/25	SOCA000--So-Cal Coding Schools, LLC DBA Code Ninjas Torrance	250.00
12/12/25	SOUN000--Soundcheck Music School	612.50
12/12/25	SOUT005--South County Dance [S]	341.00
12/12/25	SOUT013--Southland Ballet Academy [S]	300.00
12/12/25	SPAN001--Spanish Town USA LLC	488.50
12/12/25	SPEC100A--Spectrum Reach	986.30
12/12/25	SPHE000--Spheres Music Inc	260.00
12/12/25	STEV006--Stevens, Gretchen	600.00
12/12/25	STIT000--StitchSpace LA	680.00
12/12/25	STRO001--Soaring Chicken Farm Ministry	237.50
12/12/25	SYLV015--Sylvan Learning Centers - Torrance	520.00
12/12/25	TEAC011--TeachTown	773.02
12/12/25	THEA002--The Animation Course, LLC [S]	2,000.00
12/12/25	THEB002--The Bending Willow Academy	1,118.00
12/12/25	THED003--The Dance School LA, LLC	170.00
12/12/25	THEO004--The ONE TaeKwanDo [S]	583.00
12/12/25	THES005--The Swim Ranch	419.40
12/12/25	THOM005--Derek Thomas	230.65
12/12/25	TIMB000--Timberdoodle Company	38.69
12/12/25	TKSM000--TKS Martial Arts Inc	657.00
12/12/25	TRAD001--Tori's Equitation Services	200.00
12/12/25	TREL000--Trellis Learning	2,515.92
12/12/25	UNIT002--M & S Studio MV LLC	865.00
12/12/25	VIBE000--Vibe Performing Arts [S]	225.00
12/12/25	VICT000--Victorum Lancaster LLC	396.00
12/12/25	WATE000--Watersafe Swim School, Inc. - Los Alamitos	1,378.75
12/12/25	WEST000--West Coast Music Academy [S]	3,146.00
12/12/25	WEST005--West Coast Classical [S]	245.00
12/12/25	WHAA001--White Hall Arts Academy Inc.	810.00
12/12/25	WILE002--Wileman, Connor Joseph	165.00
12/12/25	WITC001--Witczak, Lilli	150.00
12/12/25	WJCM000--WJCM, Inc. dba Sityodtong, USA	877.50

Date	Vendor	Amount
12/12/25	WRIT000--Writtenburg Door Inc.	18,674.25
12/12/25	WRIT004--WriteAtHome, Inc. [S]	1,737.00
12/12/25	ZAKB000--Zak Barnett Studios Inc	726.00
12/12/25	ZEAR000--Zearn	2,993.75
12/15/25	AMAZ100--Amazon Capital Services (iCA)	16.68
12/15/25	BETT002--BetterCloud Inc	3,250.00
12/15/25	CALI022--California Dance Academy Inc	200.00
12/15/25	CIGN001--Cigna Healthcare	28.42
12/15/25	CIGN001--Cigna Healthcare	28.43
12/15/25	COLE002--Talaya Coleman	357.65
12/15/25	DANC007--Dancin' In Acton, Inc.	340.00
12/15/25	DEPA004--De Paiva, Antoinette	560.00
12/15/25	IRON001--Iron Fist Martial Arts, LLC	100.00
12/15/25	NANN000--Nannette Keller LLC	200.00
12/15/25	NATI000--National Benefit Services	-229.63
12/15/25	PACI011--Pacific OneSource, Inc	396.00
12/15/25	PSAD000--PS Administrators	1,853.16
12/15/25	PSAD000--PS Administrators	135.25
12/15/25	SLAV000--APlus Tutoring Inc.	210.00
12/15/25	SPEN001--Alec's Chess Club	160.00
12/15/25	THEH000--The Hidden Dojo	1,446.00
12/15/25	TMOB011--T-Mobile 7972	267.84
12/15/25	VICT000--Victorum Lancaster LLC	1,170.00
12/15/25	ZEND000--Zendesk	-408.00
12/16/25	ACEL000--Acellus Educational Services LLC	13,430.00
12/16/25	ALLA000--All About Learning Press Inc [P]	130.45
12/16/25	ALLA000--All About Learning Press Inc [P]	183.90
12/16/25	AMAZ100--Amazon Capital Services (iCA)	52.62
12/16/25	AMAZ100--Amazon Capital Services (iCA)	498.53
12/16/25	AMAZ102--Amazon Capital Services (Exp)*	4,378.49
12/16/25	AMAZ102--Amazon Capital Services (Exp)*	3,613.88
12/16/25	AMAZ102--Amazon Capital Services (Exp)*	3,743.32
12/16/25	AMAZ102--Amazon Capital Services (Exp)*	186.75
12/16/25	ARGO000--Argo Brothers Inc.	43.88
12/16/25	ARTO000--Art of Problem Solving	168.80
12/16/25	BADI000--Felicite Badillo	200.00
12/16/25	BAKE000--Baker Creek Heirloom Seed Co. [P]	22.50
12/16/25	BERT000--Bertrand's Music [P]	62.50
12/16/25	BETT002--BetterCloud Inc	25,096.50
12/16/25	BLIC000--Blick Art Materials LLC	2,316.22
12/16/25	BLIC000--Blick Art Materials LLC	24.15
12/16/25	BYUI001--BYU Independent Study	387.00
12/16/25	CHAP002--Amy Chapin	278.30
12/16/25	CIGN000--Cigna Healthcare	44.12
12/16/25	CIGN000--Cigna Healthcare	11,311.32
12/16/25	CIGN000--Cigna Healthcare	44.12

Date	Vendor	Amount
12/16/25	CIGN001--Cigna Healthcare	2,908.88
12/16/25	COLL004--College Board	421.20
12/16/25	CORN003--Cornerstone Therapies	625.56
12/16/25	CURR004--Curriculum Associates	14,000.00
12/16/25	EDWA00--Edwards, Stevens & Tucker LLP	6,755.00
12/16/25	EFFE001--Effectual Educational Consulting Services	1,871.25
12/16/25	EXPL002--Exploration Education	138.43
12/16/25	FABR002--Veronique Fabre	902.75
12/16/25	GENE000--Genesis Gymnastics Inc	1,647.50
12/16/25	HIRS000--Andrew Hirsch	100.00
12/16/25	HIST001--History Unboxed LLC	169.62
12/16/25	HOME000--Home Science Tools [P]	277.14
12/16/25	HUMP001--Kimberly Humphries	221.44
12/16/25	IMAG001--Image 2000, Inc	58.43
12/16/25	INST001--Institute for Excellence in Writing [P]	120.00
12/16/25	JACK000--JacKris Publishing [P]	109.22
12/16/25	JAMF000--Jamf Software, LLC	39,551.00
12/16/25	JAYB000--Jaybird Technologies LLC	8,437.50
12/16/25	KASS001--Tina Kassab	185.29
12/16/25	KIWI000--KiwiCo Inc [P]	292.70
12/16/25	KIWI000--KiwiCo Inc [P]	498.14
12/16/25	KLEI000--Kimberly Klein	5,900.00
12/16/25	KNOT000--Knott's Berry Farm	1,245.00
12/16/25	LAKE001--Lakeshore Learning Materials LLC	768.37
12/16/25	LAKE001--Lakeshore Learning Materials LLC	26.35
12/16/25	LAWO000--Law Offices of Young, Minney & Corr, LLP	7,735.00
12/16/25	LCB000--Local Craft Beer LLC	683.73
12/16/25	LEAR004--Learning Without Tears	19.16
12/16/25	LEEA000--Leeacton, LLC	13,357.76
12/16/25	MATH023--Mathnasium of South Coast Metro	335.00
12/16/25	MAXI000--Maxi Aids Inc	262.60
12/16/25	MELS000--MEL Science US LLC	142.57
12/16/25	MUSI008--Musician's Friend	180.91
12/16/25	NURI000--Nurik, Liza	370.00
12/16/25	OFFI000--ODP Business Solutions LLC	917.78
12/16/25	OFFI000--ODP Business Solutions LLC	597.69
12/16/25	OTEG004--Francesca A Ortega	3,325.00
12/16/25	PAIN000--Painting to Gogh, LLC	139.42
12/16/25	POWE010--Power Communications LLC	1,840.00
12/16/25	PRES002--The Presbyterian Church of the Covenant	8,700.00
12/16/25	PRET000--Pretend City the Childrens Museum of Orange County	440.00
12/16/25	PSAD000--PS Administrators	730.00
12/16/25	QMDE000--QM Design Group, Inc	540.80
12/16/25	QMDE000--QM Design Group, Inc	82.35
12/16/25	QUIL000--Quill LLC	192.75
12/16/25	RAIN000--Rainbow Resource Center Inc [P]	1,488.79

Date	Vendor	Amount
12/16/25	RDGG002--RDG Glass Installations, Inc	5,840.50
12/16/25	SEAW000--Seaworld LLC	4,799.20
12/16/25	SING000--Singapore Math Inc [P]	54.88
12/16/25	SLAV000--APlus Tutoring Inc.	1,425.00
12/16/25	SMIT012--Allison Smith	205.38
12/16/25	SOBR000--Christina Sobrepena	184.84
12/16/25	STUD003--Studies Weekly, Inc. [P]	49.67
12/16/25	STUD003--Studies Weekly, Inc. [P]	194.63
12/16/25	STUD003--Studies Weekly, Inc. [P]	149.01
12/16/25	SUPE000--Supercharged Science [P]	329.00
12/16/25	TEAC002--Teacher Synergy LLC	198.42
12/16/25	THEB001--Harbor and Sprout	60.00
12/16/25	THEB002--The Bending Willow Academy	2,306.00
12/16/25	THOM005--Derek Thomas	500.00
12/16/25	VENB000--Venbrook Insurance Services	-16,970.79
12/16/25	VENB000--Venbrook Insurance Services	-1,011.53
12/16/25	VENB000--Venbrook Insurance Services	1,011.53
12/16/25	VENB000--Venbrook Insurance Services	16,970.79
12/16/25	VENT005--Ventura County Office of Education	1,150.00
12/16/25	WORL002--Worldwide Express Operations, LLC	563.62
12/17/25	360S000--360 Self Defense and Fighting Inc	694.00
12/17/25	ALIG000--Aligned with Nature LLC	287.50
12/17/25	AMAZ102--Amazon Capital Services (Exp)*	3,661.51
12/17/25	AMPI000--Academy Management Professionals, Inc.	483.00
12/17/25	ARBO001--The Arbor Learning Community [S]	330.00
12/17/25	BATA000--Bat and Root LLC	1,217.61
12/17/25	BORA001--Boran, James Richard	305.00
12/17/25	BRIG004--BrightMinds Tutoring LLC	129.30
12/17/25	BUSF001--Busfield, Kathleen [S]	1,425.75
12/17/25	BUTT001--Butterworth, Jamie M	250.00
12/17/25	CADE000--Cadenza Music Academy	350.00
12/17/25	CENT014--Centerline Martial Arts Inc	468.00
12/17/25	CHAM002--Championship Performance Advantage	1,440.00
12/17/25	CHAU001--Chaudhry, Mudassarah	890.00
12/17/25	CLAS001--Classical Learning Resource Center	6,271.34
12/17/25	CONR001--Palmdale School of Music Inc. [S]	136.00
12/17/25	CREA008--Creative Learning Place Inc.	872.75
12/17/25	DONS002--Don Sal Cocina & Cantina	1,246.00
12/17/25	FIRE000--Firestorm Freerunning Ultra LLC	950.00
12/17/25	FRIN000--Frincu Inc	800.00
12/17/25	GRAC002--Gracie Barra West Lancaster	959.92
12/17/25	GRUN001--Grunt, Gretchen Marie	360.00
12/17/25	HAUE000--U.DID.IT	745.75
12/17/25	HIGH008--High School Math Live	3,425.00
12/17/25	INGH001--Ingham, Morgan	675.00
12/17/25	JENN001--Murphy Language Arts LLC	1,308.75

Date	Vendor	Amount
12/17/25	JOOB000--Joobilo LLC [S]	29,197.03
12/17/25	KALO000--Kalos Sthenos Fitness	200.00
12/17/25	KIDS001--KidsArt - Valencia, Inc [S]	220.50
12/17/25	KIWI000--KiwiCo Inc [P]	37.53
12/17/25	LEAR014--Learning Together AV, Inc	1,132.50
12/17/25	LECL000--West Gymnastics Center LTD	-133.60
12/17/25	MINO002--Minor, Traci [S]	280.00
12/17/25	MOME000--Momentum Dance Center LLC	135.00
12/17/25	MULT002--Westminster Arts Academy [S]	1,305.00
12/17/25	NANC000--Nancy Larson Publishers Inc	342.56
12/17/25	OFFI000--ODP Business Solutions LLC	646.53
12/17/25	PASA000--Pasadena Conservatory of Music [S]	3,737.05
12/17/25	RAIN000--Rainbow Resource Center Inc [P]	2,005.19
12/17/25	ROBE002--Roberts, Mary C	210.00
12/17/25	SAVA002--Savage Learning Environment	676.00
12/17/25	SCHU001--Schuesworks Consulting	130.00
12/17/25	SOCA006--SoCal Strength & Movement	94.00
12/17/25	SPAN004--Spanish Advantage de Sra Garner	1,000.75
12/17/25	STAG000--Stagelight Performing Arts	132.00
12/17/25	STEI001--Athena's Advanced Academy, Inc.	1,473.67
12/17/25	STUD003--Studies Weekly, Inc. [P]	144.63
12/17/25	THOM002--Thompson, Brigid E. [S]	1,681.51
12/17/25	URBA005--Urbanovich, Rene	780.00
12/17/25	VANL000--Amy Van Leuven [I]	3,500.00
12/17/25	VENB000--Venbrook Insurance Services	2,826.63
12/17/25	VENB000--Venbrook Insurance Services	11,114.90
12/17/25	VENB000--Venbrook Insurance Services	16,970.79
12/17/25	VENB000--Venbrook Insurance Services	1,011.53
12/17/25	WATE001--Waterworks Aquatics Inc	2,078.70
12/17/25	WATE002--Waterworks Aquatics Pasadena	1,006.56
12/17/25	WATE003--Waterworks Aquatics HB	642.38
12/17/25	WATE004--Waterworks Swim School - Whittier	272.68
12/17/25	WATE005--Waterworks Swim School - Alhambra	487.76
12/17/25	WATE008--Waterworks Swim School - Northridge Balboa	369.36
12/17/25	WATE009--Waterworks Swim School - Riverside	572.37
12/17/25	WATE010--Waterworks Swim School - Downey - Lakewood	288.72
12/17/25	WATE011--Waterworks Swim School - Culver City	701.56
12/17/25	WEBR000--Webreak Hip-Hop Dance Company	1,400.00
12/17/25	WEND000--Wendy Sue Hunt	350.00
12/18/25	AACA000--AACA REL	20,763.11
12/18/25	ALES002--Alesia Dowden Enterprise	300.00
12/18/25	AMAZ100--Amazon Capital Services (iCA)	759.98
12/18/25	CAST004--Castaic Creek Plaza. LLC	8,779.46
12/18/25	CAST004--Castaic Creek Plaza. LLC	13,767.64
12/18/25	CHAR100B--Charter Communications 4501	1,000.00
12/18/25	CHAR103A--Charter Communications 9901	69.50

Date	Vendor	Amount
12/18/25	CIGN000--Cigna Healthcare	26.54
12/18/25	COLE103--Talaya Coleman (Petty Cash)	501.67
12/18/25	DEW100A--Dewey Pest Control 6374	180.00
12/18/25	DEW103A--Dewey Pest Control 4102	479.00
12/18/25	DISC001--Discovery Education	759.00
12/18/25	EDI103A--Southern California Edison 0180.	4,744.32
12/18/25	GAS100A--SoCalGas 6217	21.83
12/18/25	GIFT003--Gifts N Things, Inc	1,225.88
12/18/25	HINZ000--Kristan Hinze	439.84
12/18/25	IRVI000--Holy Renaissance	4,600.00
12/18/25	KIDS015--Kids to Fill LLC	10,260.00
12/18/25	LEGA003--Legal Shield	102.10
12/18/25	NATI001--Nationwide	47.40
12/18/25	NONS000--Nonstop Administration & Insurance Services, Inc.	8,415.37
12/18/25	NONS000--Nonstop Administration & Insurance Services, Inc.	26,416.92
12/18/25	PSAD000--PS Administrators	262.27
12/18/25	PSAD000--PS Administrators	389.00
12/18/25	PSAD000--PS Administrators	99.00
12/18/25	SCOO000--Scoot Education	3,817.00
12/18/25	STAP001--Staples Advantage	1,349.66
12/18/25	ZEAR000--Zearn	247.50
12/19/25	AMAZ100--Amazon Capital Services (iCA)	26.57
12/19/25	AMAZ100--Amazon Capital Services (iCA)	24.10
12/19/25	AQUA001--Aquarium of the Pacific	5,355.00
12/19/25	CIGN001--Cigna Healthcare	28.42
12/19/25	EVER008--Every Special Child LLC	5,040.00
12/19/25	GAS100C--SoCalGas 6532	140.10
12/19/25	LECL000--West Gymnastics Center LTD	133.60
12/19/25	ORAN001--Orange County Speech Services	650.00
12/19/25	PSAD000--PS Administrators	120.00
12/22/25	AMAZ100--Amazon Capital Services (iCA)	411.99
12/22/25	AMAZ102--Amazon Capital Services (Exp)*	612.72
12/22/25	APPL000--Apple Inc	2,352.28
12/22/25	ARTO000--Art of Problem Solving	606.93
12/22/25	BAYE000--Gillian Bayer	316.03
12/22/25	BILL005--Jennifer Billig	80.08
12/22/25	BRAV001--Allison Bravo	1,630.09
12/22/25	BRIG000--Bright Thinker Inc.	295.00
12/22/25	BUND000--Bundled	26,346.30
12/22/25	CALI002--California Charter Schools Conference	10,450.00
12/22/25	CORN002--Corner Bakery Cafe	1,319.02
12/22/25	FASH001--Fashion Camp - Create Design Sew LLC [P]	109.00
12/22/25	GUIR000--Guire, Michelle	328.44
12/22/25	HAND004--H4B Team LLC	165.99
12/22/25	HIST001--History Unboxed LLC	1,199.67
12/22/25	KIWI000--KiwiCo Inc [P]	98.39

Date	Vendor	Amount
12/22/25	LAKE001--Lakeshore Learning Materials LLC	185.86
12/22/25	LEAR001--Learn and Live Letter LLC	249.00
12/22/25	LEAR004--Learning Without Tears	11.00
12/22/25	LEGA003--Legal Shield	60.80
12/22/25	LEGA003--Legal Shield	258.60
12/22/25	LEGA003--Legal Shield	375.70
12/22/25	MYST003--Mystery Science	129.00
12/22/25	NATI001--Nationwide	975.72
12/22/25	NESS000--Nessy Learning, LLC	186.99
12/22/25	NICO000--Nicole the Math Lady, LLC	79.00
12/22/25	NONS000--Nonstop Administration & Insurance Services, Inc.	53,792.81
12/22/25	NURI000--Nurik, Liza	75.00
12/22/25	OFFI000--ODP Business Solutions LLC	132.91
12/22/25	PURE000--Pure Oasis Water	23.40
12/22/25	RAIN000--Rainbow Resource Center Inc [P]	1,603.40
12/22/25	RICH000--Teri Richardson	22.40
12/22/25	ROSE007--Kathryn Rosenast	268.80
12/22/25	SCHO005--Schoolhouse Discoveries LLC	203.85
12/22/25	SCHW000--Nicole Schwartz	10.00
12/22/25	SLAV000--APlus Tutoring Inc.	5,775.00
12/22/25	SPEC100A--Spectrum Reach	5,982.58
12/22/25	STUD003--Studies Weekly, Inc. [P]	49.67
12/22/25	SUBJ000--Subject Technologies INC	300.00
12/22/25	SURF000--Writings from the Wild LLC	56.40
12/22/25	TEAC002--Teacher Synergy LLC	173.91
12/22/25	TEAC004--Teaching Textbooks Inc [P]	117.90
12/22/25	THEB001--Harbor and Sprout	347.42
12/22/25	TTC4000--TTC4SUCCESS	2,643.15
12/22/25	WADE001--Erin Wade	30.80
12/22/25	WOMP000--Womple Studios LLC	97.38
12/22/25	WOOL001--Gina Woolner	182.00
12/23/25	AMAZ100--Amazon Capital Services (iCA)	1,489.96
12/23/25	AMAZ100--Amazon Capital Services (iCA)	22.80
12/23/25	COLE002--Talaya Coleman	214.07
12/23/25	EDTE000--EdTech 101	2,548.72
12/23/25	IMAG001--Image 2000, Inc	69.90
12/23/25	NATI000--National Benefit Services	1,050.00
12/23/25	NATI000--National Benefit Services	293.93
12/23/25	NATI000--National Benefit Services	145.71
12/23/25	NATI000--National Benefit Services	8,112.70
12/23/25	NATI000--National Benefit Services	6,213.76
12/23/25	NATI000--National Benefit Services	1,185.59
12/23/25	NATI000--National Benefit Services	9,293.45
12/23/25	NONS000--Nonstop Administration & Insurance Services, Inc.	2,147.08
12/23/25	PACI011--Pacific OneSource, Inc	8,183.86
12/23/25	PSAD000--PS Administrators	121.32

Date	Vendor	Amount
12/23/25	PSAD000--PS Administrators	597.50
12/23/25	PSAD000--PS Administrators	93.75
12/23/25	TIM103A--Time Warner Cable 9101	26.99
12/24/25	AMAZ100--Amazon Capital Services (iCA)	312.74
12/24/25	AMAZ102--Amazon Capital Services (Exp)*	18.72
12/24/25	EMHS000--EMH Sports USA, Inc [S]	410.00
12/24/25	MELB000--Mel Booker Music	1,180.00
12/24/25	PSAD000--PS Administrators	242.64
12/26/25	NUES000--Nuestra Escuelita Spanish Academy	169.00
12/26/25	PSAD000--PS Administrators	246.75
12/26/25	PSAD000--PS Administrators	206.50
12/26/25	PSAD000--PS Administrators	278.28
12/26/25	PSAD000--PS Administrators	59.00
12/29/25	AMAZ100--Amazon Capital Services (iCA)	37.25
12/29/25	AMAZ100--Amazon Capital Services (iCA)	328.45
12/29/25	PSAD000--PS Administrators	40.00
12/29/25	PSAD000--PS Administrators	40.00
12/29/25	PSAD000--PS Administrators	291.89
12/29/25	PSAD000--PS Administrators	95.00
12/30/25	NURI000--Nurik, Liza	-185.00
12/31/25	LOSA001--Los Angeles County Office of Education (LACOE)	30,271.52
12/31/25	LOSA001--Los Angeles County Office of Education (LACOE)	146,048.03
12/31/25	LOSA001--Los Angeles County Office of Education (LACOE)	21,590.18
12/31/25	LOSA001--Los Angeles County Office of Education (LACOE)	388,622.77
1/2/26	AMAZ100--Amazon Capital Services (iCA)	28.35
1/2/26	KUMO005--Kumon of Camarillo	-1,232.00
1/2/26	PSAD000--PS Administrators	422.75
1/5/26	PSAD000--PS Administrators	190.69
1/6/26	360S000--360 Self Defense and Fighting Inc	43.00
1/6/26	ABBY000--Abby Zabby LLC (DBA Home School Coaches)	3,656.41
1/6/26	ABCG000--ABC Guidance	1,010.00
1/6/26	ACTO006--Actors Edge Studios	525.00
1/6/26	AIMA000--Aim Academy Online, LLC	5,352.80
1/6/26	ALES002--Alesia Dowden Enterprise	300.00
1/6/26	ALIC000--Alicia Jones Coaching	441.50
1/6/26	ALLA000--All About Learning Press Inc [P]	218.63
1/6/26	ALLI000--Allison Caldera Tutoring	120.00
1/6/26	ALTE000--Alternative Choices in Education, ACE, LLC	3,895.00
1/6/26	AMAA000--American Martial Arts Academy [S]	611.00
1/6/26	AMAZ100--Amazon Capital Services (iCA)	267.93
1/6/26	AMAZ100--Amazon Capital Services (iCA)	79.16
1/6/26	AMAZ102--Amazon Capital Services (Exp)*	41.01
1/6/26	ARBO001--The Arbor Learning Community [S]	10,255.00
1/6/26	ARTO000--Art of Problem Solving	99.99
1/6/26	AVDA000--AV Dance Inc	610.00
1/6/26	AVER000--Natalie Meza	169.00

Date	Vendor	Amount
1/6/26	BASS002--Alexandra Bass	143.50
1/6/26	BASU000--Basurto Music & Academics	630.00
1/6/26	BLOO000--Bloom School of Music and Dance	633.00
1/6/26	BORA001--Boran, James Richard	610.00
1/6/26	BOYL001--Boyle, Andrew	495.00
1/6/26	BRIA001--BJ Martial Arts Inc.	1,708.00
1/6/26	BRIA001--BJ Martial Arts Inc.	845.00
1/6/26	BRID000--Bridges Equestrian Inc. [S]	697.00
1/6/26	BRIG004--BrightMinds Tutoring LLC	140.00
1/6/26	BUDK000--Terri Budke	391.64
1/6/26	BURB002--First United Methodist Church Burbank	194.00
1/6/26	C3CL000--C3 Classes, LLC	450.00
1/6/26	CALI021--California Gymnastics LLC	335.00
1/6/26	CAMA000--Elizabeth Camargo	-45.27
1/6/26	CENT001--Center Stage Dance Academy, SCV	340.00
1/6/26	CHAR008--Charter School Management Corp	3,500.00
1/6/26	CHAV002--Chavez, Candi	588.00
1/6/26	CHIL005--Children's Music Academy	95.00
1/6/26	CLAR005--The Claremont Club	2,471.50
1/6/26	COLE103--Talaya Coleman (Petty Cash)	-501.67
1/6/26	COLO001--Colosky's Math Academy [S]	2,480.75
1/6/26	COLO002--Color My World, LLC.	650.00
1/6/26	COMP002--Compass Educators: A Holistic Tutoring Company	270.00
1/6/26	CONR001--Palmdale School of Music Inc. [S]	490.00
1/6/26	CONR001--Palmdale School of Music Inc. [S]	2,536.00
1/6/26	COOK008--Luisa Cook	159.39
1/6/26	CRAD002--Crady, Kathleen [S]	2,953.00
1/6/26	DANC004--Margo Arts	178.00
1/6/26	DANC007--Dancin' In Acton, Inc.	70.00
1/6/26	DANC007--Dancin' In Acton, Inc.	422.00
1/6/26	DAVE000--Dave Janssen's School of Music [S]	735.00
1/6/26	DINI001--Diniakos, Michelle	925.00
1/6/26	EAST000--East LA Jiu Jitsu Company	338.00
1/6/26	ETHO000--Ethos Jiu Jitsu Incorporated	169.00
1/6/26	ETHO001--Ethos Jiu Jitsu South Bay Inc	160.00
1/6/26	EVAN001--Evans, Laurel	280.50
1/6/26	FAGE000--Fagen Friedman & Fulfrost LLP	3,081.00
1/6/26	FIRE000--Firestorm Freerunning Ultra LLC	1,914.00
1/6/26	FISC004--Fischer, Laura	1,440.00
1/6/26	FOY0001--Steven Foy	216.02
1/6/26	FROG000--Frog Creek Adventure School	1,126.00
1/6/26	FUNW000--Fun with Horses	180.00
1/6/26	GAME004--Gamez, Ava L	440.00
1/6/26	GAVI000--Gavin Witzer Golf	250.00
1/6/26	GLIT000--The Glitter Barn	545.00
1/6/26	GOUL001--Georganne Gould	340.00

Date	Vendor	Amount
1/6/26	GREE003--Greenwave Surf, Inc. [S]	680.00
1/6/26	GRUN001--Grunt, Gretchen Marie	45.00
1/6/26	GUER002--Guerrero, Laura	960.00
1/6/26	HAMB001--Hamborg, Chapman [S]	436.75
1/6/26	HERN004--Megan Hernandez	269.88
1/6/26	HICK000--Hickock, Grace E	108.75
1/6/26	HOOG000--Hoogendam, Lindsay	4,763.75
1/6/26	HUCK001--Huckleberry Center for Creative Learning	1,436.03
1/6/26	HUNT000--Huntington Music	800.00
1/6/26	INFI000--Infinity Kids	725.00
1/6/26	INNO006--Innovative Learning Press [S]	307.00
1/6/26	INST002--Institute for Educational Advancement	1,284.59
1/6/26	IRVI000--Holy Renaissance	5,400.00
1/6/26	JOOB000--Joobilo LLC [S]	14,110.50
1/6/26	JOOB001--Joobilo LLC [P]	27.44
1/6/26	KIDS001--KidsArt - Valencia, Inc [S]	120.00
1/6/26	KIDS001--KidsArt - Valencia, Inc [S]	615.50
1/6/26	KIDS014--KidsArt Claremont Inc	268.00
1/6/26	KIMD001--Kim, David	308.00
1/6/26	KIWI000--KiwiCo Inc [P]	262.59
1/6/26	KOBE001--Kobernik, Linda J	112.50
1/6/26	KUMO005--Kumon of Camarillo	1,232.00
1/6/26	KWMU000--KW Music Studios LLC	788.25
1/6/26	LAC103A--LA County Waterworks 3272.	544.97
1/6/26	LAC103B--LA County Waterworks 3275.	677.79
1/6/26	LANG005--Language Network, Inc.	876.00
1/6/26	LANT001--Lanterns Global LLC	476.20
1/6/26	LAWR002--Lawrence, Katelyn	101.00
1/6/26	LEAR013--Learning Squad OC	523.00
1/6/26	LEAR014--Learning Together AV, Inc	490.00
1/6/26	LEAR014--Learning Together AV, Inc	707.50
1/6/26	LEEK002--Thinkers Outside The Box	125.00
1/6/26	LIGH001--Lights On Learning Solutions, Inc.	285.00
1/6/26	LING000--Lingo Nerds LLC	325.00
1/6/26	LITT001--Little School of Music [S]	1,150.58
1/6/26	LITZ000--Megan Litz Private Tutoring	160.00
1/6/26	LORI001--Lorie Suntree	360.00
1/6/26	MACA002--Tina, Macabitas	451.22
1/6/26	MATH013--Weiss Math Centers 1, LLC	615.55
1/6/26	MICH004--Jeanine Michel	102.90
1/6/26	MOSA000--Mosaic Music Inc	320.00
1/6/26	MOUN001--Mountain View Ranch Joshua Tree, LLC	325.00
1/6/26	MYGY001--Children in Motion	298.00
1/6/26	MYST003--Mystery Science	129.00
1/6/26	NEEL001--Neeley, Kelsey	1,600.00
1/6/26	NURI000--Nurik, Liza	185.00

Date	Vendor	Amount
1/6/26	OLIV001--TGA of Greater Long Beach	613.04
1/6/26	ORTE005--Ortega, Reymundo	1,025.00
1/6/26	PEAC002--Peace Hill Classical Co-Op	11,215.00
1/6/26	PEDI001--Pediatric Therapy Associates	1,650.38
1/6/26	PHOE000--Phoenix Feather Inc. [S]	135.00
1/6/26	PIAN001--Piano Play Music Systems, Inc.	362.00
1/6/26	PICK000--Pickavance, Jamie	110.00
1/6/26	PINE003--Pinell Inc	358.00
1/6/26	PLAY008--Play Based Learning Academy LLC [S]	2,024.60
1/6/26	PRIB000--Pribble, Dan [X]	403.00
1/6/26	REIT001--Kyle Reiter	217.14
1/6/26	ROCK005--Rockwell Printing Inc	1,110.00
1/6/26	ROLL003--Rolling Brazilian Jiu-Jitsu Academy	334.50
1/6/26	ROOS000--Roos Music Inc [S]	780.00
1/6/26	SAMP000--Sampa Brazilian Jiu Jitsu School Inc	741.00
1/6/26	SAPA000--Sapao Brazilian Jiu Jitsu & Fitness LLC	702.00
1/6/26	SCIE002--Wilcox, Jill	6,935.11
1/6/26	SCUL000--Sculpt Fitness Long Beach LLC	400.00
1/6/26	SETH000--Kaser Arts Inc.	4,046.49
1/6/26	SHOW000--Showdown Inc.	330.00
1/6/26	SING000--Singapore Math Inc [P]	108.87
1/6/26	SLAT002--Slater, Kelsey Mira	480.00
1/6/26	SPAN001--Spanish Town USA LLC	487.50
1/6/26	SPAN004--Spanish Advantage de Sra Garner	917.00
1/6/26	SPEC003--Specialized Therapy Services	17,579.77
1/6/26	SPEE001--Speech Language & Educational Associates	1,250.00
1/6/26	SPRO000--Sprout and Blossom LLC	20.00
1/6/26	STAR003--Star Dance Center [S]	632.00
1/6/26	STEP002--Stepping Stones Therapy, Inc. [S]	55.00
1/6/26	STRA001--Strategic Kids, LLC	1,600.00
1/6/26	STRO001--Soaring Chicken Farm Ministry	1,050.00
1/6/26	SUTH000--Rachel Sutherland	1,559.04
1/6/26	SWEE002--Sweetman Systems	6,449.28
1/6/26	TEAC007--Teach to the Text LLC	1,350.00
1/6/26	TEAC011--TeachTown	245.97
1/6/26	THER001--Therapy in Action	1,130.00
1/6/26	THOM002--Thompson, Brigid E. [S]	244.00
1/6/26	TIMO000--Fired Up Arts	228.00
1/6/26	TRAD001--Tori's Equitation Services	589.00
1/6/26	URBA005--Urbanovich, Rene	180.00
1/6/26	VANH003--Van Houten, Holly	200.00
1/6/26	VER1021--Verizon 0001	85.08
1/6/26	WEBB002--Write On Webb	99.25
1/6/26	WEBR000--Webreak Hip-Hop Dance Company	300.00
1/6/26	WEND000--Wendy Sue Hunt	185.00
1/6/26	WILL021--Josie Williams Piano Studio	160.00

Date	Vendor	Amount
1/6/26	WOOD001--Hollis Wood	1,230.25
1/7/26	BAIL000--Kendra Bailey	108.40
1/7/26	BAY100A--Bay Alarm Company 8772	532.32
1/7/26	CALI026--California Department of Tax and Fee Administration	5,021.00
1/7/26	CALI026--California Department of Tax and Fee Administration	7,148.25
1/7/26	CALI026--California Department of Tax and Fee Administration	2,651.00
1/7/26	COLE103--Talaya Coleman (Petty Cash)	501.67
1/7/26	EDI100E--Southern California Edison 8579	352.75
1/7/26	EFFE001--Effectual Educational Consulting Services	1,497.50
1/7/26	GENE000--Genesis Gymnastics Inc	-1,120.00
1/7/26	HANC000--Tricia Hancock	180.00
1/7/26	HAVE000--Holly Havenhill	189.23
1/7/26	IMAG001--Image 2000, Inc	138.70
1/7/26	KESH000--Keshav Education Inc	-830.00
1/7/26	KHTS000--KHTS Radio	2,000.00
1/7/26	MATH023--Mathnasium of South Coast Metro	-335.00
1/7/26	NAST000--Angie Nastovska	822.08
1/7/26	ROBU000--Robus Solutions	8,000.00
1/7/26	SPEC100A--Spectrum Reach	-2,996.29
1/7/26	SWAN000--Andrea Swander	330.65
1/7/26	THEL005--The Living Desert	374.25
1/7/26	TMOB003--T-Mobile 2114	465.22
1/7/26	VER1021--Verizon 0001	85.04
1/7/26	WOOL001--Gina Woolner	-281.40
1/7/26	WULA000--Wu, Lauren	-405.00
1/7/26	ZAMA000--Asaduz Zaman	143.43
1/8/26	4IMP000--4imprint, Inc	2,835.41
1/8/26	AMAZ100--Amazon Capital Services (iCA)	217.50
1/8/26	AQUA003--Aqua Doc Pool & Spa Service	685.00
1/8/26	BAY103A--Bay Alarm Company 3072	870.69
1/8/26	BAY103B--Bay Alarm Company 8872	63.00
1/8/26	BILL001--Bill's Landscaping, Inc	2,260.00
1/8/26	CAMA000--Elizabeth Camargo	45.27
1/8/26	COLE002--Talaya Coleman	301.84
1/8/26	CUMU000--Cumulus Global	152.00
1/8/26	EDI103A--Southern California Edison 0180.	4,352.08
1/8/26	EDTE000--EdTech 101	36,260.36
1/8/26	GAS103A--SoCalGas 8430	1,113.06
1/8/26	JIVE000--GoTo Technologies USA, LLC	30.95
1/8/26	KIMB003--Jennifer Kimbell	51.24
1/8/26	PIAN002--Harjo, Charissa	-555.00
1/8/26	SCHO009--School Pathways LLC	556.25
1/8/26	SCOO000--Scoot Education	2,366.00
1/8/26	STAP001--Staples Advantage	58.83
1/8/26	TMOB010--T-Mobile 9809	121.03
1/8/26	TMOB010--T-Mobile 9809	121.03

Date	Vendor	Amount
1/8/26	WAS103A--Waste Management 3006.	821.73
1/9/26	ADSE000--Accent Dance Studios	760.00
1/9/26	AGOU000--Agoura Jiu Jitsu LLC	196.00
1/9/26	AIN001--A Plus In Home Tutors Inc	12,705.50
1/9/26	ALLI000--Allison Caldera Tutoring	175.00
1/9/26	AMAZ004--Amazing Athletes of Inland Empire	45.00
1/9/26	AMAZ100--Amazon Capital Services (iCA)	51.04
1/9/26	ANGE002--Angeles, Carlos	525.00
1/9/26	BEAU000--Beautiful Feet Books, Inc.	345.53
1/9/26	BIRD000--Lydia Gomez	700.00
1/9/26	BROA001--Broadway Gymnastics School Inc.	2,581.00
1/9/26	BUSF001--Busfield, Kathleen [S]	1,425.75
1/9/26	BUTT001--Butterworth, Jamie M	125.00
1/9/26	CALI022--California Dance Academy Inc	1,485.00
1/9/26	CATK000--CA Taekwondo	1,071.00
1/9/26	CLAR002--Claremont Chefs Academy [S]	430.00
1/9/26	CODE003--Reeser Holdings LLC	398.00
1/9/26	COUL001--Could It Be Dyslexia, Inc.	459.00
1/9/26	CUMU000--Cumulus Global	152.00
1/9/26	EDWE001--Ed West	373.25
1/9/26	EMHS000--EMH Sports USA, Inc [S]	595.00
1/9/26	EURE003--Eurekademics, LLC	920.00
1/9/26	GENE000--Genesis Gymnastics Inc	1,120.00
1/9/26	GOLD004--Golden Star Educational Services	1,145.00
1/9/26	GRAC005--Gracie Brazilian Jiu Jitsu LLC	1,688.00
1/9/26	HERN012--Hernandez, Alheli	649.50
1/9/26	HOME007--HomeRoom Kids Inc	1,575.00
1/9/26	ICEM000--Iceman International	210.00
1/9/26	IRON001--Iron Fist Martial Arts, LLC	613.00
1/9/26	KESH000--Keshav Education Inc	830.00
1/9/26	KIDS006--Drawn2Art - Northridge	1,519.39
1/9/26	KIDS016--Drawn2Art	753.00
1/9/26	KLAK001--Klak-Amador, Deborah	2,460.00
1/9/26	MARI003--Marich, Valerie G	240.00
1/9/26	MATH022--SoCal Math LLC	131.53
1/9/26	MATH023--Mathnasium of South Coast Metro	335.00
1/9/26	OFFI000--ODP Business Solutions LLC	174.78
1/9/26	ONLI002--OnlineG3.com, Inc.	299.00
1/9/26	OUTS000--Outschool, Inc [P]	100.00
1/9/26	PRAD000--Prado Music Academy, LLC	653.00
1/9/26	PREM003--Premier Martial Arts & Mentorship	127.00
1/9/26	SCHL001--Schloff, Ellen	1,605.00
1/9/26	SCHO007--School of Rock - Fairfax District - LA	273.75
1/9/26	SILI000--Silicon Valley High School Inc.	11,865.07
1/9/26	SLAV000--APlus Tutoring Inc.	300.00
1/9/26	SOUT007--South Coast Repertory [S]	297.50

Date	Vendor	Amount
1/9/26	SOUT013--Southland Ballet Academy [S]	300.00
1/9/26	SPEC003--Specialized Therapy Services	13,396.45
1/9/26	STRO001--Soaring Chicken Farm Ministry	337.50
1/9/26	TEAC002--Teacher Synergy LLC	119.16
1/9/26	THEH000--The Hidden Dojo	672.00
1/9/26	THEO004--The ONE TaeKwanDo [S]	584.00
1/9/26	TORR001--Torres Fine Art Instruction	391.12
1/9/26	USBL000--USBA LLC	370.00
1/9/26	WESP001--We Spark Learning	222.00
1/9/26	WILK001--Wilkins, Aaron Paul	576.00
1/9/26	WILL000--CAL Heights Music	1,201.00
1/9/26	WMMU000--WM Music Lessons, Inc.	1,510.00
1/9/26	WULA000--Wu, Lauren	405.00
1/9/26	XOCH000--Xochitl Brizuela	287.50
1/9/26	YAMA001--Cerritos Yamaha Music School - Cerritos [S]	1,288.00
1/9/26	YAMA002--Cerritos Yamaha Music School - Chino Hills [S]	516.00
1/9/26	YOUN001--Young, Robin	505.00
1/9/26	ZHAO001--Zhao, Junping	570.00
1/11/26	RAMP000--Ramp	26,371.94
1/12/26	CALP000--Cal Poly Pomona Foundation, Inc.	650.00
1/12/26	DEW100A--Dewey Pest Control 6374	75.60
1/12/26	DOCT000--Daniela Doctor	13.93
1/12/26	DOME000--Brittany Domenick	151.20
1/12/26	EDI110S--Southern California Edison 0155	581.46
1/12/26	FAGE000--Fagen Friedman & Fulfrost LLP	1,224.50
1/12/26	KAIS000--Kaiser Foundation Health Plan	23,734.34
1/12/26	LAWO000--Law Offices of Young, Minney & Corr, LLP	7,135.52
1/12/26	NATI000--National Benefit Services	8,112.70
1/12/26	NATI000--National Benefit Services	6,272.14
1/12/26	PEAC000--Peaceful Playgrounds, INC	242.67
1/12/26	PIAN002--Harjo, Charissa	555.00
1/12/26	QMDE000--QM Design Group, Inc	6,667.00
1/12/26	ROYA002--Royal Academy the Sound of Music	-1,536.00
1/12/26	SILV002--Amy Silva	565.32
1/12/26	SPEC100A--Spectrum Reach	5,996.28
1/12/26	TEAM003--TeamViewer Germany Gmbh	2,028.24
1/12/26	THES000--The Signal- Santa Clarita Valley	1,000.00
1/12/26	WOOL001--Gina Woolner	281.40
1/13/26	AKMA000--Elliot Akman	64.51
1/13/26	AMAZ100--Amazon Capital Services (iCA)	61.03
1/13/26	AMAZ100--Amazon Capital Services (iCA)	152.81
1/13/26	ARTS004--Art & Soul Collective LLC	325.00
1/13/26	BLUE001--Blue Buoy Swim School [S]	2,110.00
1/13/26	BRAU000--B Rauhty LLC	990.00
1/13/26	CHAN001--Channel Islands Rowing Club	850.00
1/13/26	CIRC000--The Circle LB	3,330.00

Date	Vendor	Amount
1/13/26	CLEA003--Cleary Irish Dance LLC	363.48
1/13/26	COBR000--Cobrinha Brazilian Jiu Jitsu North Hollywood, Inc	182.00
1/13/26	COLO003--Color it In Franchise, LLC	300.00
1/13/26	COMM003--Common Thread Claremont	385.00
1/13/26	DANC008--Inland Pacific Ballet Academy	1,720.00
1/13/26	DEFE000--Defense Kinetics, Inc.	968.00
1/13/26	DEPA004--De Paiva, Antoinette	200.00
1/13/26	EMOG000--Emogi Fitness, LLC	188.00
1/13/26	GENE000--Genesis Gymnastics Inc	1,415.00
1/13/26	HEWI001--Hewitt Learning	186.29
1/13/26	HIDE000--Hi-Desert Playhouse Guild, Inc	688.33
1/13/26	HILL003--Hillcrest Ranch Inc	965.00
1/13/26	ICAN000--I Can Academy, OC	400.00
1/13/26	JOIN000--Joining All Movement [S]	299.00
1/13/26	KAIS000--Kaiser Foundation Health Plan	38,608.47
1/13/26	LAMO001--Star Struck Dance Studio Corp	1,394.00
1/13/26	LIVE002--LIVE Online Math [S]	3,752.99
1/13/26	MONA000--Monarchs Athletics	579.50
1/13/26	NCCM000--New California Conservatory of Music*	420.00
1/13/26	OBRI006--The Music Abode Collective	228.00
1/13/26	OFFI000--ODP Business Solutions LLC	39.44
1/13/26	PAKU000--Pakua LLC	900.00
1/13/26	PICA001--Living Wonder Homeschool Co-Op	682.00
1/13/26	PORT003--Portal Languages Costa Mesa LLC	596.50
1/13/26	PROS001--Prospect Soccer Academy	1,317.19
1/13/26	SPEC003--Specialized Therapy Services	305.00
1/13/26	TEAM004--Team Inner Strength MMA LLC	130.00
1/13/26	TMOB009--T-Mobile 3564	2,986.66
1/13/26	WAYF000--Wayfinder Family Services	1,208.00
1/13/26	WILE001--Wileman, Gina M	165.00
1/13/26	WILE002--Wileman, Connor Joseph	110.00
1/13/26	WILL015--Williamsburg Learning	512.50
1/13/26	WULA000--Wu, Lauren	1,035.00
1/13/26	YOUN002--Young Actors Academy of Performing Arts, LLC	55.00
1/14/26	PEDI001--Pediatric Therapy Associates	-750.60
1/14/26	VENB000--Venbrook Insurance Services	16,534.87
1/14/26	VENB000--Venbrook Insurance Services	10,153.83
		$ 5,679,592.71

Company Name: iLEAD California
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 10/30/2025-01/14/2026

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	424,805.11
3402	Health & Welfare Benefits - Classified positions	159,482.50
3901	Other Benefits - Credentialed positions	0.03
4110	Core Curriculum - Texts, Workbooks, etc	7,241.12
4120	Core Curriculum - Software & Programs	32,799.69
4130	Other Curriculum	916.41
4210	Professional Development References	420.96
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	12,215.35
4310	Science Supplies	49.03
4315	Art Supplies	641.78
4317	Assessment Supplies	10,573.16
4325	Custodial Supplies	2,987.66
4330	Health & Safety	569.13
4335	Home Study Stipend	1,622,657.39
4340	Office Supplies	3,299.64
4345	Printing & Reproduction Supplies	11,926.49
4350	Spiritwear	99.80
4355	Facilities Supplies	3,325.96
4410	Classroom Furniture & Equipment	111.13
4420	NonClassroom Furniture & Equipment	966.80
4430	IT Equipment & Supplies	62,947.30
4720	Food Supplies	231.26
4740	Cafe Other Supplies	78.02
5210	Travel for PD, Conferences, & School Development	9,776.87
5220	Travel for Intersite Business - Mileage*	16,574.12
5230	Conference & Workshop Registration Fees	15,770.00
5240	Professional Development - Meetings & Collaborations	22,063.30
5310	Professional Dues, Memberships, and Subscriptions	1,870.00
5510	Utilities - Electricity	18,118.53
5520	Utilities - Gas	2,667.49
5530	Utilities - Water	1,222.76
5540	Utilities - Trash	2,465.19
5550	Operations - Janitorial Services	8,730.00
5560	Operations - Security	7,623.98
5610	Rent - Facilities Rent and CAM Charges	255,735.94
5630	Repairs & Maintenance - Facilities	23,406.72
5650	Repairs & Maintenance - Auto	500.00
5660	Repairs & Maintenance - Other Equipment	1,840.00
5801	Professional Services - Service Fees	4,175.45
5803	Professional Services - Business Services	8,687.50
5804	Professional Services - Auditing & Tax Preparation	18,902.25

GL Account #	GL Account Description	Total
5806	Professional Services - Consultant Fees	37,200.00
5807	Professional Services - BTSA	1,150.00
5808	Professional Services - Legal Fees	65,435.64
5822	Operating Expenditures - Licenses & Other Fees	5,538.96
5824	Operating Expenditures - Fundraising & Grantwriting	1,225.88
5827	Operating Expenditures - Other Benefit Fees	136.00
5828	Operating Expenditures - Staff Recruitment	1,000.00
5829	Operating Expenditures - Events	29,080.24
5830	Operating Expenditures - Marketing & Advertising	74,232.22
5840	Operating Expenditures - Software Licenses	65,362.28
5850	Student Services Expenditures - Student Information System	2,023.83
5851	Student Services Expenditures - Student Assessment Services	21,227.04
5852	Student Services Expenditures - Special Education Contracted Services	148,988.36
5853	Student Services Expenditures - Student & Group Activities	29,743.18
5854	Student Services Expenditures - Electives & Enrichment	82,945.00
5855	Student Services Expenditures - Substitutes	12,770.00
5910	Telephone & Fax	147.95
5920	Internet Services	5,606.84
5925	Website/Communication Fees	25,991.36
5940	Postage Expense	251.54
9310	Prepaid Expenditures (Expenses)	291,686.39
9313	Prepaid Events	6,364.25
9530	Employee Benefits Payable	1,886.39
9535	Retirement Liability	1,754,317.14
9536	403b Payable	124,319.24
9540	Use Tax Payable	12,169.25
9545	Credit Card Payable - iCC1	100,317.91
	Grand Total	**$5,679,592.71**